



POLICY: Curriculum, Assessment and Teaching Policy

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CURRICULUM, ASSESSMENT AND TEACHING POLICY

'Ensuring our students know more, remember more and understand better'

Introduction

This policy combines the features of effective curriculum design with teaching and assessment methodologies which have clear and substantial evidence from respected research that they are effective in helping students know more, remember more and understand better. The methodologies employed have been evidenced as being particularly helpful for disadvantaged students and students with SEND, whilst at the same time preventing an excessive workload for staff.

Curriculum design and rationale

We design the JMHS curriculum so that:

- The most important facts and key knowledge are taught near the start of the course and are revisited many times gradually building complexity.
- Learning is sequenced to enable new knowledge to be linked to previous learning and that topics are taught in an order that helps students to know more, remember more and understand better.
- Ideas and knowledge are linked to key concepts, showing students the big ideas within each subject.
- End points for each module are clear and precise.
- Small components of learning to achieve the end points are detailed and thorough.
- The key vocabulary students need to know and use within each module is identified.

The JMHS curriculum is broad and balanced, and we cover all of the Key Stage 3 National Curriculum in Years 7, 8 and 9. There is an options process in Year 9 where students are provided with expert advice and guidance to enable them to choose the most suitable pathway before starting the Key Stage 4 curriculum in Year 10. Guidance is especially provided for students with SEND to ensure that it has been tailored to their specific SEND needs.

We prepare students for life in modern Britain through developing 'British Values', high quality Personal, Social and Health Education, Relationships and Sex Education, numerous cultural experiences and good quality Careers Education. There are a wide range of enrichment activities in the arts, sport and many other areas in which all students are encouraged to participate. Leadership opportunities including sports, arts, language leaders, and prefects provide the chance for our students to develop character and interpersonal skills.

We ensure that there is a strong academic basis to our curriculum with every student studying English, maths, combined or triple science, and computing until the end of Year 11. The firm foundation built at Key Stage 3 enables students to work with confidence and fluency in Year 10 and Year 11 building more detailed knowledge, and by Year 11 the ability to solve more complex problems. We encourage the majority of students to study the English Baccalaureate (EBacc) at Key Stage 4. Therefore, most students study either history or geography, and a modern foreign language until the end of Year 11. We believe that studying the EBacc qualifications will considerably enhance students' life chances as they facilitate the greatest flexibility both into A level and university courses. Also, as an 11-18 school, we ensure the Key Stage 4 courses are excellent preparation and link in well with our Sixth Form studies. However, we are keen to support students to follow a pathway that is closely linked to their interests and desired future study or employment. Therefore, we also offer a vocational pathway at Key Stage 4.

Our Sixth Form, JM6, has over twenty high quality courses in artistic and creative subjects, humanities and social sciences, mathematics, science and vocational subjects. The transition events in Year 11, and careful coverage of the key concepts and foundational knowledge at the start of Year 12 enables students to gain confidence and make excellent progress during Year 13 to achieve high A level results. As a result of this and individual guidance and support, Year 13 students progress onto excellent university courses, employment or apprenticeships. In addition to our academic and vocational courses, JM6 provides a broad Social, Moral, Spiritual and Cultural education and a wide range of exciting enrichment and leadership opportunities.

Curriculum Design Methodology

1. Identify the key knowledge and most important concepts for each subject
2. Plan the best way to sequence teaching so that students gain an excellent understanding of the key knowledge and most important concepts
3. Divide learning into carefully sequenced modules or blocks of learning
4. Determine 'end points' for each module which encapsulate what students will know and will be able to do at the end of each module
5. Detail the small components of learning necessary to achieve the end points within each module
6. Identify the key vocabulary students will need to understand and use within each module
7. Sequence the small components of learning so that students are building upon and connecting to previous knowledge to maximise understanding and long-term memory of knowledge
8. Design teaching sequences to effectively teach the small components of learning and achieve the 'end points' including constant spiralling to revisit key knowledge developing understanding and embedding in long-term memory
9. Design resources including presentations to be used in lessons, application and problem-solving tasks to be used in lessons and homework that reviews current or previous learning
10. Design assessments to measure how well students have learnt, remembered and understood the key knowledge and identify gaps in learning still to be addressed

The curriculum is designed so that students know the most important knowledge and it is embedded in long term memory. Students then apply the knowledge in a variety of contexts with increasing complexity to increase their fluency and understanding. We continuously review and improve the curriculum following SLT or School Improvement Partner review, results of assessment and Curriculum Implementation Checks.

We use collaborative planning for all stages of curriculum design where teachers work with their subject colleagues during professional development sessions and INSET days.

Teaching - features and rationale

At JMHS we use reliable research evidence to identify the most effective teaching strategies as well as strategies that we should *not* use because there is no evidence that they are effective or because the methods involve excessive workload for staff. We continually review these methods by taking an outward looking perspective by asking 'why do we do it this way?', 'what do other schools do?' and 'what does the research tell us?'

JMHS teaching has the following key elements:

- A. Simple, effective and research driven teaching;
- B. Continually striving to close the gap by supporting disadvantaged students and those with SEND to learn more, remember more and understand better;
- C. The importance of regular review of knowledge and deliberate practice increasing fluency and skills with the application of knowledge;
- D. A strong emphasis on helping all students become confident and competent readers who develop a love of reading; and
- E. Developing expert teachers who have strong subject knowledge and pedagogical knowledge and apply this skilfully in the classroom.

