



URSULINE HIGH SCHOOL

Wimbledon

Teaching & Learning Policy

May 2024

HEADTEACHER Mr Eoin Kelly

URSULINE HIGH SCHOOL CRESCENT ROAD WIMBLEDON LONDON SW20 8HA

E-MAIL: enquiries@ursulinehigh.merton.sch.uk
WEBSITE: www.ursulinehigh.merton.sch.uk

“Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!” **St Angela**

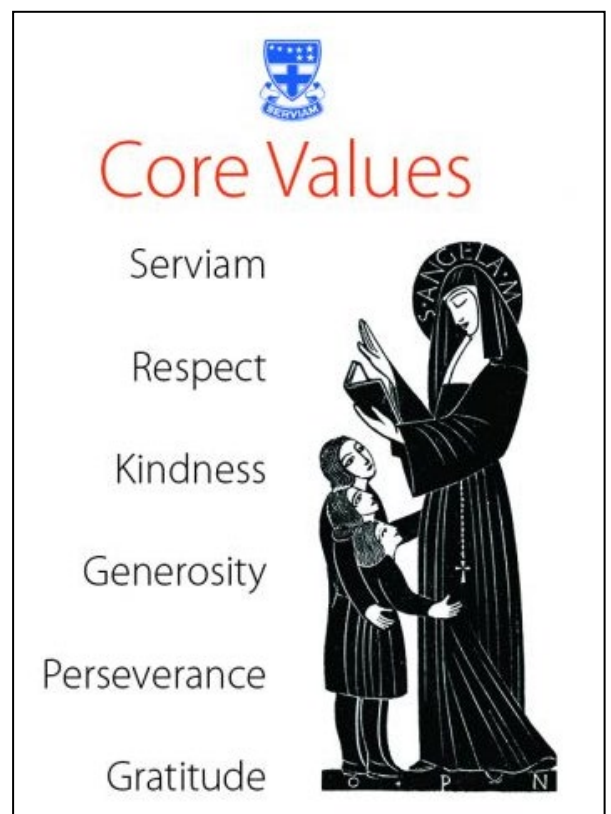
Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

Aims

- ✚ Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum.
- ✚ Develop personal qualities of understanding of self and others, self-discipline and motivation, responsibility, maturity, creative freedom and integrity.
- ✚ Foster an attitude of respect for all regardless of age, race, colour, creed or gender.
- ✚ Build peace, promote justice, social concern and, through the celebration of difference, the equality of all people.
- ✚ Widen horizons, encourage a sense of commitment and service to the wider world, and to enable each one to go on learning and changing all through life.



By the time they leave the Ursuline, our students live out the values of St Angela by:

Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.



Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.



Being kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.



Being able to adapt to the sign of the times whilst understanding what really matters in life.



Being able to understand their role in the stewardship of the environment.

At the heart of everything in this policy is student voice.

Students tell us what works, what doesn't, what's important to them and what they need to grow into confident, successful women and we listen.

This policy is informed by that voice.

This policy links closely with the Curriculum Policy, which details how subject curricula may be sequenced, implemented and evaluated. References to the Curriculum Policy may be found through the Teaching and Learning Policy.

Abstract.

There is a clear teaching pedagogy at UHS, focused on Challenge and Checking. This research informed pedagogy utilises the latest research underpinning PGCSE, ECT and NPQ learning. Our SOLs are designed to provide an extensive range of different activities that enable students to access the material from a variety of different teaching styles. The KS3 curriculum is designed to give a strong learning foundation, focusing on knowledge, understanding and skill, sequencing the work so that a greater depth of understanding can be acquired. This is then built upon in KS4. Our learning conferences give students an opportunity to understand and use the language for learning that enables staff to engage in a deeper manner with the subject content through a variety of teaching styles. Staff design the SOLs around their subject expertise to facilitate a wider range of memorable learning experiences.

Our subject leaders ensure that the content delivered is challenging and deepens the students' understanding of the subject area while delivering skills that can be used across the whole of the curriculum to create a connective tissue between subjects.

Real emphasis is placed on the teaching of individual subjects, which enables students to acquire knowledge and skills that are transferable. We have a clear language for learning where students learn how to learn. This is done through learning conferences, which also teaches soft skills, and SOLs. Staff are informed through TED talks and CPD on these same strategies and so there is a common language used in all lessons.

We have a strong culture of evidence informed practice at UHS and use the appropriate research for each of the different curriculum strands. For Teaching and Learning, we use research from the Sutton Trust, Hattie, EEF, IEE and always engage with new research that supports our teaching practice. In order that teachers continue to develop their knowledge, subject understanding and craft, we have a CPD programme with strong links to external agencies and internal sessions. These sessions are based around identified needs in T&L and pedagogy. Through our Appraisal process, staff are encouraged to reflect on areas of development and we provide CPD to meet those needs.

Please check the appendix for further details on this pedagogy.

Retrieval practice and Assessment

Assessment

For further details on Assessment, please check the assessment policy and the curriculum policy.

Assessments are used primarily by staff to determine misconceptions, gaps in learning and skills and then support the teacher in their planning to close those gaps immediately.

Assessments are used by students to reflect on their learning so that they may understand where their gaps are.

Assessment, both formative and summative has a clear role in the learning process in ensuring that all students are acquiring the appropriate level of understanding and support. Students have clear targets and each department has clear standards criteria at each level. Students know that their target is the least that they should achieve and are encouraged to aim higher. A student with a Gold target at KS3 would be expected to aim for Platinum.

AfL is especially important and uses a variety of different assessments to gauge progress and understanding. Checking the learning during the lesson is fundamental to closing gaps in misconceptions before the student leaves the classroom.

Students receive written feedback twice a half term on a piece of work that enables the student to make progress and deepens the learning.

Staff use assessments to tailor their teaching to ensure that they are meeting the needs of every student. Staff have made banks of appropriate feedback responses to set assessments or marked work and this maintains consistency and ensures that all students are challenged.

Increased emphasis is placed on developing student's long-term memory and the retention of knowledge through consolidation and interleaving. The SOLs have been redesigned to provide more consolidation activities and the Units have been reassessed to determine the best sequence of interleaving work. We have two summative assessments in the calendar and these provide opportunity to revisit work and build on long term memory skills. The learning conferences provide students with an opportunity to develop these skills as part of our language for learning and to use effective techniques throughout the course and not just as part of active revision.

Blended learning

For further details of digital learning, please consult our digital learning policy.

We use our Virtual Learning Environment, powered by Microsoft Teams in conjunction with our unique lap top scheme to ensure that every student has access to the curriculum at all times. Every student has their own laptop as does every member of staff.

The quality of teaching and learning is at the heart of digitisation and should always take precedence over the method or delivery platform.

