

Headteacher: Ms Angela Wallace BA Hons, PGCE, MA

Learning, Teaching and Assessment Policy- the implementation of the curriculum

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Reviewed by: Paul Bernard

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HoD = Head of Department

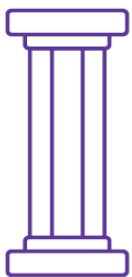
HOY = Head of Year

SLT = Senior Leadership Team

SEND = Special Educational Needs & Disabilities

The Woodside Way

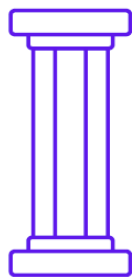
At Mulberry Academy Woodside, our intent is to create a dynamic and inclusive learning environment that embodies our core values of pride, kindness, and respect. We are committed to fostering a nurturing community where students and educators collaborate, grow, and thrive. The pillars of our teaching and learning philosophy uphold our commitment to our community and underpin the strategies that are used consistently to ensure all students are engaged, challenged and supported. Our six pillars of the Woodside Way are as follows and included in full as an appendix at the end.



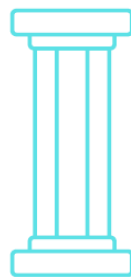
Curriculum
Thinking



Climate for
Learning



Priming for
Learning



Clarity of
Instruction



Making
Knowledge Stick



Responsive
Teaching

See Appendix 1 for further details about our pillars
Research Driven Practice

Our approach to teaching is based on the following research:

Principles of Instruction, Barak Rosenshine

Teach Like a Champion, Doug Lemov

Responsive Teaching, Harry Fletcher-Wood

Teaching Walkthrus, Tom Sherrington

Disciplinary Literacy, Katherine Mortimer
Huh Curriculum Conversations, John Thomsett
EEF Guidance Reports on Literacy, Metacognition, SEN, Behaviour and Feedback
Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology John Dunlosky , Katherine A. Rawson¹ , Elizabeth J. Marsh , Mitchell J. Nathan³ , and Daniel T. Willingham

A personal learning file is kept by each teacher

- Includes at least: SEND and medical information.
- Learning passports for SEN and SEMH students as set by statutory documents, the school SENCO and Head of Year Identifies specific students' barriers to learning or gaps in knowledge and specific strategies to address these in order to support rapid progress and independence for all students.
- Annotated seating plans for each class which include up to date reading data, progress data and demographic indicators like PP/ EAL/ SEND.
- A context sheet for each class featuring details pertaining to how teaching is adapted to suit all needs.

Displays and Classroom Standards

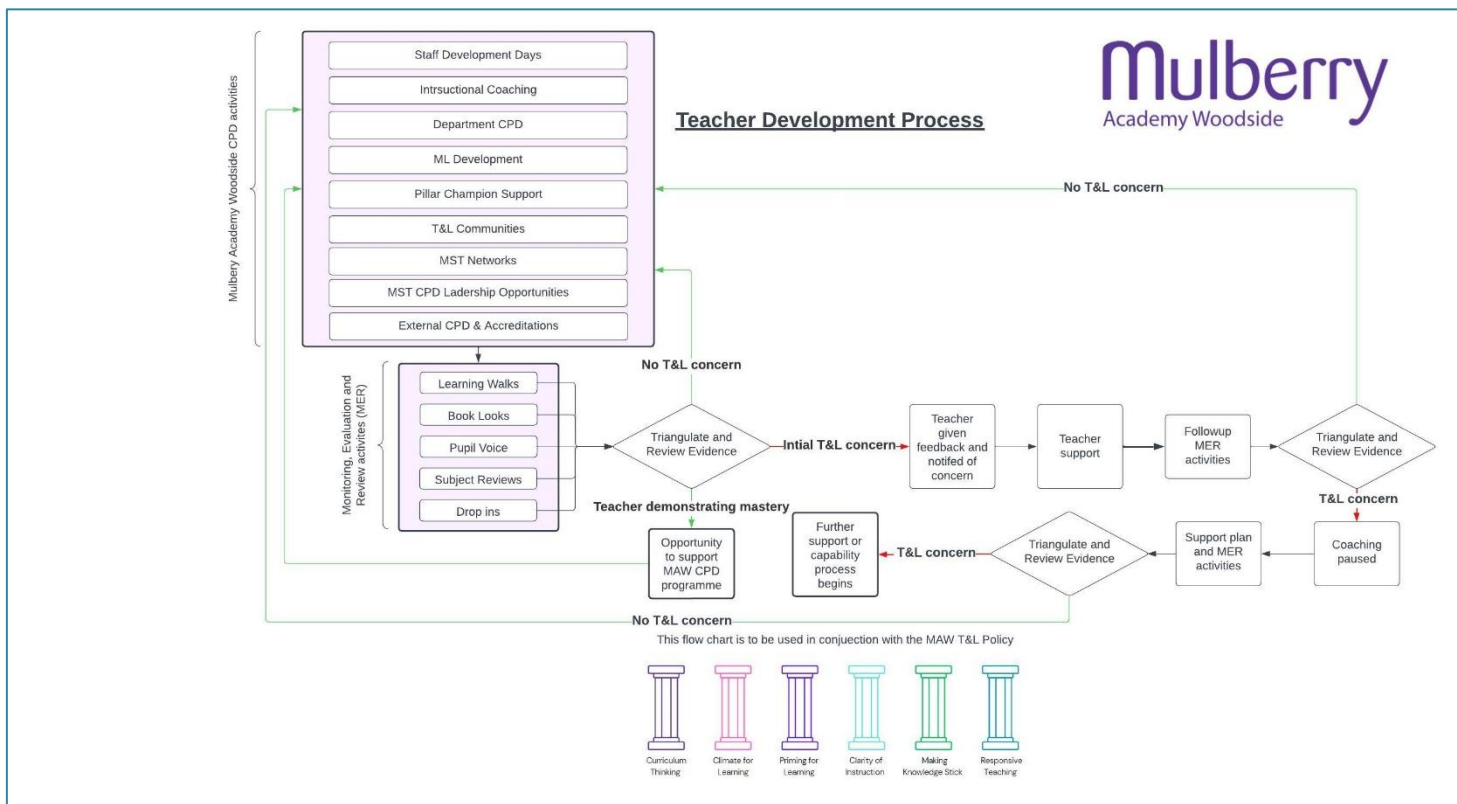
Classrooms should be utilised to enhance the climate for learning and as such, displays should be high quality, presentable and be a useful part of the student learning process. Classrooms should be tidy, organised and exercise books or folders kept in cupboards. There should be space for a teacher to move freely around at the front of the room. We should aim to instil a sense of pride in students for their classroom community.