Simple, effective and research driven teaching

Note: Our research on teaching methodology is based upon reliable and respected sources including:

1. Rosenshine's 'Principles of Instruction'
 2. Dan Willingham's model of the mind
 3. Work on formative assessment by Dylan Wiliam and others
 4. Education Endowment Foundation research
 5. John Hattie's 'Evidence Based Teaching'
 6. OFSTED subject reviews of research
- We strongly believe that in order to become highly effective, teachers should eliminate strategies and/or activities that have little or no impact on student outcomes and instead focus on the activities that help students learn more, remember more and understand better.
 - Collaborative planning is a requirement of all teachers at JMHS. It is our belief that regardless of the teacher at the front of the class, the students all have access to the same high-quality explanation, modelling and resources. This can only be achieved through collaborative planning. Collaborative planning in the longer

term reduces teacher workload. By releasing teachers from planning lessons, we free up time for them to prepare, adapting the planned lesson for the particular class they are teaching.

- We recognise the importance of cognition and metacognition and strive to ensure that students are taught the reasons behind our teaching, actions and expectations. Via assemblies, tutor time and particularly teacher narration in lessons, students are taught about how we learn, the key findings from cognitive science and most importantly how to employ these techniques to their learning both in and out of school. This knowledge coupled with the development of the key qualities of being conscientious, considerate and co-operative enables our students to succeed not only whilst at school but throughout their adult lives.
- The principles and features of our streamlined, teaching model are based upon research into cognitive science, how the brain acquires and uses new information, and on the studies of classroom practices of teachers, schools and countries whose students show the highest gains.

Our streamlined, research driven teaching model:

Teachers plan lessons to provide opportunities for students to activate prior learning, followed by explicit instruction that helps to connect ideas and address common misconceptions, and carefully designed opportunities for deliberate practice. Assessment techniques, such as questioning are embedded throughout lessons to help teachers to adapt their teaching. The list below gives more detail on specific steps, we would not necessarily expect every step to be present in every lesson, as lessons are adapted to the needs of individual learners.

1. **Review:** Where appropriate, all lessons start with reviewing previous learning, this strengthens long term memory and leads to fluent recall. It may sometimes be appropriate for a lesson to start without a review, for example when students are completing a practical task that would need the whole lesson to complete. Homework tasks always review recent or previous learning. Skilful planning and sequencing of the curriculum ensures key knowledge is constantly reviewed and built upon. Summative tests require students to recall and apply key knowledge. We provide opportunities for students to review and mark their own work. Also, students reviewing of teacher marking enables further review, particularly when through the marking the teacher identifies key knowledge and application of knowledge that requires further practice.
2. **Explain:** Lessons are teacher led as opposed to activity or student led. Explanations are carefully planned with the core message, audience and misconceptions in mind. When introducing a new topic teacher explanation is used in preference to questioning students. Teachers insist on silence and use their expert knowledge to link to previous learning and give clear, precise and concise explanations. After the teacher explanation students record a summary of the key knowledge in their exercise books to help with recall and revision. Teachers 'chunk' explanation to ensure students are learning a manageable amount of new information at any one time. Teachers use diagrams, visuals and short video clips to illustrate their explanations and make them clearer and more memorable.
3. **Model:** Modelling is completed using 'I do, we do, you do'. Numerous models and worked examples and non-examples are provided for students helping them to learn methods, solve problems and identify and focus on the specific steps in learning. Modelling is used particularly when applying learning and starts with simple examples before gradually building complexity. With problem solving, teachers understand that this is context specific and not a 'generic skill'.

During the first (I do) phase of modelling, teachers ensure their explanation is clear, concise and precise. They will ensure that students are giving their undivided attention to the modelling or demonstration provided. The teachers will not interrupt the modelling by asking the students questions. When needed teachers

will chunk their model into several stages to prevent cognitive overload. After the first stage of modelling is completed, students often write down key information including the different stages of the model into their exercise books

During the second (we do) phase students work with the teacher on a worked example similar to that provided by the teacher in the first phase. During the second phase teachers ask questions to check students understand and can do each stage of the model

Before students start the third phase (you do), the teacher will check they understand how to do each stage of the model. During the third phase students will undertake a deliberate practice exercise which allows them to apply the model several times to develop their recall, fluency and confidence. The first examples they are given will be similar to or simpler than the example worked through by the teacher. Later examples will gradually increase in difficulty. During the third phase the teacher continually circulates checking students are applying the method accurately, asking questions to check understanding, particularly focussing on students who have SEND or who are disadvantaged. During this phase, the teacher will stop the class to highlight misconceptions and give further advice to ensure all students can accurately and confidently apply the method that has been modelled

4. **Questioning:** Teachers ask questions to

- Make students think hard about the knowledge they are learning, the methods they are learning to use and how knowledge links to previous learning
- Check students understanding and identify any misconceptions they have which can be addressed by the teacher
- Help students split up a complex problem into a series of simpler stages
- Help students think about how and why things work thus strengthening connections between knowledge stored in long term memory

Questioning is used with the teacher in charge using the cold call technique. This involves initially asking closed questions for the whole class to consider, then selecting an individual student and expecting them to follow up their answer with an explanation, or using mini-whiteboards to engage the whole class simultaneously. Question sessions are short, sharp and concise to help all students with focussing and learning. Teachers will not accept students 'opting out'.