Our blended learning strategy is built around 3 core pillars:

- i. Quality first teaching based on Checking and Challenge***
- ii. MS Teams, Assignments and Class NoteBook***
- iii. Using our incubator school status to remain at the cutting edge of how technology can enhance teaching and prepare our students for life in the 21st Century.***

Blended learning mixes the key principles of quality first face to face teaching with cutting edge technology. Each class has their own MS Team and OneNote space and all resources are placed there for anytime access. Staff are on a virtuous CPD cycle of increasing their skill set to deliver more integrated technology from VR Headsets to Drones, 3D printers and Minecraft Education.

Our Digital Vision informs our teaching and planning: a future orientated and globally informed curriculum that prepares our students with the skills for lifelong learning, life and work in a globally connected society.

Blended Learning at Ursuline High School.

OneNote

This can be instigated by Senior Leader, Head of department or key stage coordinator

- ✓ PLASTIC COVER ON EVERY BOOK.
- ✓ TRACKER SHEET GLUED INSIDE FRONT COVER.
- ✓ THE “BIG PICTURE” SHEET FOR EACH UNIT GLUED IN AT THE START OF EVERY UNIT. THIS SHOULD ALSO CONTAIN LOCAL CONTEXT INFORMATION.
- ✓ WORK CLEARLY INDICATES WHERE ANY MATCHING RESOURCES WILL BE FOUND ON ONENOTE.
- ✓ SOME WORKSHEETS CAN BE GLUED INTO EXERCISE BOOKS IF NECESSARY (DIAGRAMS TO ANNOTATE ETC.)
- ✓ EXTENDED WRITING TO ALWAYS BE IN THE BOOK.
- ✓ STUDENTS COMPLETE FEEDBACK SHEETS FOR ANY WORK MARKED ONLINE AND GLUE INTO CORRECT PLACE IN BOOK.
- ✓ ANY WRITTEN EMBS TO BE GLUED IN AT THE END OF EACH UNIT/RELEVANT

- ✓ ALL WORKSHEETS TO BE IN RELEVANT AREA ON ONENOTE
- ✓ ALL ONENOTE BOOKS TO FOLLOW THE SAME FORMAT (SEE BELOW)
- ✓ NON-EXTENDED WRITING TASKS (EMBS & HWK) TO USE ASSIGNMENTS – STUDENTS TO COMPLETE FEEDBACK SHEET USING STAFF FEEDBACK.
- ✓ ONLINE TEXTBOOKS ARE ENCOURAGED TO ALLOW ACCESS OUTSIDE OF SCHOOL.
- ✓ COLLABORATION SPACE, WHITEBOARD APP, BREAKOUT ROOMS CAN STILL BE USED TO IMPROVE ENGAGEMENT.
- ✓ LESSON ON TEAMS IF A STUDENT IS ISOLATING

ALL SEATING PLANS TO BE ADOPTED TO ENSURE CONSISTENCY AND SAVE TIME FOR STAFF

OneNote Sections: separate section for each unit (each worksheet clearly titled), Homework, Revision Materials, EMBS.

Blended Learning (Sixth Form)

Blended learning is integral to the Sixth Form.

For each of their subjects, students will organise their work in the following way:

In physical folders:

- EMB tracker, completed each time an assessed piece of work is returned.
- All EMB assessments
- Assessment feedback sheets for marked pieces of work (fortnightly)
- Copies of Personalised Learning Checklists, updated after key assessments
- The Big Picture sheets for each unit of work
- All written classwork, dated and linked back to appropriate online resource
- All homework, dated and 'green penned'
- Independent Learning work
- Wider Reading Booklet

On Teams / OneNote

- All worksheets saved in the appropriate section for each unit of work
- In the Revision Materials, there will be
 - The specification
 - Outline of work for each term of a student version of the schemes of learning
 - Past papers, a bank of exam questions & examiners' report

Subject teachers will check student files every half term.

Further monitoring will also be carried out by Sixth Form leaders, Heads of Year, Heads of Department (HODs) and Key Stage Co-ordinators (KSCs).

Independent Learning (IL) Lessons in the Sixth Form

In addition to the taught lessons, students will have at least one timetabled independent learning lesson for every course they study. Attendance to the IL lessons is compulsory.

HOD/KSCs will set IL work for every lesson, which students will complete in their Study Centre with their Study Supervisor.

From September 2022, Year 12 students are also scheduled one additional Wider Reading lesson, during which they will complete wider reading tasks which will deepen and broaden their knowledge and understanding of the subjects they study.

HODs/KSCs will produce a Wider Reading booklet for students to complete tasks during the Wider Reading lesson.

Equities Diversity and Inclusion

Catholic Social Teaching is fundamental to our commitment to provide a true catholic education for our students where everyone is celebrated.

The aim is to create a teaching environment in which:

- ☞ Staff and students are confident in exploring, confronting and challenging racial justice.
- ☞ A broad range of perspectives from those of varying racial identities are celebrated and freely shared.
- ☞ All students begin to explore and understand the cultural, ethnic and religious history of Britain.
- ☞ All students see a range of people of different racial identities in every subject and are able to appreciate the contribution they have made to specific areas of the curriculum.

As a central pillar to our teaching, staff have edited their SOLs to be more inclusive and is now a core part of our appraisal process.

Every student has their own laptop and those without internet access at home are provided with a dongle to ensure that every student has the same opportunities.

Enrichment activities are monitored to ensure that all students are given equal access to them.

A clear LGBTQI+ policy ensures that every student feels safe at Ursuline High School.

Support staff / Teaching assistants are expected to:

- ☞ Liaise with the classroom teacher to ensure that student specific strategies are used for students with identified needs and that they are deployed effectively in the classroom.
- ☞ Support the student in their learning.
- ☞ Differentiate materials to support students accessing the curriculum.
- ☞ Support and advise staff on appropriate seating and placing within the learning environment.
- ☞ Have excellent subject knowledge where they work in specialisms.
- ☞ Have fundamental knowledge of how to support students with different learning needs.
- ☞ Utilize the “universal strategies” in all of their work.
- ☞ Teaching assistants are deployed effectively to support the learning and progress in the lesson.
- ☞ Question students and check their learning.
- ☞ Support and encourage students, making sure that the student carries out the work to the best of their capability.

Disadvantaged Students:

- 80 Disadvantaged books & assessments are to be marked first.
- 80 Disadvantaged students to be known & labelled on Mega Seating Plan.

PiXL Knowledge – Diagnosis, Therapy and Testing (DTT)

The purpose of this model is to identify gaps in student learning and close those gaps before the assessment is carried out.

This is part of the Checking and Challenge pedagogy. Checking the learning to identify gaps so that students can build more complex schema. This will increase the capacity of the working memory and so enable students to learn more, synthesise and apply more.

i. Diagnosis.