Continuous Professional Development

The school is committed to providing staff with support to develop them in their role, we offer:

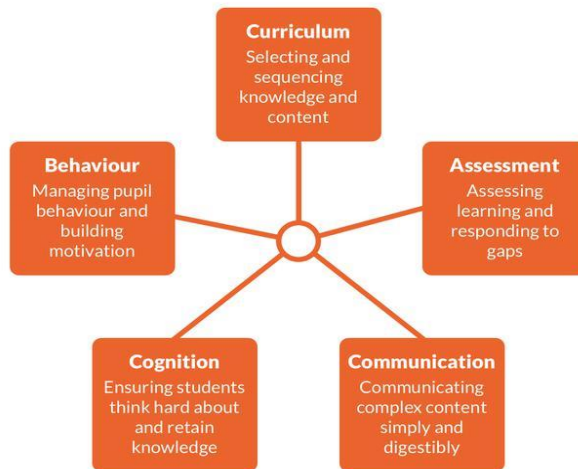
- A bespoke Instructional Coaching programme using Steplab.
- 3 staff training days.
- 6 'Twilights' throughout the year for relevant training.
- Learning Communities every Wednesday - Sharing good practice and deepening pedagogical knowledge.
- External training linked to the School Improvement Plan.
- Department opportunities to share good practice.
- After school CPD for ITT/ECTs with experienced colleagues.

Teacher Development Process



Instructional Coaching Programme

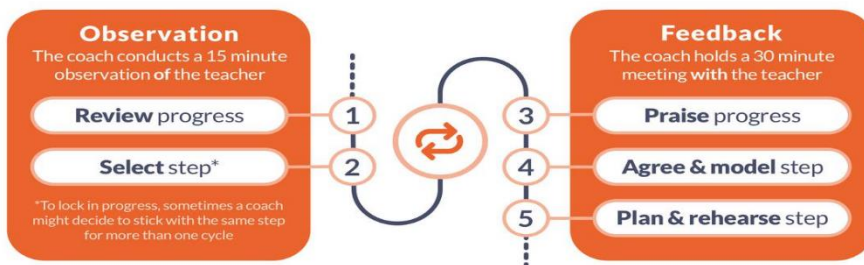
As part of our CPD offer the school runs an instructional coaching programme for all classroom staff and teaching assistants. Beginning teachers including ITT/ECTs follow a separate programme of mentoring and are not part of the coaching programme (refer to the ECT policy). Coaches have been selected from across the school due to their excellence in teaching and communication skills. Coaches come from a variety of backgrounds in regards to their subjects and position within the school community. The programme is purely developmental and aims to develop the teaching practice of colleagues in a supportive but challenging way. The Steplab model focuses on developing teachers' ability to integrate technical knowledge and professional judgement. Steplab organises learning goals not around specific knowledge areas or skills, but rather around the central goals of teachers' daily work that support pupil learning.



The instructional coaching model takes the following format:

Evaluating, and Review

Monitoring of



Monitoring

the quality education-



implementation

- The quality of education implemented in the classroom will be regularly monitored.
- School leaders will undertake monitoring across all subjects as indicated below.

Department monitoring, evaluating and reviewing:

All departments carry out a half-term review using book looks and learning walks. This informs actions for Heads of Department through support training or support for individual staff or at a Department level.

Learning walks

- A learning walk is an unannounced short visit to a lesson to monitor against school improvement priorities. These will capture the typicality of the quality of teaching, learning and assessment over time.
- Learning walks may take the form of a 15-30 minute lesson visit where practice is reviewed and a sample of books are looked at.
- During the learning walks students will be questioned regarding areas of learning and teaching in line with the Woodside Way
- The middle leader and SLT link conducting the learning walk will use a capture sheet to take notes.
- Their feedback will be recorded on Progress Teaching with a rating against each pillar that is observed in the lesson.
- A verbal conversation will be had with the teacher and the feedback published.
- Learning walks are used to inform improvement and individual, departmental, and whole school CPD.
- Form time learning walks are also conducted throughout the academic year. Specific criteria are built into the Woodside Way to ensure that these are well planned, resourced and delivered to a set standard.
- The Quality of Education team will use Progress Teaching to analyse data trends, develop CPD and hold accountability conversations with middle leaders

Book Looks

- At each half-term there will be a book look to evaluate the progress of key groups as identified in the school SIP involving a cross range of teaching staff.
- Book looks are a standard part of all learning walks and deep dives.
- The strengths and areas for development will be feedback to staff and recorded on Progress Teaching.
- Departmental book looks will also be conducted by the Head of Department to inform departmental CPD and ensure that there is consistency across the department or as part of a whole school monitoring and evaluation process.