Teachers also question individual students to check that they can accurately recall knowledge, use a method correctly and that they know how to choose which method to use when solving problems. They use this individual questioning to identify gaps in knowledge and misconceptions which can then be addressed.

5. **Deliberate practice:** Teachers understand that of all teaching techniques, they must devote most time to deliberate practice. It should be carefully planned to optimise learning the knowledge taught and then applying the knowledge in scenarios of gradually increasing complexity. Techniques used for deliberate practice include:

- Opportunities for frequent practice/oral rehearsal (call and response)/drilling of key facts with a narrow focus to ensure that the facts are learnt and stored in long term memory before progressing onto applying the knowledge.
- Exercises to practice methods taught and applying the knowledge following teacher explanation and modelling.
- More complex activities that involve combining knowledge from different parts of the curriculum and problem solving in a specific context following teacher modelling. Examples of this can include writing an essay, devising a piece of music, dance or drama, planning and carrying out an experiment.

6. **Checking knowledge and understanding:** Teachers continuously check the knowledge and understanding of students against the end point for a topic using their understanding of the small components of key knowledge that students need to acquire. They employ techniques such as questioning, using short low-stakes tests and checking students' books after explanations and deliberate practice to review the learning and assess what students have learnt and their knowledge application. There is no specific point in a lesson when this assessment should take place, teachers decide whether it is more appropriate for this to take place after individual teaching episodes or at the end of the lesson, as a plenary. Assessment holds students accountable for their learning during the lesson as well as providing teachers with key information that can be used to adjust their teaching during the lesson or inform preparation for the next lesson.
7. **Feedback:** Teachers give students live face to face feedback during lessons. Teachers continually circulate the class whilst students are working. This feedback focusses on knowledge students are learning and the methods students are applying. Teachers focus their feedback on a single improvement, students can make rather than flagging up multiple problems. Where many difficulties are occurring, the teacher will reteach the content to an individual student, a group of students or the whole class. Teachers may collect and mark specific pieces of work, such as long written tasks, certain pieces of homework or mock exam papers. Teachers are conscious that excessive marking can negatively impact teacher workload without having a positive impact on students' progress. Therefore, teachers carefully choose pieces of work to provide written feedback on which will have the greatest impact. There is no expectation for teachers to regularly mark students' books, and this is not seen as an effective use of teacher time.

Students should expect to receive feedback on all of the work that they have produced. Therefore, after students have completed homework or taken a summative test, if it is not marked by the teacher, it is our usual process for the students to mark their own tests or to use peer marking, supported by the teacher. This enables students to see how marks are awarded and how to gain more marks next time and for the teacher to flag up common errors and misconceptions. The teacher will collect in the tests after the lesson to identify questions students found difficult and to give whole class feedback next lesson. This will also help the teacher decide what content they need to reteach.

8. **Paired and group work:** Teachers will choose to allow students to work quietly with the person next to them when structured discussion is required, such as to discuss and debate ideas, to clarify thinking, give peer support, and for speaking activities particularly in languages. When discussion is required, teachers explicitly teach oracy so that students have the vocabulary and skill to do this in a structured and effective way. Also, students work in pairs for practical activities in some subjects, such as science & design technology. It is vital that these activities are carefully structured so that students know their roles, what they should do, how they should do it and how much time they have.

With exception of practical subjects such as PE, drama, music and dance, we do not recommend students to work in groups larger than two as students can be 'passengers', letting others do the work and not learn effectively unless the session is structured with great care and precision.

Lessons share the following common traits:

1. A calm purposeful environment for learning

- Every classroom provides students with a calm, purposeful and safe working environment. All classes have a seating plan with students seated facing the teacher and the board. The seating plan is designed to maximise learning and help all students, particularly those with SEND and those who are disadvantaged.
- All classrooms are well equipped with modern recently purchased touch screen monitors, visualisers and traditional whiteboards to enable high quality direct, explicit and interactive teaching. We are refurbishing all classrooms so that they are well decorated and have good quality flooring, blinds, desks and tables.
- We keep classrooms tidy and free of clutter. Any wall displays that are in classrooms actively contribute to student learning.
- Our behaviour for learning policy is designed to ensure thoughtful and considerate behaviour and strong focus and concentration at all times. This ensures teachers can teach and students can learn.

2. Focussed starts to lessons with students reviewing previous learning

- At the start of each lesson students go straight to their allocated place on the seating plan. They do not wait in corridors for teachers to ask them to go into class.
- In most lessons, students immediately commence the starter task, working in silence whilst the teacher marks the class register and deals with any minor issues at the start of the lesson. The only exception to this will be in practical subjects, where there may be a different, more appropriate, routine.
- Starter tasks are designed to review previous learning with carefully graduated questions so that all students can feel confident and make a positive start to the lesson. Within each starter task there are challenge or extension questions, so that students who work rapidly are working continuously and are challenged.
- Starter tasks are usually designed for 10 minutes. This can be varied e.g. if the main learning task for the lesson is going to take up most of the lesson or if the teacher feels that students would benefit from longer reviewing previous learning.
- Starter tasks always review previous learning, and in many cases focus on prerequisite learning for the main teaching points of the lesson.
- Following the starter task, the teacher goes through the correct answers rapidly and the students mark and correct in green pen, before teaching the main content for the lesson.