- a. Identify gaps in student learning. The format of this is not prescribed but should be sufficient to highlight gaps in learning. The work can be peer or self-assessed.

ii. Therapy.

- a. Closing those gaps through targeted planning and challenging students to go further in their understanding and application.

iii. Testing.

- a. This should not be the same assessment that was used in the diagnosis.

During the cycle, the teacher is only expected to mark the final phase of the process.

Leadership

Roles & Responsibilities

The Governors agree the Teaching and Learning Policy and monitor its implementation through the Curriculum Committee.

Senior Leadership Team: Assistant Head Teacher

- ∞ Supports staff in delivering outstanding research informed teaching.
- ∞ Ensures that Teaching and Learning meets the needs of all learners in KS3, 4 & 5.
- ∞ Provides the strategy for Teaching and Learning using student voice and that of teaching staff.
- ∞ Monitors and reviews the implementation of the Teaching and Learning plan.
- ∞ Supports the Strategic Quality of Education group.
- ∞ Provides training & support for Teaching and Learning innovation.
- ∞ Provides clear expectations of Teaching and Learning standards & delivery.
- ∞ Ensures that Teaching and Learning is reviewed using Ofsted criteria.
- ∞ Conducts departmental reviews.
- ∞ Maintains an informed overview about the quality of teaching across each key stage.
- ∞ Effectively uses strategic line management structures and systems to deliver consistency across the school.

Quality of Education Strategy Group

- ∞ Acts as a steering group for the half termly Key Stage Teaching & Learning meetings.
- ∞ Provides strategic direction in terms of pedagogy.
- ∞ Manages & leads on Teaching and Learning developments & innovation.
- ∞ Ensures continuity & progression across the key stages.

Curriculum leaders

Curriculum leaders are expected to take ownership of their subject areas. They do this by ensuring that the teaching and assessment matches the curriculum intent and by evaluating the impact of this.

For details on the role of a curriculum leader in planning their curriculum, please refer to the Curriculum Policy.

Curriculum Leaders are responsible for:

- ☞ Sequencing and building the curriculum. Curriculum leaders are expected to sequence the curriculum so that there is a clear pathway from Ks3 to Ks5 in terms of content and skills. Curriculum Leaders develop a clear Intent and purpose for their subject and receive support to facilitate its implementation and evaluate the impact of this. Subject leaders will then support teaching staff in delivering this intent through the Schemes of Learning.
- ☞ Ensuring consistency in teaching and learning in their subject areas with clear subject specific pedagogy.
- ☞ Ensuring that staff give written feedback twice a half term and that the feedback deepens the learning of the students.
- ☞ Monitoring T&L through focus groups with students, book scrutiny and learning walks.
- ☞ Supporting and developing staff in their subject areas.
- ☞ Evaluate the impact of learning on students' progress.
- ☞ Using student voice to co construct the curriculum.
- ☞ Ensuring that department staff undergo relevant and timely CPD to develop subject and pedagogical knowledge.
- ☞ Making all SOLs at Ursuline High School meet the Gold Standard and that all subject staff are able to deliver this effectively through their teaching.

Teaching Staff

Teaching staff must:

- ✧ Endeavor to keep their curriculum, pedagogy and subject knowledge up to date at all times.
- ✧ Follow the SOLs as laid out by the Curriculum Leads.
- ✧ Provide written feedback the deepens the learning twice a half term.
- ✧ Use assessments appropriately to plan their teaching and inform the success of delivery.
- ✧ Make an effort to know every student and scaffold their planning accordingly to challenge every student to reach the ambitious end points.
- ✧ Ensure that inclusivity is at the heart of all their teaching.
- ✧ Create a welcoming and safe environment in which students can learn.
- ✧ Check the learning of EVERY student in each lesson and follow a no hands up policy.
- ✧ Promote the values of Ursuline High School and Catholic Education in all of their teaching.
- ✧ Have high expectations of every student.
- ✧ Enrich and deepen the learning of every student.
- ✧ Use Mega Seating plan to seat every student alphabetically.
- ✧ Follow the behavior policy in their classroom management.
- ✧ Ensure high quality displays in the classroom environment.
- ✧ Circulate the classroom and engage with every student, not teach from the front.
- ✧ Should use TAs effectively to maximise impact.
- ✧ Value student voice in their teaching and planning.
- ✧ Show an interest in their students and give every student an opportunity to share and engage with their own culture and that of others.

The **Teaching Expectations UHSW 2024 & Teaching at UHSW 2024** provide explicit guidance to staff on the overall teaching expectations in a classroom. A copy can be found in the appendix of this Policy.

Student expectations

Students are expected to:

- ☞ Attend their lessons on time.
- ☞ Bring all necessary books and equipment, including planner, laptop, mini whiteboard, green pen, ruler, rubber and calculator.
- ☞ Ensure that the laptop is fully charged at the start of each day.
- ☞ Complete all homework.
- ☞ Act on all feedback given by the teacher, including using green pen as directed.
- ☞ Be on task at all times and engaged with the learning.
- ☞ Listen to the teacher in silence.
- ☞ Contribute positively to discussions and ask questions.
- ☞ No chewing, eating or drinking.
- ☞ No coats are allowed in the classroom.
- ☞ Wear correct uniform.
- ☞ Obey all safety rules.
- ☞ Respect other people's views.
- ☞ Take pride in their books according to the expectations laid out in their planners.
- ☞ Engage in excellent behaviour for learning.
- ☞ Students will enter the classroom quietly, get their equipment out and start work as directed.
- ☞ At the end of the lesson, students will pack their equipment away only when directed and stand behind their chairs to be formally dismissed.

Students will participate in learning conferences, where the importance of meta-learning is explained. This ranges from revision techniques, the importance of challenge, acting on feedback and excellent learning techniques.

The focus of these sessions is determined by student voice and our current T&L strategy.

Homework

EEF

The average impact of homework is positive across both primary and secondary school. The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.

Suggestion

- i. Each subject sets one homework a week.**
 - a. This should link to the current work that students are doing in the classroom.
 - b. Homework should either be retrieval or research. Note that unstructured research is not appropriate for SEND students.
 - c. Students should receive some form of feedback for this piece of work. How this is done is determined by the classroom teacher. It can be peer or self-assessed, a short retrieval practice task linked to the homework. When homework is research and part of flipped learning, student contribution to the lesson is sufficient.
 - d. Revision does not count as a homework unless there is a specific revision activity.
 - e. Subjects that have more than 3 lessons a week set 2 homework tasks, one of which must be a substantive task.
 - f. Autumn A, Year 7 will only get homework from the Core subjects, English, Maths, RE and Science. This will be reviewed as the half term progresses. If students can cope with this, then the homework will roll out for all subjects in Autumn A.
 - g. Homework will be set by the Head of Department/Key Stage coordinator and will be written half termly, prior to the start of the term.
 - h. Students should always, where possible, be given a week to complete the task.

