

This document details the King Richard School 'Teaching and Learning Policy' which illustrates the 'bottom line' requirements that King Richard School expects within every lesson. It is based on growing evidence on effective teaching (e.g. Rosenshine, 2012 and Sutton Trust, 2014). This is necessary to make sure all lessons are consistent and allow learners to progress. King Richard School believes it is an absolute necessity that teaching has an impact on pupils' learning and all learners make rapid progress.



## King Richard School's Non Negotiables checklist

<b>PREPARING FOR LEARNING</b>	Students line up outside the classroom, in single file and in silence. Lesson ends with students standing behind chairs in silence, before being dismissed <input type="checkbox"/>
	A relevant 'Do Now' activity is ready for learners when they enter the classroom <input type="checkbox"/>
<b>SETTING THE CHALLENGE</b>	Learning outcomes are explicit and visible throughout the lesson <input type="checkbox"/>
	Behaviour policy is used to ensure disruption-free learning <input type="checkbox"/>
<b>GUIDED SUCCESS</b>	Students are shown what success looks like through use of modelling/success criteria/exemplar material <input type="checkbox"/>
	Precise feedback is provided (in line with school policy) <input type="checkbox"/>
<b>DELIBERATE PRACTICE</b>	Students are given time to independently apply knowledge/skills <input type="checkbox"/>
	Appropriate and relevant homework is set (in line with school policy) <input type="checkbox"/>
<b>CHECKING FOR UNDERSTANDING</b>	Teacher-led questioning is used to check understanding <input type="checkbox"/>
	Lesson concludes with a review of learning that has taken place <input type="checkbox"/>



**United Learning**  
The best in everyone™

Responsibility:	LHI
Review Period:	2-yearly
Last Review:	April 18 (LHI)
FGB Approval:	
Next Review	April 20

## FEEDBACK AND MARKING - ROUTINES

### Basic requirements:

- English, Maths and Science teachers must carry out two assessments per half term with each class. All other Departments carry out one. These assessments should take approximately 40 – 50 minutes to complete and assess a range of skills. For example: recall of knowledge, problem solving, analysis, evaluation, etc. These assessments should be close marked and feedback provided to students on the proforma that follows this. This may be hand written or completed electronically and printed. This feedback should:
  - Include praise for at least two things the student has done well.
  - Include (but not solely contain) reference to any repeated spelling, grammatical or key technical language issues.
  - Clearly identify at least one area for improvement and include guidance on how this could happen. This will form the basis of a sustained task lasting at least 20 minutes when the student acts on that feedback.
  - Be kept in a folder along with the assessment and follow up work or clearly stuck in the students book at the appropriate place.
- Exercise books should be regularly checked for presentation and to ensure that work is being completed to the required standard. Poor presentation or concerns about standards must be challenged to ensure this does not continue.
- Along with other evidence collected (class work, homework, etc), these assessments will form part of the judgement made every progress point for a student's STEP (or grade in Year 11).

### Outcomes:

- Students know how to improve **in detail** as a result of advice provided by the teacher.
- Students get an opportunity to act on this feedback.
- Literacy is improved across the school.
- Students take pride in their work and present it well.

### Monitoring:

- Heads of department will monitor marking half-termly and certify this in their Half-termly checklists.
- Leadership team will carry out work scrutinies on all departments with heads of department and faculty.

### Presentation issues to be addressed:

- No doodling on books or on work.
- Charts and graphs to be drawn using a ruler.
- Dates, titles and learning objectives to be written in full.

### Literacy issues to be marked:

---

Responsibility:	LHI
Review Period:	2-yearly
Last Review:	April 18 (LHI)
FGB Approval:	
Next Review	April 20

- Written tasks to be completed in full sentences and paragraphed where appropriate.
- Sentences to be grammatical.
- Dates, titles and proper nouns to be written with a capital
- Sentences to be delineated with capital letters and full stops.

**Assessment Feedback (This sheet to be completed and given back to student for action).**

**TASK:**

*Assessment task made clear – based on a 40 – 50 minute individual piece of work that has been closely marked to include grammatical and spelling errors. This may be done under exam conditions or more informal and should reflect the nature of the curriculum being offered. Departments might want to formalise this in their schemes of work so staff all do the same assessments with a year group. Two to be completed every half term.*

**Positive feedback:**

*Identification of at least two things the student has done that are worthy of praise. This may be from a PLC checklist, effort, something you know was tricky, etc.*

**Things to improve:**

*Clear identification of at least one area that the student needs to improve in and guidance on how this can happen. This would be in addition to any spelling or grammatical errors that would also be highlighted here. This might be linked to a clear misconception or repeated mistake. It should also include the requirement that the student acts on the feedback given. This should take a minimum of 20 minutes but could take longer if required.*

---

Responsibility:	LHI
Review Period:	2-yearly
Last Review:	April 18 (LHI)
FGB Approval:	
Next Review	April 20