3. Consistent routines for Learning

- Consistent routines provide students with structure and security, so that they know what teachers expect of them and learn behaviours that will support effective learning.
- During explanations and teacher modelling, the teacher insists on silence and students give teachers their undivided attention, looking at the teacher/board and waiting to write down key information.
- Teachers give students time to write down key information, in silence, circulate to check understanding and provide extension activities for students who have finished writing.
- Class discussion and questioning is structured by the teacher, with students in silence, listening carefully and prepared to answer questions. The teacher ensures that questioning is short and sharp, targeting questions to the understanding and needs of students and using the 'cold call' technique to prevent students becoming passive.
- When teachers provide students with opportunities for deliberate practice, they are clear about the time given and chose whether students should work in silence or quietly with the person next to them.

- If students need support from a teacher, they raise their hand and wait in silence for a suitable opportunity for the teacher to help them.
 - In practical subjects, there are consistent routines for practical work and students work in groups that have been chosen by the teacher to allow all students to succeed.
 - Teachers remind students of routines for learning and use specific praise to identify when students display positive learning behaviour.
- 4. Sharp focussed assessment designed to test how students have understood the key learning points and calm orderly ends to lessons**
- After students have completed a task, the teacher leads an activity that tests students' understanding of the key knowledge for the lesson.
 - This may occur several times during a lesson, when learning has been 'chunked', or during the final 5-10 minutes of the lesson.
 - At the end of the lesson, students assist the teacher in ensuring the classroom is tidy and ready for next lesson.
 - Students then stand quietly behind their desks. The teacher reinforces the key learning points and dismisses students in a structured way (e.g. a row at a time), on the bell at the designated finish time.
 - The teacher checks the corridor as students leave to ensure they move quietly, quickly and calmly to their next lesson.
- 5. Reading is an integral aspect of most lessons.**
- Teachers understand that high-quality text books can be an excellent resource to support learning and allow students to seek support independently when completing deliberate practice tasks.
 - Teachers are aware of students needs and provide scaffolding and support when poor literacy is a barrier during lessons, working to close this gap in foundational knowledge.
 - Teachers model how to extract key information from the text, identifying and teaching key vocabulary to students.
 - We do not encourage students to read via digital media. As identified by Alex Quigley and others, this can encourage skim reading and impair their facility to read deeply.
- 6. Students complete a large quantity of high-quality written work.**
- There is no expectation for student work to be recorded in books, and tasks should be designed to maximise student progress, rather than to provide evidence of learning. At times, it is more valuable for students to work on mini-whiteboards and receive live teacher feedback.
 - In some practical subjects, it would not be appropriate for students to complete written work, and there is no expectation to do so.
 - Where appropriate, after an explanation the teacher ensures that key facts, formulas and ideas are written clearly in students' books. However, teachers ensure that students are not excessively copying and instead rephrase, and summarise information.
 - At times, it is useful for students to write down the stages for models taught to help them remember the method and so they can look up how to solve the problem.
 - Students are expected to write in full sentences and are supported to use accurate spelling, punctuation and grammar in all subjects. Teachers ensure that there are high expectations for written work for all students, and particularly for disadvantaged students, and students with SEND.
 - Teachers recognise that students find it challenging to respond in continuous prose, and that they need to be taught how to do this. Students have regular practice with extended and formal writing in a wide range of subjects, as appropriate to the curriculum.

7. We teach students how to use ICT effectively and use it in lessons when it is the most effective learning strategy

- ICT is used in ICT, computing and computer science lessons where specific applications and programming languages are formally taught.
- ICT is used in photography, art and 3D design as part of the design process.
- ICT is used to research specific businesses and organisations in subjects such as business studies, and health and social care. How to effectively research these organisations is taught explicitly to students and modelled before the students undertake the research.
- At Key Stage 4 we teach the Computing and ICT National Curriculum across core subjects and by tutor time delivery.
- We teach students how ICT can be misused including examples such as fake news, discriminatory comments and language, and for grooming young people and others.
- ICT is not used for teaching new knowledge. In order for students to be successful they need clear, explicit explanation, modelling followed by practice, testing and feedback. The key resource in all lessons is the teacher. Using computer-based learning to replace the teacher or using the teacher merely as a facilitator is not as effective in helping students know more, remember more and understand better.
- For some homework e.g. learning vocabulary in languages or answering multiple choice questions, ICT is a useful strategy as students receive immediate feedback on the accuracy of their work. However extended use of ICT or practice exercises in lessons is less effective than teacher led sessions.