Cohort	Duration of each homework per subject
7&8	30 minutes
9	45 minutes
Ks4	1 hour
Ks5	5 hours

Monitoring, review and evaluation

Ursuline High School is committed to ensuring that Teaching and Learning is evaluated and monitored to ensure that it is of the highest quality.

The following assessment measures are used regularly by SLT, HOF, HOD and Key stage coordinators:

- External observers
- Learning walks
- Student focus groups
- Student surveys and course evaluations
- Parental survey
- Book scrutiny by students and by individual teacher
- Analysis of data and performance of groups of students
- HOF/D to produce a half termly report outlining the quality of teaching and learning in their subject areas for SLT
- Termly report to governors

Learning walks

Post holders need to observe a targeted lesson and complete the proforma outlining specifically good practice seen and areas for development.

Feedback is given and the teacher's class revisited if necessary. All learning walks are recorded.

Each department submits a half termly summary of areas of strength and areas to develop.

The areas of development are incorporated into Departmental development plan.

Middle leaders monitoring expectations

There should be 3 learning walks per HOF/HOD/KSc per half term with an even spread across each Key Stage. This does not include revisits or follow up observations.

A book scrutiny should include a sample of books & OneNote from each department using all groups of learners. One year group should be completed per half term. Over the course of one year, each Key Stage should be done twice.

Moderation of standards should include...

- a. 1 x Ks3 Spring A and Summer B
- b. 1 x Ks4 Autumn B and Summer B.
- c. 1 x Ks5 Autumn B, Spring B and Summer A.

You should keep all monitoring in a monitoring folder, which must be brought to line management meetings once per half-term.

All learning walks are to be copied and passed to Ks3&4 AHT Teaching and Learning and DHT Ks5.

The Enhancing Teacher Programme.

This is not part of the appraisal process and is used to provide deep and targeted support when needed. This will come into effect if concerns have been raised around the teaching practice of a member of staff and support is required beyond the normal systems of support. This is an informal process designed to provide support before any formal procedures need to begin.

Enhancing Teacher Programme: The Process.

Informal support

In the first instance, if there are concerns in department the line manager is asked to raise them with you in an honest and professional manner; they know that one of their duties is to monitor your progress and to address any concerns. Depending on the nature of the worries, this may be able to lead to a resolution without any further action. It is only if there is no impact that that the school might consider the **Enhancing Teachers Programme** procedure.

This should be initiated when there are Instances where the Teaching Standards are not being met.

It can be initiated by a Line Manager, Head of Faculty or Senior Leader.

ETP Mentor Action

You will be assigned a mentor through the process. The mentor raises any concerns that they or other teacher colleagues have about your progress at the **weekly mentor meeting**, where it is discussed and appropriate targets and actions agreed. The aim of this is to support you in reaching your goals. This may include CPD, observing other practitioners, joint planning or any other relevant strategies.

Your targets are monitored and reviewed at each weekly mentor meeting. This is recorded on the Weekly Training Sheet. Your mentor will also observe your teaching and provide timely and concise feedback that will aid your development.

Many issues should be resolvable within a **limited timespan** but some e.g. aspects of subject knowledge or classroom practice may take longer to show significant process BUT there should be some progress over the 3 – 6 week period that the support programme is in place.

The kinds of actions which may be appropriate include:

- ☞ Setting clear and unambiguous short-term achievable targets.
- ☞ Ensuring there is consistent guidance about action to be taken.
- ☞ Ensuring the teaching load is appropriate.
- ☞ Ensuring classes being taught are appropriate.
- ☞ Arranging for the teacher to work alongside an experienced teacher in a support role - for example, leading specific sessions of the lesson in order to allow them to work to their strengths and hence develop successful practice. Observing other colleagues in the department.
- ☞ Arranging for the teacher to work with a teacher to provide support for specific pupils who will benefit from additional support or extension activities.
- ☞ Providing extra support in developing the trainee's subject knowledge
- ☞ Arranging for additional, focused observation perhaps outside as well as inside the department in order to develop the trainee's understanding of good teaching in practice.
- ☞ Ensuring appropriate CPD takes place i.e. behaviour management, differentiation, AFL etc.
- ☞ Joint planning.
- ☞ Observation of different teaching strategies on targeted classes. This could be any particular class the teacher needs support with.
- ☞ Expert practitioner observations on key areas of development.
- ☞ Joint learning walks.
- ☞ Support and planning on using Universal Strategies for SEND students.

Teaching standards.

For achieving QTS, a teacher must:

Set high expectations which inspire, motivate and challenge pupils	Adapt teaching to respond to the strengths and needs of all pupils
<ul style="list-style-type: none"> ☞ establish a safe and stimulating environment for pupils, rooted in mutual respect ☞ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ☞ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> ☞ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively ☞ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these ☞ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development ☞ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
Promote good progress and outcomes by pupils	Make accurate and productive use of assessment
<ul style="list-style-type: none"> ☞ be accountable for pupils' attainment, progress and outcomes ☞ be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these ☞ guide pupils to reflect on the progress they have made and their emerging needs ☞ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ☞ encourage pupils to take a responsible and conscientious attitude to their own work and study 	<ul style="list-style-type: none"> ☞ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements ☞ make use of formative and summative assessment to secure pupils' progress ☞ use relevant data to monitor progress, set targets, and plan subsequent lessons ☞ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
Demonstrate good subject and curriculum knowledge	Manage behaviour effectively to ensure a good and safe learning environment
<ul style="list-style-type: none"> ☞ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings ☞ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship ☞ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject ☞ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics ☞ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<ul style="list-style-type: none"> ☞ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy ☞ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ☞ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them ☞ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Plan and teach well structured lessons	Fulfil wider professional responsibilities
<ul style="list-style-type: none">☞ impart knowledge and develop understanding through effective use of lesson time☞ promote a love of learning and children's intellectual curiosity☞ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired☞ reflect systematically on the effectiveness of lessons and approaches to teaching☞ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	<ul style="list-style-type: none">☞ make a positive contribution to the wider life and ethos of the school☞ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support☞ deploy support staff effectively☞ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues☞ communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2 of the Teaching Standards: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- ☞ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- ☞ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- ☞ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

UPS

The criteria a teacher must meet for UPS are:

- That they are highly competent in all elements of the Teacher Standards.
- That their achievements and contributions to the school are substantial and sustained.

Enhancing Teachers Programme Documentation.