[See Appendix 3 for learning walk capture sheets/ book look capture sheets.](#)

Deep Dives

Rationale

The deep dive process is rooted in rigour, challenge and development. Over a period of 2-3 days all teachers in a department have a lesson observed and a selection of pupil books are looked at and considered as part of the broader learning journey. To support a true and holistic understanding of each department, there is a student voice panel and a curriculum meeting in which the Head of Department will talk through the vision for the subject curriculum, how it is being realised and most importantly, the impact for pupils.

Deep dives offer a triangulation of all aspects of pupil learning so that the quality of provision can be seen through a wide lens and support the acknowledgement of the impact beyond examination outcomes of a well designed and implemented curriculum.

Activity	Who	Why
Learning Walk	All teaching staff in the department	Lesson observations of 15-30 mins to gauge adherence and efficacy of application of the woodside wary pillars. Identify areas of strong practice, identify areas for development in practice to allow for tailored support/ CPD
Book Look	Selected pupils from key groups including but not limited to: PP SEND HPA Behaviour Concern	Key evidence of quality of learning- see pupil engagement, understanding and their learning journey. Ensure marking and feedback is supporting pupil improvement and is inline with school set guidance.
Pupil Voice Panel	Selected pupils from key groups including but not limited to: PP SEND HPA Behaviour Concern	Evidence of pupil experience. Unpick emergent threads around attainment, behaviour etc. Opportunity for pupils to talk about how they feel supported in lessons and challenged academically- the pastoral/academic crossover.
HOD Meeting	HOD (+ 2IC where available)	Gain insight into sequencing of curriculum, its delivery and the intended impact. Opportunity for HODs to share their vision, how they have and will implement it and how it positively impacts pupils.

Quality Assurance

The school expectation is that all teaching should be at least secure and remains consistently secure or mastering. Mulberry Academy Woodside provides a quality CPD programme throughout the school year with the aim of continuously improving the quality of teaching.

Where teaching is not consistently secure this will be picked up through the Quality Assurance processes within the school. We have six learning walk cycles during an academic year using agreed school criteria with a focus on the pillars of the Woodside Way which are scheduled in the annual school calendar. The outcomes are shared with colleagues and inform individual, departmental and whole school professional development.

Learning walk and book look feedback is recorded on Progress Teaching. Verbal feedback is also given to each member of staff.

Initial Concerns and Support

If there are concerns about the quality of teaching during any form of monitoring the member of staff should be notified of the concerns, reminded of the National Teaching Standards and the Woodside Way

and advised they will be observed again through a follow up process- likely a learning walk- which should take place as soon as possible but not later than a week after the first conversation. Specific feedback should be given with regards to the concern identified. At this point the leader conducting the learning walk will provide the member of staff with specific suggestions on actions to improve before returning to observe again.

If further monitoring shows that teaching is at a secure standard according to the Woodside Way pillars, the teacher will continue to be observed as part of the whole school learning and teaching monitoring cycle.

If further monitoring shows that teaching is not at least secure, the teacher will be informed of the concerns and begin an individualised support plan. Participation in the coaching programme will be paused. Support plans are managed by their direct line manager (in most cases is their department head) under the guidance of the SLT link.

If a Head of Department or SLT line manager has concerns regarding teaching and learning outside of the learning walk cycle, the teacher can be asked to begin a support plan. The teachers' participation in the coaching programme will be paused.

The Teacher Support Programme aims to: provide on-going support, opportunities to share best practice and encourage self-reflection.

The teacher will:

- Set appropriate targets with their line manager which will be reviewed and agreed with the SLT link for that department.
- Meet weekly with their line manager; be given opportunities for peer observation; and have informal observations with feedback centred on the Woodside Way, all of which support the teacher to improve their teaching.
- The teacher will be responsible for undertaking the actions necessary to meet their targets.

At the end of the 3 week programme the teacher will then have a formal 50 minute lesson observation with the line manager and SLT link. Prior to the lesson the teacher will provide a lesson plan and print out of lesson resources. Detailed feedback will be given after the lesson and recorded on Progress Teaching. Where appropriate a book look may also be conducted to triangulate evidence for the support plan. As part of the support plan there may also be a review of class performance data. If teaching is of a secure standard they will have successfully completed the support plan and will be monitored through the whole school monitoring cycle.

If the teacher has not met the targets outlined in the support plan they will be escalated to the formal capability process.

See MAW capability policy for more details.

See Appendix 4 for support plan documentation.

Practices: Assessment and Feedback

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,” Dylan Wiliam, Embedded Formative Assessment

Teaching is an interactive, two-way process. Teachers and pupils require feedback from each other to assess how the learning process is going. Pupils provide feedback to teachers about

their learning and the quality of teacher explanations (consequently allowing for adjustments to be made to the teacher instruction), with teachers providing feedback to pupils by indicating precisely how the learner should adjust their actions to secure progress.

Providing feedback has a high impact on learning, with evidence to suggest it has a greater impact on disadvantaged pupils and low-prior attainers. Feedback from pupils should be obtained on mass through the regular use of mini whiteboards, with understanding probed further through high-quality questioning. Frequent quizzing provides feedback on pupil understanding, knowledge gaps and the enacted curriculum. Feedback to pupils is most effective when specific, detailed, and actionable information is given about how to improve. It is effective during, immediately after and spaced after learning, and should be given when work is both correct and incorrect. Feedback should maximise pre-emptive teaching to prevent frequent errors and common misconceptions, provide the necessary information for responsive adjustment in teacher instruction, and should address knowledge gaps by providing detailed information about the learner's performance relative to learning goals.

The greatest impact of feedback comes when it is:

- Timely
- Regular
- Responded to

Responsive teaching should be habitual, fundamental, and prioritised. Different methods of feedback have been shown to be effective and therefore should not be limited to any one form. The type of feedback should be determined by the teacher and chosen dependent on context, appropriateness, impact, and workload.