We do not use methods or strategies that have little or no impact on student learning. Research shows that the following have very little or a negative impact on student progress:

1. Excessive or imprecise praise:

- Carol Dweck in 'Mindset' and others have identified how excessive praise can lead to developing a fixed mindset, where students believe that natural ability is more important than endeavour.
- Excessive praise for what students are supposed to be doing leads to a lowering of standards and wrongly communicates that we have low expectations.
- Specific, precise, and proportionate praise can have a beneficial effect *e.g. You have used many of this term's key vocabulary accurately in your paragraph; this demonstrates you are increasing your knowledge of the atomic structure, e.g. You have set out your solutions clearly showing every stage of working out. This will help you be precise and accurate and to remember how to solve equations.*

2. Discovery learning and investigations:

- The discovery learning method is ineffective when teaching students up to and often beyond graduate level.
- If we want students to learn we need to provide clear, explicit and direct instruction.

3. Use of word searches and anagrams:

- These do not help students with comprehension or learning the meaning of key vocabulary.
- They make learning more difficult for students who are dyslexic or have reading difficulties.

4. Excessive use of handouts which are stuck into students' books:

- Students learn more when they write key notes and diagrams into their books rather than sticking handouts and worksheets in.
- Valuable learning time can be lost to activities that involve students cutting out and sticking into their books.

5. Differentiated outcomes and expecting less of students with lower attainment or those with SEND

- Expecting the same outcomes from all students and putting in place scaffolding and support where needed is more effective.
- Expecting less of disadvantaged students e.g. letting them producing less written work increases their level of disadvantage rather than closing the gap.

6. Tasks that encourage students to use guesswork, or trial and error, rather than using facts and methods learnt:

- Students need to be confident of the facts and evidence they are using to answer questions.
- Use of guesswork on questions students cannot figure out does not encourage resilience, it gives the message that they are not good enough to work it out.

7. Assuming that students can answer exam questions because they have learnt the content:

- Students need to be taught how to apply their knowledge to complex scenarios, including exam questions. Teachers should use modelling to demonstrate how to answer exam questions.
- Teaching of metacognitive strategies to answer complex questions should be planned into the curriculum. This can only happen once key knowledge has been taught.
- Talking about exams too early in the course can increase anxiety. Exposure to exam questions should be gradual and designed to build confidence.
- Over use of exam questions gives the impression that the main purpose of learning is to pass the exam and can encourage students to learn by rote. Learning, gaining cultural capital and becoming more knowledgeable and skilful are equally important.

8. Addressing low confidence/aspirations:

- Addressing low confidence/aspirations first does not lead to success.
- Reliable research shows that the effect of achievement on self-concept is stronger than the effect of self-concept on achievement.
- Poor student motivation is often due to repeated failure.
- The simple answer to addressing low confidence and aspirations is achievement. Teachers should design lessons to remove barriers and allow early success, using the momentum of success to build confidence.

9. Group work:

- We recognise that the most important resource in the classroom is the teacher.
- With the exception of identified specialist practical subject classrooms, all tables in classrooms are arranged in rows facing the front of the class ensuring that students can track the teacher and the teacher can ensure all students are focussed and on task.
- It is the expectation that students will work in silence or work quietly when working individually.
- Organising effective group work to help students learn beyond paired peer teaching requires excellent class management skill, meticulous preparation, and great

clarity of expectations. It is our advice at this stage to avoid larger group work and focus on paired learning when discussion is necessary, with the exception of practical subjects such as PE, dance or drama.

10. Teaching to learning styles:

- There is no high-quality research where targeting teaching activities to particular learners based on an identified learning 'style' has improved student outcomes.
- Research suggests that it is incredibly unlikely that students learn in a singular style, such as visually.
- Teachers should follow the streamlined, research-based teaching model above that is proven to improve student progress and outcomes.

11. Having students move about in the classroom does not lead to more effective learning

- The learning pyramid was developed years ago to show the link between how much material would be retained and how active the students, and was believed to be true.
- There is no evidence or research to back up the learning pyramid and it is completely unsubstantiated.
- If we want students to learn we need them to think about what we are teaching, being physically active makes no difference and having students move around the room can disturb others and disrupt concentration.

12. Complexity in the task itself or unclear instructions

- We aim to gradually build students knowledge, understanding and confidence so that they can understand and apply complex knowledge and solve complex problems.
- However, tasks that are overly complicated and involve complicated instructions force students to use their limited working memory to figure out what they need to do rather than using this to apply their knowledge effectively.
- Therefore, teachers keep instructions clear and simple. They avoid complicated task design.

The importance of 'closing the gap'

It is our ambition that disadvantaged students and students with SEND achieve as well as their more advantaged peers. We have listed below our two key strategies to help disadvantaged students and SEND students close the gap:

1. Teachers and support staff aim to get to know disadvantaged students and SEND students especially well to understand their barriers to learning, how to motivate them and their strengths

- Student needs cards have been prepared for students with SEND, including students with an Educational, Health and Care Plan, Children who are Looked After and other vulnerable students. These detail reasonable adjustments to be made to help these students succeed.
- Teachers use a seating plan so that disadvantaged students are able to easily access support from the teacher and engage in partner work with others who will help them succeed.
- Teachers use adaptive teaching strategies and put suitable scaffolding and support in place to ensure disadvantaged students can be successful in their lessons.
- Teachers prioritise feedback for disadvantaged students.