Name of Teacher		Name of Mentor	
Process initiated by		Role	
Nature and evidence of concern.			
Agreed action (with deadlines).			
Monitoring of progress on agreed action.			
Key Performance Indicators. i. ii. iii.			
Signature of Mentor (Dated)		Signature of Line Manager/Senior Leader (Dated)	
<i>I understand that if these targets are not effectively addressed, my teaching role may be in jeopardy and / or I may fail to meet Teachers' Standards.</i> Signature of teacher (Dated)			
Conclusion of process (after 3 weeks).			

Summary of Mentor Meeting.

Date:	Teacher:	Mentor:
-------	----------	---------

To be completed by Mentor and passed to Line Manager.

Overall Targets
1.
2.
3.

Actions towards those targets and the impact of those actions should be discussed at the meeting. Clear actions and targets should be given at the end of each meeting and the impact of this should open the discussions for the following meeting.

Weekly targets and actions from previous meeting.

Week	Date	
1		
2		
3		

Targets for the following week. <i>They should be clear, attainable and with a clear plan of support in place.</i>

Appendix

Evidence informed teaching

We have a strong culture of evidence informed practice at UHS and use the appropriate research for our students. We use research from the Sutton Trust, Hattie, EEF, IEE and always engage with new learning that supports our teaching practice.

The pillars of T&L at Ursuline High School are based on the Challenge and Checking.

John Hattie identifies the following qualities for teachers, which impact student learning the most.

- ☞ Are passionate about helping their students learn
- ☞ Monitor their impact on students' learning, and adjust their approaches accordingly
- ☞ Are clear about what they want their students to learn
- ☞ Forge strong relationships with their students
- ☞ Adopt evidence-based teaching strategies
- ☞ Actively seek to improve their own teaching

Why Hattie? His findings are all based on consolidating other studies from hundreds of thousands of students over decades of work. The resulting findings have validity and accuracy.

Teachers are far more likely to have a low (or even negative) impact if they

- ☞ Label students (fixed mindset)
- ☞ Have low expectations

Research from the EEF shows that achievement is likely to be maximised when teachers actively present material and structure it by:

- ☞ Providing overviews and/or reviews of objectives
- ☞ Outlining the content to be covered and signal transitions between different parts of the lesson
- ☞ Calling attention to main ideas
- ☞ Review main ideas

*Teaching and Learning Toolkit | EEF
([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)) provides a clear summary of effective strategies balanced against cost, available research and impact.*

Challenge.

Challenge is not extra work or simply A-Level questions in a GCSE class. Challenge involves making connections among ideas and connecting the material to one's memory and experiences ([Research for education inspection framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614441/research-for-education-inspection-framework.pdf)).

Challenge is also linked to high expectations, one of the biggest influences on student progress according to numerous studies (EEF, Hattie). Hattie is clear that expert teachers believe all students can reach the success criteria. Intelligence is interchangeable rather than fixed. This means that not only do they have a high respect for their students but that they show a passion that all students can succeed. While passion may be difficult to quantify, students are certainly aware of whether or not their teachers exhibit this passion. In one study of the students of over 3,000 teachers (The Measures of Effective Teaching Project sponsored by the Gates Foundation), students

overwhelmingly stated that the teachers of classes with the most student achievement gains were the teachers with the most passion.

Challenge is so that students have high expectations of what they can achieve. Students and teachers should recognise that high expectations and challenge is not reserved for those in top sets or who are labelled as more able. Challenge involves pushing students into the struggle zone where they need to think and where learning takes place. Reiterating the point to students that it is okay to get things wrong, but it is not okay to not try is vital. This requires knowing your subject well: Articulating challenging aspects of a course or common misconceptions can be motivating when framed appropriately to students (Shaun Allison and Andy Tharby: Making Every Lesson Count).

Hattie and Jessica Goodridge agree on the Goldilocks principle of learning, which proposes that each individual has an optimal difficulty that they perform best in; if the difficulty of the information to be learnt is too difficult the student will not learn much and become uninterested. On the other hand if the information is too easy the student will not feel challenged and become bored (a -0.49 score from Hattie!).

Enabling lessons to be challenging also means knowing your students, which contrasts with what studies show is actually occurring in most classrooms. In one study, (Lingard, 2007), 1,000 classrooms were observed and there were particularly low levels of intellectual demand and an overpowering presence of teachers talking and students sitting passively waiting. Creating challenge is one of the most essential roles of the teacher because this is the essence of how students learn. Challenge depends on what students already know, so teachers must know students' prior levels of achievement and dispositions. To take on a challenge, students need to know about 90 percent of what they are aiming to master in order to enjoy and make the most of the challenge. Overall, challenge can have one of the biggest impacts on progress if it is done correctly, but if not done can have the biggest negative impact on progress – up to 6 months over a key stage.

Checking the learning.

Feedback is one of the single most powerful influences on student achievement. For feedback to be effective, Hattie argues that it needs to:

- ∞ Be clear and mindful of students' prior knowledge.
- ∞ Be directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt. Feedback works powerfully when there is a lot of challenge in the task.
- ∞ Relate to the learning intention and success criteria.
- ∞ Occur as the students are doing the learning.
- ∞ Provide information on how and why the student has or has not met the success criteria.
- ∞ Provide strategies to help the student to improve

Response to intervention is given a score of 1.29, one of the highest possible. The EEF [research](#) and OFSTED [Research](#) for the EIF shows that as far as effective teaching practice is concerned, there can still be a significant amount of teacher talk for intervention but most of it is focused on academic content, and much of it involves asking questions and giving feedback rather than extended lecturing. Questioning of pupils by the teacher, and of the teacher by pupils and by pupils of each other, can be used to check pupils' understanding and can help them clarify and verbalise their

thinking. This will help them develop a sense of mastery. Effective feedback can add 6 months of impact over an academic year.

Formative assessment involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). There is a range of evidence that suggests that formative assessment and feedback can improve pupils' learning and attainment. Formative assessment is not just about what learners know or can do, but also about the way that teachers themselves use assessment. Teachers can use assessment to help them plan lessons, adapt lessons to measured gaps in knowledge and skills, and if necessary re-teach where problems persist. AfL needs to be regularly repeated, and instruction adapted to the results of each assessment.

Knowing where the students are in a lesson is imperative for effective feedback. Using mini whiteboards and other means to assess understanding of EVERY student is more effective than feedback that measures progress of a few students at that point in the learning.

Culture of education – Catholic Social Teaching.

There are 2 parts to the culture of encounter and they are both linked with our diversity and racial justice work on the curriculum.

Part 1:

Pope Francis suggests that the word "encounter" is central to the way he thinks of Christian relationships. He encourages the faithful to be fearless in the ways in which they look beyond their own needs and desires to those of others. (sic) "in this 'stepping out' of ourselves it is important to be ready for encounter. For me this word is very important. Encounter with others... Because faith is an encounter with Jesus, and we must do what Jesus does: encounter others."

