



QUALITY OF EDUCATION POLICY

Including: Curriculum Policy
Assessment Policy
Feedback and Marking Policy
Homework Policy
Most Able Student Policy
Professional Development Policy

Committee Responsible:	Curriculum and Achievement
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Quality of Education Policy

“Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modeling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review. - Barak Rosenshine.

Introduction

There is a shared clear understanding of the curriculum being central to enabling all students including those who are disadvantaged and or have SEND to achieve their best.

This policy will seek to detail the core principles of how we plan, deliver and evaluate the impact. Our CARE values underpin our curriculum and teaching expectations.

Consistent Expectations of Care

Communication:	We expect students to be active communicators of learning.
Achievement:	We expect students to achieve their personal best
Respect:	We expect students to behave with total respect for each other and every member of our community and our environment
Empathy:	We expect students to think of others.

Expectations for a high-quality education

The school's ethos supports every member of our community achieving their best

We appoint the highest calibre of teachers who demonstrate that they have deep knowledge and understanding of the subjects they teach. The passion for their subject permeates all of their teaching.

Teachers at Bentley Wood are determined that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers at Bentley Wood have consistently high expectations of all students' attitude to learning.

As teachers and Business Support staff we are responsible for individual students' learning needs and we ensure that the curriculum and teaching addresses learning barriers and enables all groups to make above or expected progress.

Curriculum Organisation

Bentley Wood's curriculum is central to everything that we do. The highest expectations for all students to achieve their best underpins curriculum planning. We provide a carefully sequenced curriculum, based on gaining knowledge and skills that enable all students to achieve and succeed in their future education and employment. Our curriculum reflects the national curriculum and external qualifications. Our teaching prepares students well for exams and tests but goes beyond this to ensure their education is rich and broad. The curriculum is not limited to the requirements of the specification. Students are well prepared for life in modern Britain and are aware of how they can make a positive contribution to society and understand their local community.

Each department has a curriculum map for the intended learning journey for their subject alongside long term/medium term plans that outline pathways between key stages and the sequencing of learning over a period of time. Schemes of learning detail lesson by lesson the curriculum content to be delivered.

Curriculum Planning

- Plan the curriculum in collaboration with colleagues in subject teams
- Follow and implement carefully developed subject curriculum plans effectively
- Feedback to the department about misconceptions, particular successful learning and ideas for curriculum development
- Curriculum plans are well sequenced and enable students to know more and remember more.
- Annotate curriculum plans for reflection purposes.
- Share learning intentions and/or success criteria during the lesson or over a series of lessons
- Teach to the top and scaffold up to enable all students to have access to the curriculum
- Promote the power of reading and develop the oracy skills of students
- Develop the character of our students alongside their academic achievement
- Use highly effective questioning
- Develop their subject knowledge and use this to bring the curriculum alive during delivery
- Provide adequate time for practice to embed students' knowledge and understanding;
- Introduce subject content progressively and constantly demand more of students
- Promote career opportunities during their learning journey
- Enable students to respond effectively to the feedback
- Deliver an ambitious curriculum that stimulates and inspires a passion in all students

Curriculum Delivery

(See Appendix F)

High levels of Challenge

Appropriate challenge ensures that students have high expectations of what they can achieve. Challenge is not just about more work or new learning. Challenge is what students do with the facts once they have them, linking them in different ways to broaden and deepen their understanding of a topic. Learning happens when people have to think hard. (Coe, 2013) There should be episodes in every lesson where students are asked to think hard. This helps them to remember and to be more engaged.

Explanation

We need our students to engage in what is happening within the classroom. Explanation means that 'they will be thinking about that we want them to think about' and therefore learning is more likely to take place. Lessons should get off to a flying start, with students purposeful from the beginning.

Modelling

Once information has been explained to students, they need to know what to do with it. The best way for students to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge

Guided & Independent Active Practice

Students will be working most independently of the teacher. Students should be completing activities that have been carefully designed to allow application of skills and knowledge. Active practice is designed to develop the thinking process rather than be a repeated mechanical activity. Teachers actively engage with individuals to address misconceptions. Teachers encourage metacognition to develop independent learning and independent learners.

Effective questioning

Questioning is a key part of what takes place in the classroom and should be planned within the curriculum. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can equip our students to think more effectively and can inspire them to think hard. Effective questioning can also ensure that students are accurately using subject specific language within their answers. Skilled questioning can be used to assess current performance and unearth misconceptions. Skilled questioning requires excellent subject knowledge in order to address misconceptions and common misunderstandings, both within lessons as they arise, and before they arise, through our planning. Effective questioning can include use of strategies like Bloom's taxonomy, Socratic questioning, and so forth.

Feedback

Effective feedback is crucial in order to determine the next steps a student needs to take and in communicating these appropriately. Sound marking and feedback driven metacognition promotes self-regulation, so students work on gaps in their knowledge and skills boosting confidence and independence. (See Appendix C Feedback and Marking Policy)

Homework –

- Set challenging homework in line with our policy, (See Appendix D) that consolidates learning, deepens understanding and prepares students for the work to come
- Implement consistently the schools 3-part homework strategy
- Provide enrichment opportunities to all
- Support students who fall behind and enable them to catch up

We expect every teacher at Bentleywood to engage in their own professional learning. We believe that the best educators are the best learners. We therefore expect staff to be engaged with their own professional learning seeking, to improve their subject knowledge, as well as pedagogical approaches.