2. Figuring out what the students do not know and teaching them this knowledge

- Teachers understand how disadvantaged students are progressing through constantly checking their books and work and asking questions to measure their understanding.
- Teachers are skilled in adaptive and responsive teaching, and use this information to adapt lesson plans to address gaps in the prior knowledge of students. During lessons, teachers also adjust teaching in response to students' needs, whilst maintaining high expectations for all.
- Although marking has been billed as an essential teaching tool in the past, even when our marking was clear and extremely thorough, it did nothing to 'close the gap'. We do not expect teachers to regularly mark student work and provide comments on how they can improve. We believe that providing immediate verbal feedback whilst students are working is more effective than marking. However, teachers may add comments written in purple pen whilst students are working in class or choose specific pieces of work to mark and provide written feedback.
- Teachers give whole class feedback on common errors and mistakes as well as re-teaching the information that students struggled with.
- Teachers provide 1:1 verbal feedback to students to ensure they fully understand what they need to do to 'close the gaps' and use their strong pedagogical and subject knowledge to address misconceptions and inaccurate knowledge for these individuals. Teachers maximise the support they give to the students who are most disadvantaged.

The importance of regular review

1. There is strong and well-established evidence from cognitive science that repeated practice makes students more fluent in their recall and permanently embeds knowledge in long term memory. Hence the phrase 'practice makes permanent'. As one example it has been established that for most of us, we need to use a word approximately twenty times before it becomes a regular part of our vocabulary. This means that repetition is essential in all subjects.
2. We also recognise that there is a difference between teaching and learning. Just because we have taught it, does not mean that the students have learnt it. There is a considerable amount of learning in a knowledge-based curriculum. With learning comes forgetting. Reliable research has identified that an average student may remember only 40%-50% of the knowledge taught an hour after the lesson and only a quarter one week later.
3. Review takes several forms:
 - Retrieval practice to learn key facts e.g. by written answers or call and respond.
 - Applying procedures or methods e.g. by practice exercises where the basic procedure is repeated many times with some variation so that the student becomes fluent in applying the knowledge.
 - Applying the knowledge in more complex situations will follow teacher modelling with the 'I do' 'We do' then 'You do' teaching methodology where the student has repeated opportunities to practice the techniques modelled by the teacher.
4. Every time we try to remember something, the memory becomes stronger and easier to access the following time. Every lesson starts with a review task. All knowledge is reviewed, sometimes from the previous lesson, sometimes from knowledge learnt weeks, months or years earlier. Skilful sequencing of the curriculum enables knowledge learnt from earlier in the course to be applied in future modules therefore reinforcing the key knowledge and embedding it in a long-term memory.

The importance of reading, writing and oracy (literacy)

We strongly believe that all students should be able to communicate effectively, through reading, writing and oracy, and this is an essential part of all lessons at JMHS. A strong emphasis is placed on a whole school rigorous approach to reading that develops learners' confidence whilst reducing the gap between SEND and disadvantaged students and their peers, inspiring them to become life-long readers.

1. There are four ways we develop skilled readers: building vocabulary knowledge; teaching a rich reading curriculum; supporting students to read, and celebrating reading. Vocabulary knowledge is a core part of all curriculum areas and explicitly taught, applied and remembered.
2. All departments incorporate reading as an intrinsic part of their curriculum and it is used during the explanation phase of the lesson: introducing and securing new knowledge through text books and study guides. Teachers demonstrate reading strategies, securing students' mental models, through the GASE process (gist, a closer look, summarise, elaborate) and this approach is shared across the whole school.
3. Students in Year 7, 8 and 9 share the reading of a book for pleasure during tutor time for one day per week. They read approximately four books each year
4. Students in Year 10 and 11 complete literacy tasks in tutor time, such as reading, oracy through well-structured discussion, and extended writing.
5. We use diagnostic testing to identify students who fall below their chronological reading age. These students are supported through different methods according to which aspect of their reading is identified as needing most support (e.g. accuracy, comprehension, inference or vocabulary)
6. Reading is celebrated through a series of calendared events throughout the year. The library has extended opening hours and is manned by an enthusiastic and knowledgeable librarian who arranges author visits regularly.
7. Teachers ensure that students value writing and its processes. Writing is used to record key information after an explanation and as part of deliberate practice and attention is paid to being able to structure writing and using the academic language of a subject specialist. In addition, rules of grammar and punctuation are made explicit and are an integral part of the language of each subject area.
8. Oracy is used to discuss and debate ideas, to clarify thinking, give peer support, to extend vocabulary and refine point of view. Oracy is explicitly taught using sentence stems, vocabulary and clear expectation. In addition, students will feedback 'like experts' using academic and appropriate vocabulary for each subject.

Homework

1. Revision is not a task that can afford to wait until Year 11 and 13. We want students to have mastered the knowledge introduced throughout the curriculum to reduce the need to "cram" in an exam year. Homework is considered revision in all year groups. All tasks are designed so that students are learning or practising the knowledge and application that they are taught in school.
2. The homework strategy is based upon metacognition and so students are taught about the power of retrieval practice, the importance of spacing and retrieval. We also teach students when discussing homework about the actions they can take to improve or hinder their learning.
3. Homework activities are carefully designed to enable all students to increase their fluency with recall and to be able to apply knowledge. They are always based on reviewing knowledge previously taught in class and are planned in a way so that all students can succeed with the task set.
4. For a revision homework, suitable activities include revising through creating revision cards or notes, drawing flow diagrams or spider diagrams, practice of knowledge application or employing strategies to commit learning to memory. Revision homework should be followed by assessment in class.