For Pope Francis, a Culture of Encounter is a goal for human society to facilitate the right relationship among humans and involves a spirituality that emphasizes a personal friendship with God who first encounters us in love. Spiritually, Encounter, means more than just meeting someone. An encounter between God and one's self begins first and foremost by acknowledging that we are *being encountered* by our Creator who loves us infinitely—an encounter requires a dynamic back and forth between two entities. There is a dynamism to the encounter: the *event* of an encounter happens when that invitation is acknowledged and responded to by a human being. There is a divine vulnerability to reaching out to another in the hope of a response. Without this willingness to engage, listen and learn, understanding our students and their lived in experiences becomes more difficult and the ability to form relationships in the classroom becomes impacted: the fourth quality for an outstanding teacher (forge strong relationships with their students) becomes impossible.

Part 2:

This leads directly from the first part and is a mantra that Hattie espouses: Know thy impact. "The next time you go into a classroom in your school, don't worry about what the teacher is teaching. The only reason you should go into a classroom is to watch what the students are learning – it is the impact of the teaching that is of interest. We work in many classrooms where there is no connection between what the teacher is doing and what the students are doing. In fact, Graham Nuthall's research (Nuthall, 2007) found that teachers have no awareness of between 60-80 per cent of what happens in their classroom every day. He also discovered students already know between 40-50 per cent of what the teacher is teaching." Without knowing your students, the impact of your teaching, challenge, engagement, consolidation, context all become insurmountable barriers to effective teaching practice.

Our students succeed because they know how to: Learn, Remember, Apply.

We empower our students to do this through:

"Creating a classroom culture of high challenge and low threat where we teach to the top".

Checking & Challenge

Students use learnt knowledge and fluent retrieval of this knowledge to apply, synthesise and transfer.

A multi-disciplined approach is used to systematically assess learning, rectify misconceptions, quality assure teaching and foster progress.

A summary of Checking & Challenge.

Checking	Challenge
Retrieval practice	Using knowledge to apply, synthesise and make their own conclusions and theories, applying knowledge to unfamiliar scenarios.
Consolidation	Activating prior knowledge and building schema so students know more to learn more.
Checking the learning	Sequencing and building a challenging curriculum for all students with a high level of expectation.
Clearing up misconceptions	
Identifying and closing gaps	
Feedback that enables progress.	

Surface → Deep → Transfer

This is not a hierarchy and consideration must be given to moving away from 90% surface in our teaching.

Learning walks will focus on the *how*. *How* are students remembering? *How* are students learning? *How* are students applying? *How* are staff checking the learning? *How* are staff challenging students?

Checking	Challenge
<p>Rigorous and frequent retrieval practice is seen in lessons with a range of activity types used from Free Recall to <u>Cued</u> Recall.</p> <p>Understanding is systematically and effectively checked during learning to clear up misconceptions. This checking has a visible impact on teaching during the lesson, notably improving the quality of learning.</p> <p>A variety of techniques are used to check the learning of every student such that misconceptions and gaps can be closed immediately at both an individual and classroom level.</p> <p>Students consistently receive feedback, in line with school policy, that deepens the learning and enables them to make clear and sustained progress. This is done in a variety of ways. Students regularly and visibly act on this feedback to make progress.</p> <p>Relevant data is used to monitor progress, set <u>targets</u> and plan subsequent lessons.</p> <p>Students' work is accurately graded and levelled.</p> <p>The teacher uses feedback to reflect on the effectiveness of lessons & teaching strategies. This impacts planning and sequencing in the immediate term. Effective teachers "know thy impact".</p> <p>There is clear evidence of consolidation and interweaving in the planning that fully enables students to access the linear style exams.</p> <p>Students are exposed to different elements of the course on a frequent basis <u>so as to</u> better make links to previous learnt content.</p> <p>Students can remember what they have learnt and show fluency in retrieving knowledge from long term memory. They can articulate this verbally and in written form.</p>	<p>The practitioner:</p> <p>Has excellent subject & curriculum knowledge.</p> <p>Sequences the work appropriately so that there is clear progression through the course.</p> <p>Understands clearly that challenge is students using learnt knowledge and fluent retrieval of this knowledge to apply, synthesise and draw their own conclusions and theories.</p> <p>Shows effective use of the principles of working memory → long term memory in their planning and student learning.</p> <p>Carefully activates prior learning to build schema on which new learning can be built and progressively larger "chunks" of knowledge can be learnt (The more you know, the more you can learn).</p> <p>Shows effective and impactful use of modelling and scaffolds the learning in such a way that all students can make progress towards aspirational objectives.</p> <p><u>Is able to</u> evaluate the effectiveness of teaching strategies used to engage & support all students.</p> <p>Actively provides opportunities for students to develop a sense of awe & wonder in their learning.</p> <p>Students: <u>Are able to</u> apply their knowledge to unfamiliar context, drawing together different elements of the course with a high degree of competency and fluency.</p> <p>Understand and can articulate their meta learning for this subject.</p> <p>Understand why work should be challenging <u>in order for</u> them to progress further in their learning.</p> <p>Embrace challenge and mistakes as an opportunity to learn.</p> <p>Students <u>are able to</u> articulate how to revise in this subject and employ a range of techniques that enables learning, recall and application.</p>

An expectation is that all staff continue to meet the Teachers' Standards

Challenge at Ursuline High School

Students use learnt knowledge and fluent retrieval of this knowledge to apply, synthesise and transfer.

Challenge

Using knowledge to apply, synthesise and make their own conclusions and theories, applying knowledge to unfamiliar scenarios.

Activating prior knowledge and building schema so students know more to learn more.

Sequencing and building a challenging curriculum for all students with a high level of expectation.

Challenging students is not giving a GCSE class an A-Level question. It is not an extra piece of work when they have completed the main body of set work. It is not something extra to do and therefore viewed as a punishment for a student having completed the work. It is in the fabric of the lesson and impacts every student, challenging them to recall learnt knowledge, synthesise new and old knowledge from a range of sources and apply this to unfamiliar settings. Students should be challenged in the questions you ask, spot patterns in schema and be lifted by the high expectations you set for every student, irrespective of their prior attainment. Challenge is not reserved for those students who achieve or have previously achieved highly. It should be universal in your curriculum, expectations, language and interactions with every student.

Teachers need to give students work to do that is challenging but achievable. If the work is too easy, students will complete it through habit and if the work is too hard, students will be unable to complete it. In both cases, learning will fail. Working on problems that are pitched in students' struggle zone is rewarding. Students are motivated by thinking hard and overcoming difficulty; they are motivated by overcoming challenges. It should be noted that retrieval is an essential part of this. Ensuring that students recall knowledge with fluency builds schema (chunking together larger pieces of knowledge), which means that they can learn more, apply and synthesise more. The more they know, the more you can raise the bar of what you can expect the students to do. Note that working memory is limited, but long term memory is unlimited. Building up schema helps reduce the bottleneck inherent in the working memory.