Formative Assessment

Opportunities for formative assessment are built into the departmental schemes of learning. Formative assessment can be the following:

Simple and effective:

Low stakes quizzing is an effective retrieval method that can make pupils aware of gaps in their memory and can highlight to the teacher any misconceptions or content that has not been committed to long-term memory.

Do Now - Retrieval questions at the start of each lesson. For optimal retrieval practice, pupils should be presented with a mixture of fact questions (multiple choice, short answer facts, true/false, recitation of quotes and facts, and creating lists) and higher order questions (deeper thinking, more complex tasks such as analysing, evaluating, elaborating, and explaining). Instant feedback is given through swift marking and correction in green pen.

Responsive:

Obtaining feedback from pupils frequently ensures the lesson is progressing appropriately, instruction is of a high quality, and misconceptions / misunderstandings are not present.

Verbal - Continuous high-quality dialogue between the teacher and pupils. Verbal feedback is immediately acted upon, and their understanding crucially re-checked. If common mistakes and misconceptions are evident during circulation, stop the class, and re-teach the aspect.

Checks for understanding - Mini-whiteboards are used routinely and regularly to check for whole class understanding before progressing through the content. Pupil responses are to be obtained through a variety of techniques. Cold Calling, No Opt Out, and Call and Response can be used to track and probe understanding, identify knowledge gaps, and eradicate misunderstandings/misconceptions.

Live feedback - Strategic circulation, providing feedback and immediate intervention. Actively monitor pupil work during circulation, noting pupils who have the wrong answers. Identification of common misconceptions/errors can be addressed using verbal feedback.

Self-directed:

This type of feedback should be carefully selected, pre-planned, and communicated clearly. It should be chosen only when it will support pupils' learning, and not hinder their progress.

Judgement - Self-evaluation using checklist criteria of paragraphs, with teacher guidance and support.

Marking - Self-checking answers, correcting mistakes from a mark scheme, model exemplar or knowledge organiser, with teacher guidance and support.

Knowledge organisers - pupils learn and memorise the foundational knowledge to embed in long-term memory. Pupils need to be explicitly taught how to use these.

Self-quizzing - pupils create their own flashcards (preferably throughout lessons from identification of knowledge gaps through quizzing etc) and use the waterfall method (varied frequency dependent on recall) to study at home. Web/app-based systems can also be used to support further study at home such as Quizlet, Seneca and Tassomai.

Peer directed:

This type of feedback should be carefully selected, pre-planned, and communicated clearly. It should be chosen only when it will support pupils' learning, and not hinder their progress.

Marking - Peer-scoring of spelling, definitions and/or concepts, with teacher guidance and support.

Evaluation - Peer-evaluation using checklist criteria of paragraphs, with strong teacher guidance.

Support - Receiving support and feedback from other pupils, e.g. through peer-tutoring. This should only be used when the content is appropriate and where the teacher is confident the 'tutor' has the knowledge and skills to develop and enable progress of those being supported.

Whole Class Feedback:

Whole class feedback should be concise and high impact, on major pieces of work classroom teachers should complete a feedback sheet for the class highlighting the key successes of the work and areas to improve, improvements should be linked to specific action steps.

All formative assessments should be marked in red pen for SPAG through the use of the literacy feedback code.

Sp Spelling

P Punctuation

Cp Capital letter

During feedback lessons the students should:

- Ensure the feedback sheet is in their book/folder
- Complete any peer or self-assessment activities in green pen
- Complete the action steps relevant to their progress and areas of development, as directed by their teacher in their exercise book using green pen.

During feedback lessons teachers should:

- Provide students with feedback using the departmental feedback sheet.
- Ensure students understand the key improvements they need to make to their work
- Provide students with verbal feedback on their work
- Scaffold feedback to support students to make progress
- Check students work to close the feedback loop

[See Appendix 2 for examples of whole class feedback sheets](#)

Summative feedback

Maximising the information we receive from summative assessments, and determining our intended actions, is crucial since our curriculum time is limited. It is vital that identified problematic areas are not only retaught but continue to be retrieved since “...restudying improves retention in the short-term, but retrieval practice benefits learning in the long-term (e.g., Roediger & Karpicke, 2006b).”

The school makes extensive use of baseline data: This takes the form of prior attainment Information (KS2 outcomes, year 7 CAT4 tests and progress tests) and runs parallel to data which measures potential (Fischer Family Trust).

This data is widely known: Every teacher has a marksheet in SIMS containing baseline data and space for recording assessment. They then use this data to plan lessons and set targets for improvement.

Students are formally assessed each term during assessment week. Assessment week is followed by a standardisation meeting where departments standardise a sample of marked papers. Moderation week takes place the following week and teachers moderate marking, identify misconceptions and gaps in knowledge. Class feedback sheets are then written and shared with the HoD. During intervention week, student misconceptions and gaps in core knowledge are addressed using strategies outlined in this policy.

Parents are informed about their child's progress through progress on a termly basis and at parent evenings.

Teachers use this termly summative data, together with the regular formative information that they are gathering on a lesson-by-lesson basis, to plan and adapt lessons.

The data is used actively to raise standards: Attainment targets for individual pupils will be based on prior attainment. For years 7 to 11 targets are set using Fischer Family estimates based on the end of KS2 assessment data in Reading and Maths. Targets are set aspirational by using 5th percentile estimates e.g. the grade likely to be achieved in schools that make progress in the top 5% of all schools. These targets are monitored at pupil, teacher and subject level and contribute to the school's targets.

Grades and targets are communicated to pupils and parents and carers in KS4. Subject GCSE grades are referred to by teachers to help pupils understand their current attainment and therefore give advice and guidance on making progress through feedback. Pupils will be taught how to develop self and peer assessment to help them make progress.