5. Open-ended research homework, such as 'find out about' or 'find five facts' should not be set. It is our responsibility to identify core knowledge and provide this through the curriculum and resourcing, with students taught to learn and retain it. Open-ended research, whilst providing a surface sense of independence, frequently results in low quality work and little genuine understanding or retention, and is inefficient in promoting learning.
6. In Year 10 and 11 and in the Sixth Form, it can be appropriate to set research tasks where there are clear aims and areas of focus, based on using research skills that have been taught as part of the course.
7. Homework should be set as outlined below:
 - a. Year 7, Year 8 and Year 9: 30-40 minutes per week in English, mathematics, science, modern foreign languages, and 30-40 minutes per fortnight in history and geography
 - b. Year 10 and Year 11: 30-40 minutes per week per qualification
8. Teachers talk to students about homework in class, explaining what they need to do, so that students are clear and can succeed with homework.
9. Homework is set via ePraise every week in all subjects including the final week of term. Not setting homework disadvantages all students, but especially disadvantaged students.
10. Teachers should check homework has been completed, strongly encourage completion to a high standard and log an S1 (homework) when it is not completed.
11. Students receive feedback on all of their homework, this could be by self or peer-marking, in-class discussion, teacher questioning or teaching marking.
12. Teachers have high expectations of students and expect students to complete homework to a high standard. If students have not completed homework to the required standard, they will be expected to improve it and resubmit it.
13. Failure to hand in homework after an S1 will lead to an S2 (homework) and class teachers will contact home and offer the student support, if necessary.
14. Students regularly not completing homework will receive an S3 (homework) and will be required to complete their homework in Homework Club.
15. Using computer generated and marked worksheets or quizzes is encouraged as it helps further reduce teacher workload.

Sixth Form independent study

1. Students will be required to complete independent study for approximately 6-8 hours per subject studied per week.
2. Independent study will be split into what a student needs to do after each lesson, once a week, once a fortnight, across a half term, across a term and preparation for tests. This will be closely monitored by staff to ensure completion.
3. Independent study will be reviewing and practicing work that does not require teacher intervention.
4. A large number of these hours will be completed within supervised study periods. Students will also be able to gain further help with how to study and different study techniques within these sessions to make strong use of their time.
5. Students will also be encouraged to read around their chosen subjects and complete further study on areas of interest. Many resources will be available to students through Unifrog.

Developing expert teachers

We use our line management system, honest and constructive feedback, ongoing professional development and coaching to support every one of our teachers to become an expert teacher. Expert teachers have the following qualities:

1. Teachers have strong subject knowledge. They continually work to improve their subject knowledge. In the rare cases where teachers are required to teach a subject that is not their first specialism, they are provided with high quality resources and bespoke support in helping them to improve their subject knowledge.
2. They understand the evidence on the most effective teaching methods and apply this knowledge through selecting methods that are known to work for all students which are specified in the CAT policy
3. Teachers have a strong pedagogical subject knowledge. They understand and utilise teaching methods that work best in their subject. Teachers work with subject colleagues within and beyond JMHS to further develop this knowledge.
4. They work collaboratively to improve the quality of curriculum design, planning sequences of lessons and designing resources for learning during professional development sessions and INSET days.
5. Teachers know and understand the misconceptions students have and the type of errors they make and address these head on
6. They know the best way to explain difficult concepts and can provide scaffolded models which students can follow.
7. They understand how to use deliberate practice and know how to set students clear tasks that become incrementally more challenging, for a set amount of time, to develop fluency.
8. They know how to identify gaps in students' knowledge and how and when best to close them
9. Teachers know how to teach literacy to students; they can identify the key vocabulary for their subject and understand how to teach it explicitly. They have high expectations for written work, support students with their grammar and spelling, and teach oracy so that students can have effective discussions and answer questions clearly.
10. Teachers know how to answer exam questions to achieve the top marks and are familiar with the latest examiners' reports.
11. Teachers explicitly teach students routines, taking a proactive approach to behaviour. They know how to skilfully use effective behaviour management techniques, when necessary.
12. They have an excellent knowledge of safeguarding and always ensure students work in a safe environment.
13. Teachers understand which factors can inhibit students' ability to learn and know which strategies to use to support students. Teachers work with the SENDCo and pastoral team to further develop this knowledge.
14. Teachers work as a team to share good practice and produce resources that other teachers can use and are supportive of their colleagues, school staff and students.

Assessment Strategy

We believe that effective assessment helps us to improve our curriculum, to improve the quality of teaching, helps us to support every student in knowing more, remembering more and understanding better.