Staff should be able to highlight a range of challenging activities in their teaching. Challenge is not simply one skill in your subject but a range of teaching practices linked with the subject specific pedagogy. This is why a range of surface, deep and transfer strategies are an essential part of every teachers' toolkit.

Surface → Deep → Transfer

This is not a hierarchy and consideration must be given to moving away from 90% surface in our teaching.

Surface Learning

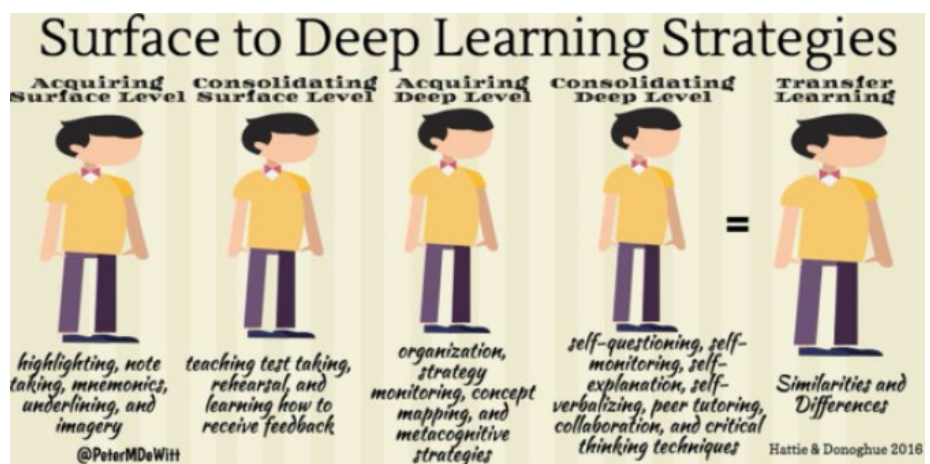
Hattie considers surface learning to be the foundation for deeper learning and involves the acquisition of basic knowledge and skills, often through repetition and memorization. It has been estimated that 90% of teaching is surface level and teaching practice should aim to decrease this where appropriate. Hattie argues that surface learning alone is not sufficient for success in school or life. Rather, surface learning should be the starting point for deeper learning. “Surface learning does not mean superficial learning. Rather, surface learning is a time when students initially are exposed to concepts, skills, and strategies. Surface learning is critical because it provides a foundation on which to build as students are asked to think more deeply.”

Deeper Learning

Deep learning involves the development of critical thinking and problem-solving skills. Hattie argues that deeper learning is facilitated through inquiry teaching, which involves asking questions, exploring concepts, and engaging in meaningful discussions. This is a challenging aspect for many staff, though subjects such as English, RE and History regularly employ these skills in their pedagogy. Inquiry teaching allows students to develop their own understanding of concepts and to connect new knowledge to their existing knowledge. Hattie suggests that inquiry teaching is particularly effective when it is combined with direct and explicit instruction, which provides students with the basic knowledge and skills they need to engage in deeper learning. This is to say that you don’t simply give the students a knowledge dump or open ended practical investigation and let them get on with it – without your clear guidance and explicit instruction, deeper learning will not take place. This is notably true for SEND students and so careful planning and thought to the role of the teacher and actions of the student is imperative. “We define deep learning as a period when students consolidate their understanding and apply and extend some surface learning knowledge to support deeper conceptual understanding . . . We think of this as a ‘sweet spot’ that will often take up more instructional time but can be accomplished only when students have the requisite knowledge to go deeper.” – Hattie, Fisher and Frey 2017.

Transfer Learning

Transfer learning involves the ability to apply knowledge and skills learned in one context to new situations. Hattie suggests that transfer learning is facilitated when students



are taught explicitly and directly. This means that teachers should explicitly teach students how to transfer their knowledge and skills to new contexts, rather than assuming that they will do so automatically. “Transfer learning [is] the point at which students take their consolidated knowledge and skills and apply what they know to new scenarios and different contexts. It is also a time when students are able to think metacognitively, reflecting on their own learning and understanding.”

Surface	Deep	Transfer
Jigsaw method gains one of the highest student gain values (click here for video).	Note taking (it’s not what you think! Click here to find out).	Identifying underlying similarities and differences.
Integrating prior knowledge. (Click here for ideas).	Class discussion.	Transforming conceptual knowledge.
Summarisation.	Reciprocal teaching (click here). <i>Reciprocal Teaching is a specific strategy that combines cooperative learning, classroom discussion, reading comprehension and metacognitive "learning to learn" approaches (all of which are highly effective approaches). It involves students each participating in one of four different specified roles (summarizer, questioner, clarifier, predictor) with each paragraph they read. Thus, it is a collaborative close reading strategy that is ideal for challenging reading material.</i>	Organising conceptual knowledge.
Mnemonics.		Formal discussions.
Leveraging prior knowledge.		Problem-solving teaching.
Direct instruction	Concept mapping.	Synthesising information across texts.
Vocabulary programmes.	Metacognitive strategy instruction.	
	Self-questioning.	
	Teacher questioning.	
	Inquiry based teaching.	

Modelling is a powerful way to link together surface, deep and transfer.

The average wait time teachers give students to think is one second when it should be as long as 15 seconds – Jon Tait

The best method of teaching new concepts is in small chunks and provide scaffolds and support. Staff model new procedures by, among other strategies, thinking aloud, activating prior knowledge, guiding learners' initial practice, and providing learners with cues.

Then teachers can provide supportive feedback and systematic corrections, giving students "fix-up" strategies and expert models of the completed task. Providing opportunities for extensive independent practice affords students plenty of chances to practise new knowledge and skills. Modelling can be used effectively across Surface to deep to transfer.

Powerful examples of modelling include:

- ξ Metaphors and analogies which contextualise information so that abstract ideas or hitherto alien concepts, are made concrete, tangible, and real, and so that they are related to students' own lives and experiences. This enables students to apply knowledge to unfamiliar situations.
- ξ Dual-coding combines verbal instructions, as well as any text-based explanations displayed on the board or in hand-outs, with visuals such as diagrams, charts, graphics and moving images.
- ξ Reciprocity which involves students explaining concepts back to the teacher as well as to each other. This works on the basis that only once you teach something have you truly learned it.
- ξ Models which provide exemplars of both good and bad work, as well as exemplars from a range of different contexts, in order to show students what a final product should look like and what makes such products work.

What does challenge look like in a classroom?