Summative assessment may be conducted in the following ways:

Formal or mock exam papers- marked and graded in line with appropriate grade boundaries with an inbuilt buffer. Students will be prepared in advance and given guidance on how and what to revise. These exams should be followed with exam wrappers to ensure students are learning and developing their self-regulation and metacognitive reflection skills.

End of topic tests - marked in line with departmental guidelines and clear feedback given to students. Students will be prepared in advance and given guidance on how and what to revise. These assessments should be followed with a form of self-reflective feedback to ensure students are learning and developing their self-regulation and metacognitive reflection skills.

All departments should engage in regular standardisation and moderation to ensure that data is robust and verifiable.

Frequency of Feedback

The frequency of feedback should be as follows:

In **core** subjects: Students should receive feedback a minimum of twice per half term.

In **non-core** subjects: Students should receive feedback a minimum of once per half term.

Summative data will be collected and reported 3 times per year.

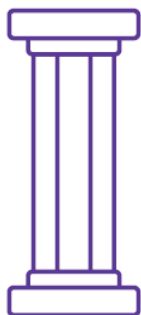
Monitoring

The frequency and quality of feedback will be monitored by the HOD of the curriculum area. Student's books will be monitored through:

- Learning Walk Cycles (every half term)
- Deep Dives
- Book Looks
- Departmental work scrutiny

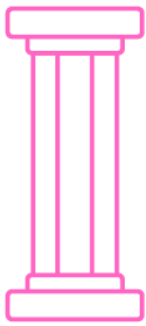
Appendix 1 - Woodside Way Pillars

The Woodside Way



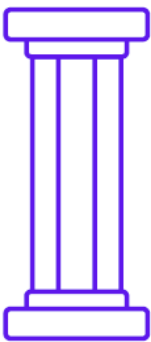
Curriculum
Thinking

- 1.1 The teacher demonstrates adaptive teaching: planning prior to the lesson and adjusting practice during the lesson
- 1.2 The teacher has a deep subject knowledge that enables them to plan and teach core knowledge and threshold with clarity and precision
- 1.3 The planned lesson is ambitious and is clearly part of a sequence of learning
- 1.4 Effective disciplinary literacy is planned for and teaching allows students with of all reading ages to participate
- 1.5 The planning of the lesson takes account of the need to use metacognition to develop self regulation
- 1.6 It is evident that key vocabulary is pre planned and teachers use word lists, checklists or knowledge organisers to champion independent vocabulary acquisition.
- 1.7 Form time is planned, resourced and appropriate curriculum materials are being used in accordance with timetable



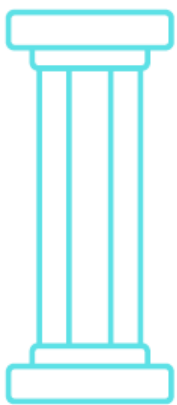
Climate for Learning

- 2.1 The adult positively greets students from the threshold of the lesson whilst explicitly narrating positive behaviours and visibly watching students movements into the classroom
- 2.2 Simple, controlled routines around registers, Do Now, equipment and journals are evidenced in the classroom
- 2.3 Consistent application of all aspects of the school's behaviour for learning policy and the adult behaviour blueprint is standard
- 2.4 The adult models and explicitly teaches learning behaviours alongside managing misbehaviour
- 2.5 Appropriate approaches are used to meet the needs of individuals in the school whilst ensuring the highest expectations
- 2.6 In the classroom there is a clear exit routine which is simple, controlled and positive
- 2.7 Books reflect high standards of presentation and pride in learning



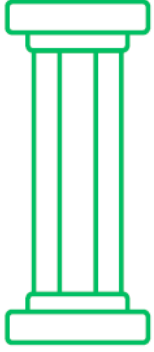
Priming for Learning

- 3.1 Engaging, thoughtful retrieval practice is effectively used to activate prior knowledge as part of a Do Now task
- 3.2 Learning intentions for the lesson are well planned, concise and focused on the important knowledge that children need to know at the end
- 3.3 Engage students in explicit exposition and discussion when clarifying learning intentions and success criteria. This contextualises their learning, promotes metacognition and articulate the bigger picture
- 3.4 We explicitly teach new vocabulary using specific models: Frayer/ Call and Response/ Etymology/ Morphology/ Prefixes and Suffixes
- 3.5 Guided reading, chunked reading tasks and pre-teaches challenging vocabulary before reading academic texts
- 3.6 Provide concrete examples or models that illustrate the learning intentions. This can help students with SEND needs or those for whom English is an additional language visualise and comprehend what is expected of them



Clarity of Instruction

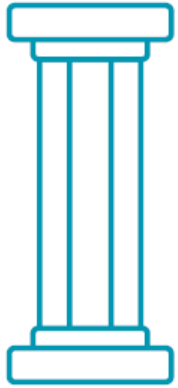
- 4.1 The teacher explicitly models through a range of verbal, written and visual approaches through the effective use of dual coding
- 4.2 Reading of academic texts (fiction and nonfiction) is teacher led, fluent and students are expected to engage through active reading strategies like check and line/ choral reading
- 4.3 The teacher is explicit about expectations in all learning tasks and routinely checks for understanding before students begin
- 4.4 The teacher demonstrates excellent knowledge of cognitive load theory by presenting new concepts and knowledge in small, manageable chunks.
- 4.5 Questioning is planned, varied and challenging. There is 'no opt out' and all students are questioned in appropriate methods including cold calling, targeted questioning and whole class questioning
- 4.6 Exposition is scripted where necessary to ensure detail, clarity and to manage the cognitive load of both teacher and students
- 4.7 Subject specific oracy strategies promote accountable, impactful talk in class