Effective Assessment:

- Promotes learning
- Informs teaching
- Is formative focussed
- Reduces teacher workload
- Identifies progress

Our assessment strategy is designed to be formative-focussed and to reduce teacher workload. Assessments are designed in a way to reduce the amount of marking time for the teachers. This can include using multiple choice questions, short answer questions, on-line question systems, and using self/peer marking. Tests and exams clearly indicate what students do and don't know, and what they can and can't do in order to inform future planning and help students to progress. Our process for assessment includes the following:

Formative assessment which promotes learning and informs teaching

1. Usually, at the start of the lesson, students complete a review task which is often focussed on prerequisite knowledge for the lesson. By circulating during the task and then by requiring students to self-mark using green pen, the teacher is able to determine students' level of knowledge and understanding and then adjust their teaching accordingly.
2. During, and then after the main teaching point of the lesson, the teacher checks students' knowledge, identifies misconceptions and addresses these. The teacher then adjusts their teaching of the lesson, providing help and support for groups of students and individuals who are struggling.
3. At the end of a lesson, or after deliberate practice, the teacher sets an assessment task. This task tests whether students know and understand the key learning points for the lesson. The task could be a written task in exercise books or using mini-whiteboards. The teacher will use the knowledge they obtain about student learning from this task to inform preparation for the following lesson.
4. Students glue a knowledge checklist into their exercise book at the start of each module detailing the key learning points. Students will use the checklist to plan for revision.
5. Following formative assessment as detailed above, the teacher uses whole class feedback identifying exactly which content requires review. Teachers then use direct instruction and modelling during the feedback session to provide clarity for the students so they understand what they previously had not.
6. Immediate feedback to students following green pen self-marking of the starter task or main teaching task allows them to analyse what they know and what they still need to master.
7. Teachers may carefully choose pieces of work to provide written feedback on which will have the greatest impact. There is no expectation for teachers to regularly mark students' books, and this is not seen as an effective use of teacher time.

Summative Assessment which promotes learning, informs teaching and identifies progress

1. Curriculum Leaders design summative assessments, which are appropriate for their subject curriculum. There is no set structure for summative assessment, which allows curriculum leaders to adapt to the nuances of their subject. The assessment does not need to be written and, in certain subjects, a practical or oral assessment might be more relevant.
2. Summative assessments may test declarative knowledge, procedural knowledge or include tasks which test application of knowledge. Curriculum Leaders recognise that exam technique and application of knowledge is challenging and needs to be taught.
3. After students have taken completed a summative test, if it is not marked by the teacher, it is our usual process for the students to mark their own tests or to use peer marking, supported by the teacher. This enables students to see how marks are awarded and how to gain more marks next time and for the teacher to flag up common errors and misconceptions. The teacher will collect in the tests after the lesson to identify questions students found difficult and to give whole class feedback next lesson.
4. These assessments are internally tracked to enable the subject leaders to have an overview of areas of strengths and weaknesses of the curriculum. This tracking system is also used by teachers to adjust teaching plans for their class.
5. Assessment data is used in collaborative planning meetings to review and develop the curriculum and delivery strategy.
6. Between Year 7 and Year 9, all students sit the same assessments in each subject except for mathematics where students in different sets have different assessments. Mean average marks are used to compare attainment of subgroups. The averages for each subject and for the year group are also reported in order to allow students/parents/carers to make comparative judgements. GCSE grade descriptors are not used.

Communication with parents and carers

We send home three progress checks a year to parents and carers (with the exception of Years 11 & 13, where there are two). These include the following information:

1. Student attendance as a percentage, with a comparison to the mean
2. In Year 7 - 9 a teacher judgement on effort, and a teacher judgement on quality of homework. We make this easy for parents and carers to understand by providing only two grades – expected, or improvement needed.
3. In Years 10 – 13, in addition to the teacher judgement on effort, and quality of homework, the teacher provides a judgment on the student's progress against their target grade – either at risk, on track, or exceeding.
4. The last progress check qualifies as the annual report. This contains no teacher comments or computer-generated comments, but does contain a comment of up to 120 words written by the form tutor.
5. Each year group has one parents' evening per year, where teachers provide clear specific feedback on a student's learning, and how they can improve.

Key Stage 3 (Years 7, 8 & 9):

1. Students complete at least one summative assessment in each subject every term.
2. The report includes the cumulative percentage achieved in termly tests, with a comparison to the mean mark for the year group for each subject.

Key Stage 4 (Years 10 & 11):

1. Students sit mock examinations at the end of Year 10 and in the November and January of Year 11. Student exams are assessed using the grading criteria that matches the course that they are studying. GCSE courses are marked using a numerical system that ranges from a maximum of 9 through to 1. Anything less than a 1 is ungraded.
2. For Vocational (BTEC and technical awards), courses are marked using the four-tier marking system which comprises Pass, Merit, Distinction, and Distinction*. These grades will be an assessment of their current position and also a prediction of where the teacher believes that they will be at the end of Year 11, if current performance is maintained.
3. The report includes student mock exam grades, and their target grade.

Key Stage 5 (Years 12 & 13):

1. Students' work is assessed using the grading criteria that matches the course that they are studying. GCE courses are marked using a letter system that ranges from a maximum of A*, down through A and B until the minimum pass of an E is reached. Anything less than an E is a fail, and noted as a U grade.
2. BTEC courses are marked using the four-tier marking system that goes from Near Pass, up through Pass, Merit and Distinction to Distinction*. These grades will be an assessment of their current position and also be indicative of where the teacher believes that they will be at the end of Year 13.
3. Year 12 Students have one summative assessment each term.
4. Year 13 students have mock exams in November and February.
5. The report includes student test or mock exam grades, and their target grade.