- ξ Challenging our students to apply knowledge in new and complex ways, encouraging deeper understanding and problem-solving.
- ξ Challenging our students through higher-level questioning.
- ξ Challenging students to take intellectual risks and learn from their mistakes.
- ξ Challenging students to analyse, interpret, and draw conclusions from information, promoting higher-order thinking skills.
- ξ Challenging students to reflect on their work, identify areas for improvement, and set goals for further development.
- ξ Challenging our students to activate prior knowledge and help them build knowledge schemas.
- ξ Challenging students to complete tasks that require cooperation, communication, and problem-solving, encouraging students to tackle complex challenges together.
- ξ Challenging students to take ownership of their learning process, promoting independence and self-directed learning.
- ξ Challenging students to link classroom learning to real-world problems and scenarios, demonstrating the practical application and relevance of academic concepts.
- ξ Challenging and supporting our students to meet the high expectations of an academically rigorous curriculum.

Variety is the spice of learning – Matt Bromley

Examples of Challenge in your curriculum.

Department:

What are the key challenging skills in this subject?

--

How are these challenging skills explicitly taught in this subject?

--

Look at the table of Transfer style teaching activities. Which of these do you do well and which of these would you like to develop further? How will you do this?

--

Provide 8 examples of what challenge looks like in this subject. This can be an activity, a resource or an example of subject specific pedagogy.

For each one, explain why it is challenging and what this looks like in a lesson or book.

ξ Example 1

ξ Example 2

ξ Example 3

ξ Example 4

ξ Example 5

ξ Example 6

ξ Example 7

ξ Example 8

Checking at Ursuline High School

A multi-disciplined approach is used to systematically assess learning, rectify misconceptions, quality assure teaching and foster progress.

Checking
Retrieval practice
Consolidation
Checking the learning
Clearing up misconceptions
Identifying and closing gaps
Feedback that enables progress.

Research from the EEF shows that feedback provides a very high impact for low cost, giving an extra 6 months of progress over a Key Stage. Hattie's top influences on progress gives response to intervention a score of 1.29, putting it in the top 5 influences on progress. A response to intervention is not putting students into an intervention class a half term after failing a test, but determining in the immediacy of your teaching where the errors in learning are and closing the gaps.

The purpose of checking.

- i. Identify whether students can retrieve knowledge with fluency. Has the knowledge moved from working to long term memory in such a way that students can build more complex schema? Retrieval practice without immediate feedback reduces its impact significantly.
- ii. Checking whether they have learnt what you have taught.
- iii. Seeking misconceptions in their understanding so that you may close those gaps.
- iv. Providing feedback in such a form that students can make further progress.

What does Checking look like?

- ξ Checking students' ability to retrieve knowledge through a variety of methods such as free recall, cued & visual.
- ξ Checking if students can successfully apply skills.
- ξ Checking student learning using a variety of questioning techniques, including open-ended questions, probing questions, and wait time, to assess students' depth of understanding.
- ξ Checking for understanding by gauging students' responses, reviewing their work, and providing immediate feedback to address misconceptions.
- ξ Checking student learning using a range of assessment tools such as peer assessment, self-assessment, and digital tools to gather comprehensive data on student progress.
- ξ Checking and intervening promptly with targeted support to address individual student needs.
- ξ Encouraging active engagement and participation from all students during checking activities.
- ξ Checking students' reflection on their own learning process and understanding, fostering metacognitive skills that support independent learning.
- ξ Checking for misconceptions.
- ξ Checking for knowledge gaps and addressing them.
- ξ Checking the learning in lessons using Assessment for Learning (AfL) strategies.
- ξ Checking the learning and providing feedback (verbal, formative, and summative).



Serviam; Developing our gifts and talents for the good of others.

Leaver's Profile

Students at our school are growing to be individuals who are...

Willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.



Able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.



Kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.



Able to adapt to the sign of the times whilst understanding what really matters in life.



Able to understand their role in the stewardship of the environment.



Core Values

Serviam

Respect

Kindness

Generosity

Perseverance

Gratitude



What does it mean to work and teach at Ursuline High School?

Our staff embody the Core Values of our community, empowering our students to live out the Catholic values of the school to ensure they can all work towards the leavers profile in a safe and stimulating environment.

Our staff:

- ◇ Actively promotes a respect for equality and diversity through modelling tolerance in a diverse society.
- ◇ Has a secure understanding of how a range of factors can inhibit student's ability to learn and understands how to actively overcome these.
- ◇ Has high expectations of behaviour in lessons which leads to high levels of self-motivation & active engagement in learning. They effectively use the school behaviour policy to promote excellent behaviour for learning.
- ◇ Effectively uses the Universal Strategies and student specific strategies to ensure that SEND students access the learning in the classroom as effectively as their peers.
- ◇ Actively promotes the building of relationships rooted in mutual respect and through a culture of encounter.
- ◇ Actively provides opportunities for students to make decisions, reflect on their learning about themselves, others and the world; particularly with regard to the wider community and those from diverse backgrounds.
- ◇ Actively and effectively delivers anti-racist education.
- ◇ Actively encourages and seeks opportunity for a culture of encounter in their teaching practice.
- ◇ References the protected characteristics in their teaching practice and confidently addresses issues relating to them with students.

Serviam; Developing our gifts and talents for the good of others.



Outstanding teaching practice.

- * Principles of Catholic Social Teaching adhered to at all times.
- * Work is carefully planned by the teacher to activate and build on prior knowledge, building schema so that students know more to learn more.
- * There is frequent checking of the learning to clarify misconceptions, embed learning, identify and close gaps in knowledge & understanding and to inform quality of learning.
- * Frequent evidence of a variety of retrieval practice techniques that empowers the students with fluency in retrieval of knowledge.
- * The lesson shows a balanced approach to surface, deep and transfer (application & synthesis) of knowledge.
- * The work challenges all students. Evidence in the teaching of planning that has been built from the highest standard and scaffolded down to enable all students to access the content.
- * The teacher understands that challenging work is not “more work” or “A-Level questions in a GCSE lesson”.
- * Evidence in books or the lesson of live modelling.
- * Books show evidence of feedback that enables the students to make progress. The students have acted on this feedback.

T&L Policy Expectations.

Seating plans to be created on Arbor and adhered to at all times.

All students to line up outside the classroom and to enter quietly. Teacher to welcome on entry and take register immediately—work should be available to start on immediate entry.

Challenging Learning Outcomes visible and referred to during the lesson.

Homework written in planners and checked by staff. Homework to adhere to the Homework Timetable.

No hands up policy.

Teacher to engage with all students and not teach from the front.

A carefully considered balance between teacher talking and student doing.

Thoughtful use of TAs to maximise their impact on student progress.

The climate should be welcoming, inclusive and safe.

Behaviour for learning policy followed.

Students to show pride in their books.

Evidence of students acting on feedback with green pen.

High levels of expectation of all students.

School Assessment Policy is rigorously applied.

Students know how to Learn, Remember and Apply.