Making

Knowledge Stick

- 5.1 Spaced practice is deliberately planned to effectively consolidate learning over time
- 5.2 The teacher interleaves topics in a sophisticated way in order to explicitly make links between topics and exploit opportunities for strengthening long term memory
- 5.3 Homework is well planned, thoughtful and utilised to consolidate learning over time
- 5.4 The teacher explicitly models writing constructions and provides challenging, high quality models. The teacher engages the students in the process of 'I do' allowing them to visualise success
- 5.5 Expert guided practice is used to support students to apply the knowledge and concepts in a scaffolded way. The teacher engages the students in the process of joint construction or 'we do' gradually building independence
- 5.6 Independent practice is supported and scaffolded with every student able to apply their learning in the lesson. Handover to students is gradual and flexible where needed during the 'You do' phase of modelling
- 5.7 Repetition and rehearsal of key concepts and new vocabulary is visible, regular and a standard part of the learning process



Responsive Teaching

- 6.1 Adaptive teaching practice is evidenced through utilisation of TA's, learning passports and quality first teaching practices
- 6.2 Feedback is used in line with departmental policies and demonstrates incorporation of metacognitive approaches to aid student self regulation and create a feedback loop where students respond and move forward in their learning.
- 6.3 The teacher uses literacy marking to challenge and improve literacy - focused on spelling, capital letters and basic punctuation.
- 6.4 The teacher checks understanding throughout the lesson with a range of formative assessment strategies including hinge questions, MCQ's, MWB's and questioning
- 6.5. The intended learning outcomes for the lessons are concisely planned and adapted to ensure that learning can be tested at the end of the lesson using appropriate formative assessment approaches
- 6.6 Lesson planning and learning outcomes are adapted continuously to address misconceptions, challenge students and build independence

Appendix 2 - Example Feedback Sheets

Mulberry Academy Woodside Feedback

WWW:

- Students able to explain what Palm Oil is and what it is used for
- Students were able to use persuasion through modal verbs and emotive language
- Students able to explain why continued use of Palm Oil is bad for the environment

Literacy marking	
Cp	Capital letter
Sp	Spelling
P	Punctuation

EBI:

- Suggest solutions that companies could use to reduce the use of Palm Oil
- Suggest sustainable practices you complete at home

Speak like a Geographer – Self assess (V/X)

- Palm Oil
- Deforestation
- Impacts
- Emotive language
- Rhetorical questions

Success Criteria – Self assess (V/X)

- Para 1: What is palm oil? What do we use it for?
- Para 2: Why is using palm oil bad for the environment? What are the impacts on the environment?
- Para 3: What are solutions that you are proposing? -
- Para 4: What can Woodside do to help the environment?

Reflective learners.

What did you find challenging?

How could you improve your work if you had to do it again?

What are you most proud of?

Task:

- Create a mind map on what you have learnt from our current topic so far – include facts, statistics and your own knowledge
- Write a tweet (no more than 140 letters) on why people should stop using products that contain Palm Oil in
- Explain how two animals or plants are adapted to living in the rainforest

Sp	Spelling
P	Punctuation
Cp	Capital letter

GCSE Literature

How does Dickens present ideas about regret?

Tick the following based on what you're re-read in your piece:

- A completed box plan on the task sheet
- Topic sentence signposting location in text
- Minimum 6 embedded quotations
- 2 levels of analysis (Furthermore, additionally, on first however....)
- 3 full paragraphs
- Capital letters for all names including the text
- Reference to religious beliefs of Victorian populace - judgement

Target	Action
1	Craft a topic sentence with an appositive, signpost to the place in the text and a direct link to the question
2	Contextualise and embed your quotes without clunky phrasing
3	Use key phrases to ensure multiple levels of analysis
4	Make some relevant and specific points about Dicken's social message

How has your response improved since you wrote 'Scrooge?' piece of work?

FEEDBACK AT MULBERRY ACADEMY WOODSIDE

Teacher: **Mr Mason**

Date: **10/10/23**

Class: **11k/Sc4**

Task: **CB7 Hormones Progress Test**

Code	Meaning
Cp	Capital letter incorrect
P	Punctuation incorrect
Sp	Spelling mistake

Areas of Strength

- Some can identify homeostasis as maintaining a constant internal environment.
- Most able to describe the causes and treatments for both Type 1 and Type 2 diabetes.
- Most can calculate BMI when given data and the equation.

Areas for Development

- Read questions carefully, for example where it says 'draw one straight line' you only need to draw one line from each box on the LEFT-HAND SIDE.
- Describe graphs by identifying any of the changes that can be seen, not just when something is increasing. If something decreases, you should also say so.
- Remember to square the height when calculating BMI.
- Write keywords in your answers instead of leaving them blank, you may pick up some marks.
- Use BULLET POINTS to plan out your answer to the 6-mark questions.

Action steps

- Complete your reflection sheet by adding the number of marks you achieved and then RAG rating yourself. (Full marks = GREEN, some marks = AMBER, no marks = RED).
- Complete your reflection by making any corrections or additions necessary using a GREEN PEN.
- Complete the 6-mark question by filling in the missing gaps.


Literacy Target

Underline or highlight any keywords that you see in the question. This will help to keep the question in your memory

Numeracy Target

Use values from graphs when describing trends. For example, a better way of saying 'it increases' would be to say 'it increases from X to Y'

Appendix 3- Example Learning Walk Capture Forms and Book Look Capture forms

		Learning Walk Capture Form
Pillars	Questions	Observer Notes
Curriculum Thinking	<ol style="list-style-type: none"> 1. Is there evidence of adaptive planning prior to the lesson and adjusting of practice during the lesson? 2. Does their subject knowledge enable the teacher to plan and teach core knowledge and threshold with clarity and precision? 3. Is the planned lesson ambitious and clearly part of a sequence of learning? 4. Is disciplinary literacy planned into the lesson content? 5. Does the lesson and teaching allow students of all reading ages to participate? 6. Has the teacher planned for opportunities to develop self-regulation and metacognition skills? 7. Is it evident that key vocabulary is pre-planned as part of the wider scheme of learning? 8. Does the teacher have a seating plan, context sheet and learning passports in their folder? <p><i>Ask students:</i></p> <ol style="list-style-type: none"> 1. What are you learning and why? 2. How does this link to the lessons you've done before? 3. How does this lesson link to learning from last term? 4. How does the teacher support you to learn new words? 5. What is the expected outcome of this unit/topic/scheme? 	
Climate for Learning	<ol style="list-style-type: none"> 1. Does the adult positively greet students from the threshold of the lesson whilst explicitly narrating positive behaviours and visibly watching student's movements into the classroom? 2. Has the teacher established simple, controlled routines around registers, Do Now, equipment and journals? 3. Is there consistent application of all aspects of the school's behaviour for learning policy and the adult behaviour blueprint? 4. Does the adult model and explicitly teach learning behaviours alongside managing misbehaviour? 5. Are appropriate approaches used to meet the needs of individuals in the school whilst ensuring the highest expectations? 6. Is there a clear exit routine which is simple, controlled and positive? <p><i>Ask students:</i></p> <ol style="list-style-type: none"> 1. How does the teacher ensure there is excellent behaviour in the classroom? 2. Is behaviour usually like this? 3. What happens if you do not follow the school behaviour rules? 4. How does the teacher model good behaviour? 	
Priming for Learning	<ol style="list-style-type: none"> 1. Does the lesson feature engaging, thoughtful retrieval practice to activate prior knowledge as part of a Do Now task? 2. Are the learning intentions for the lesson well planned, concise and focused on the important knowledge that children need to know at the end? 3. Does the teacher engage students in explicit exposition and discussion when clarifying learning intentions and success criteria? 4. Does the teacher make explicit links to the bigger picture of learning across the curriculum? 5. Is new vocabulary using specific and appropriately chosen models: Frayer/ Call and Response/ Etymology/ Morphology/ Prefixes and Suffixes? 6. Are there opportunities for guided reading, chunked reading tasks and pre-teaches challenging vocabulary before reading academic texts? 7. Does the teacher provide concrete examples or models that illustrate the learning intentions to enable all students to comprehend academic expectations? <p><i>Ask students:</i></p> <ol style="list-style-type: none"> 1. What is the purpose of the Do Now task? How does it support your long-term memory development? 2. What is the intended learning outcome for this lesson? 3. How is new vocabulary taught in this lesson? 4. What methods do you use when you read academic texts? How do you ensure you fully understand them? 5. How does the teacher use examples in their explanations? 	
Clarity of Instruction	<ol style="list-style-type: none"> 1. Is there evidence that the teacher explicitly models through a range of verbal, written and visual approaches through the effective use of dual coding? 2. Is the reading of academic texts (fiction and nonfiction) teacher led, fluent and students are expected to engage through active reading strategies like check and line/ choral reading? 3. Is the teacher explicit about expectations in all learning tasks and routinely checks for understanding before students begin? 4. Does the teacher demonstrate excellent knowledge of cognitive load theory by presenting new concepts and knowledge in small, manageable chunks? 5. Is it evident that questioning is planned, varied and challenging? 6. Where necessary is exposition scripted to ensure detail, clarity and to manage the cognitive load of both teacher and students? 7. Is there evidence that subject specific oracy strategies promote accountable, impactful talk in class? <p><i>Ask students:</i></p> <ol style="list-style-type: none"> 1. What different ways does the teacher model concepts/ skills and strategies to you? 2. What are you expected to do whilst the teacher is reading? 3. How does the teacher ensure you've understood each task? 4. How does the teacher make sure everyone participates in questioning? 5. How does talk in the classroom help you to learn? 	

Learning Walk Capture Form

Lesson Timing	Activities Observed	Pillars	Notes

Strengths:

Areas of development:

Pillars	Guidance Notes	Questions	Observer notes
1- Curriculum Thinking	<p>1.1 Adaptive teaching is evidenced in planning prior to the lesson and adjusting practice during the lesson</p> <p>1.2 A deep subject knowledge enables the teacher to plan and teach core and threshold knowledge with clarity and precision</p> <p>1.3 The planned lesson is ambitious and is clearly part of a sequence of learning</p> <p>1.4 Effective disciplinary literacy is planned for and teaching allows students with of all reading ages to participate</p> <p>1.5 Opportunities to develop self-regulation and metacognition skills are built into lessons</p> <p>1.6 It is evident that key vocabulary is pre-planned and teachers use word lists, checklists or knowledge organisers to champion independent vocabulary acquisition.</p>	<ol style="list-style-type: none"> 1. Is there evidence of adaptive planning prior to the lesson and adjusting of practice during the lesson? 2. Does their subject knowledge enable the teacher to plan and teach core knowledge and threshold with clarity and precision? 3. Is the planned lesson ambitious and clearly part of a sequence of learning? 4. Is disciplinary literacy planned into the lesson content? 5. Does the lesson and teaching allow students of all reading ages to participate? 6. Has the teacher planned for opportunities to develop self-regulation and metacognition skills? 7. Is it evident that key vocabulary is pre-planned as part of the wider scheme of learning? 8. Does the teacher have a seating plan, context sheet and learning passports in their folder? <p>Ask students:</p> <ol style="list-style-type: none"> 1. What are you learning and why? 2. How does this link to the lessons you've done before? 3. How does this lesson link to learning from last term? 4. How does the teacher support you to learn new words? 5. What is the expected outcome of this unit/topic/scheme? 	
2- Climate for Learning	<p>2.1 The adult positively greets students from the threshold of the lesson whilst explicitly narrating positive behaviours and visibly watching students' movements into the classroom</p> <p>2.2 Simple, controlled routines around registers, Do How, equipment and journals are evidenced in the classroom</p> <p>2.3 Consistent application of all aspects of the school's behaviour for learning policy and the adult behaviour blueprint is standard</p> <p>2.4 The adult models and explicitly teaches learning behaviours alongside managing misbehaviour</p> <p>2.5 Appropriate approaches are used to meet the needs of individuals in the school whilst ensuring the highest expectations</p> <p>2.6 In the classroom there is a clear exit routine which is simple, controlled, and positive</p>	<ol style="list-style-type: none"> 1. Does the adult positively greet students from the threshold of the lesson whilst explicitly narrating positive behaviours and visibly watching student's movements into the classroom? 2. Has the teacher established simple, controlled routines around registers, Do How, equipment and journals? 3. Is there consistent application of all aspects of the school's behaviour for learning policy and the adult behaviour blueprint? 4. Does the adult model and explicitly teach learning behaviours alongside managing misbehaviour? 5. Are appropriate approaches used to meet the needs of individuals in the school whilst ensuring the highest expectations? 6. Is there a clear exit routine which is simple, controlled and positive? <p>Ask students:</p> <ol style="list-style-type: none"> 1. How does the teacher ensure there is excellent behaviour in the classroom? 2. Is behaviour usually like this? 3. What happens if you do not follow the school behaviour rules? 4. How does the teacher model good behaviour? 	
3- Priming for Learning	<p>3.1 Engaging, thoughtful retrieval practice is effectively used to activate prior knowledge as part of a Do How task</p> <p>3.2 Learning intentions for the lesson are well planned, concise, and focused on the important knowledge that children need to know at the end</p> <p>3.3 Engage students in explicit exposition and discussion when clarifying learning intentions and success criteria. This contextualises their learning, promotes metacognition and articulate the bigger picture</p> <p>3.4 We explicitly teach new vocabulary using specific models: Frayer/ Call and Response/ Etymology/ Morphology/ Prefixes and Suffixes</p> <p>3.5 Guided reading, chunked reading tasks and pre-teaches challenging vocabulary before reading academic texts</p> <p>3.6 Provide concrete examples or models that illustrate the learning intentions. This can help students with SEND needs or those for whom English is an additional language visualise and comprehend what is expected of them</p>	<ol style="list-style-type: none"> 1. Does the lesson feature engaging, thoughtful retrieval practice to activate prior knowledge as part of a Do How task? 2. Are the learning intentions for the lesson well planned, concise and focused on the important knowledge that children need to know at the end? 3. Does the teacher engage students in explicit exposition and discussion when clarifying learning intentions and success criteria? 4. Does the teacher make explicit links to the bigger picture of learning across the curriculum? 5. Is new vocabulary using specific and appropriately chosen models: Frayer/ Call and Response/ Etymology/ Morphology/ Prefixes and Suffixes? 6. Are there opportunities for guided reading, chunked reading tasks and pre-teaches challenging vocabulary before reading academic texts? 7. Does the teacher provide concrete examples or models that illustrate the learning intentions to enable all students to comprehend academic expectations? <p>Ask students:</p> <ol style="list-style-type: none"> 1. What is the purpose of the Do How task? How does it support your long-term memory development? 2. What is the intended learning outcome for this lesson? 3. How is new vocabulary taught in this lesson? 4. What methods do you use when you read academic texts? How do you ensure you fully understand them? 5. How does the teacher use examples in their explanations? 	

Book Look Capture Sheet

Department:

Classes/ year groups/ demographics reviewed:

Woodside Way Books- linked to feedback policy

- 1.3 The planned lesson is ambitious and is clearly part of a sequence of learning
- 1.5 Opportunities to develop self-regulation and metacognition skills are built into lessons
- 1.6 It is evident that key vocabulary is pre planned and teachers use word lists, checklists or knowledge organisers to champion independent vocabulary acquisition.
- 2.7 Books reflect high standards of presentation and pride in learning
- 5.3 Expert guided practice is used to support students to apply the knowledge and concepts in a scaffolded way. The teacher engages the students in the process of joint construction or 'we do' gradually building independence
- 5.4 Independent practice is supported and scaffolded with every student able to apply their learning in the lesson. Handover to students is gradual and flexible where needed during the 'You do' phase of modelling
- 6.2 Feedback is used in line with departmental policies and demonstrates incorporation of metacognitive approaches to aid student self-regulation and create a feedback loop where students respond and move forward in their learning.
- 6.3 The teacher uses literacy marking to challenge and improve literacy - focused on spelling, capital letters and basic punctuation.

	Concern/ Secure/ Mastering	Comment
Are student books free from graffiti and presentable?		
Do students write a clear title and date and underline them?		
Are all sheets stuck into the books?		
Are diagrams and tables drawn using a pencil and ruler? If needed		

Book Look Capture Sheet

Department:

Classes/ year groups/ demographics reviewed:

Is there evidence of self/peer assessment in lessons (green pen)?		
Are feedback sheets in learner books as per the school policy?		
Is feedback provided to learners of high quality?		
Is feedback personalised and relevant to the learner?		
Do students respond to feedback from their teachers clearly in green pen?		
Is there clear evidence of the teacher checking students' responses to feedback?		

Appendix 4 - Support Plan Paperwork

Mulberry Academy Woodside Support Plan

Name of staff member	Member of staff managing the plan	Date of meeting	Date to be reviewed

Objective 1:

Teachers' standard(s) that the objective relates to	Success criteria	Evidence to be used to assess progress
Support/resources to be provided	Monitoring arrangements	Review date Target met/ partially met/ not met

Objective 2:

Teachers' standard(s) that the objective relates to	Success criteria	Evidence to be used to assess progress
Support/resources to be provided	Monitoring arrangements	Review date: Target met/ partially met/ not met