Best Practice: High-Quality Teaching/Pedagogy/Education Research

‘Every teacher needs to improve, not because they are not good enough, but because they can be even better’ Dylan Wiliam

In order to embed and secure the students’ learning, teachers aim to use effective pedagogy in their teaching. This means pedagogy informed by research. We encourage staff to engage with education research, and we promote research-informed practice through classroom displays, staff CPD, reading groups, Wise Thoughts, School Improvement Groups, and other channels. In lessons at Bentley Wood we encourage use of research-informed strategies such as, but not limited to, the following:

Retrieval practice	Concrete examples
Spaced practice	Elaboration
Dual coding	Metacognition
Interleaving	‘Thinking hard’ episodes of challenge

Evaluating the impact of the curriculum

Monitoring Evaluation Review (M.E.R)

The effectiveness and delivery of our ambitious curriculum is reviewed through our half termly monitoring, evaluation and review (M.E.R.) cycle. There are two MER structures, 1) HOY/Pastoral and 2) HOD/Academic. This allows us to measure the impact of our curriculum intent. Ensuring no groups of students are missing out on a broad, balanced, well thought through and delivered curriculum. Middle and senior leaders have clear roles to jointly lead and support their pastoral and departmental teams at all stages in the process. Activities are designed to challenge and enable consistency, celebrate good practice and firmly establish a school held belief that we all should have the very highest expectations for all our students.

Observing Teaching

This is an entitlement for teachers, helping to support their professional development as well as for appraisal purposes enabling them to demonstrate and explore good practice. Senior and middle leaders are accountable for the quality of learning and teaching in the school and undertake regular observations to inform the process of self-evaluation. Observing teaching should be a positive experience for all involved:

Thus observing teaching can be undertaken for a variety of purposes:

- as part of the appraisal process;
- the implementation of medium and short term plans;
- for peer and self-evaluation;
- as part of Newly Qualified Teachers/new staff induction;
- for school self-review;
- for departmental/pastoral review;
- for Continuing Professional Development e.g. as part of action research.

Individual lesson observations are carried out within a culture of professional dialogue about learning and teaching whatever the purpose or focus

Learning visits

Learning Visits are also a part of our evaluation process. These are shorter, less formal forms of observations for purposes such as monitoring students and the progress of different groups. These learning walks would be for less than half the lesson and teacher performance would not be recorded. Learning visits may be at any time:

- For purposes of action research which will be announced at the briefing;
- School review periods there will be a specific focus;
- HODS/HOYS will arrange their own.

Student Focus Group/questionnaire

We believe that all students are entitled to contribute actively in shaping their educational experience they and their fellow students receive. Through our MER' focus groups are used to evaluate their learning experience. Our students and school council support our ethos that students are empowered to give their opinions and suggestions on an open, honest, secure yet constructive way. Student focus groups should be a cross section of a class of year group to gauge a wide variety of views.

Below are suggested questions:

- Tell me how/what you have learned in the past which has helped you to get the most out of your most recent lesson?
- What do you think you will be learning next?
- How does the teacher check that you understand? What happens if you fall behind?
- What type and how often do you do recall activities?
- In the lessons where you feel you really learned the most over time, what does the teacher do to make that happen?
- Questions based on work in books around key concepts and vocabulary and how they relate to OTHER subjects / learning.

- What opportunities for enrichment as part of curriculum and extracurricular do you have? Which clubs do you go?
- What opportunities do you have to take on responsibilities and leadership roles as well as volunteering and contributing to the broader community?
- Define bullying and then ask about nature and frequency of bullying and how leaders deal with it.

Work Scrutiny

Students' books/work will be scrutinised to help gauge the quality of teaching, learning and progress over time preferably with the student so that a full understanding of their learning is provided in context.

When evaluating books, we look for the following:

- Does the work match the curriculum plan and expectations?
- Is the work well sequenced that enable the student to know more and remember more?
- Feedback is regular in line with the Assessment and Feedback Policy (Appendix B) but more is importantly impactful.
- Clear guidance on what to do next to extend learning;
- Students meaningful response to feedback
- Literacy and numeracy skills across the curriculum is promoted
- Effective self and peer assessment.

Peer Observations

This is carried out on an informal basis staff are encouraged to observe each other in order to develop their own practice. Peer observations are jointly agreed by teachers and usually have a specific focus.

Appendix A: Curriculum Policy

Bentley Wood High School Curriculum Statement

Intent

At Bentley Wood, we have the highest expectations for all students to achieve their best, we achieve this through a highly ambitious carefully sequenced curriculum, delivered from Year 7 to 13. This is based on gaining knowledge and skills that enable all students to achieve and succeed in their future education and employment and underpinned by our CARE values; Communication, Achievement, Respect, Empathy.

Our curriculum reflects and covers the national curriculum and external qualifications, and goes beyond preparing students for exams and tests. Students are well prepared for life in modern Britain and are aware of how they can make a positive contribution to society and understand their local community.

The broad and balanced curriculum provides all students the opportunity to study and achieve well and to develop as confident young women:

- all students are enabled to develop their literacy, numeracy and oracy skills, at an appropriately challenging level, in all subjects across the curriculum
- reading is included as a continuous skill development across all key stages for students of all abilities
- students' oracy skills are developed to enable them to confidently speak and listen
- time is provided for students to practice what they know and deepen their understanding
- intellectual curiosity and artistic appreciation is interwoven across all subjects
- spiritual; moral, social, cultural and physical development are central to our curriculum as part of developing the whole person

Years 7 -11

Students study a broad range of subjects from years 7-11, starting with full coverage of the National curriculum in years 7 and 8 and moving onto a full EBacc style curriculum in Years 9, 10 and 11. In addition to the core subjects of English, mathematics, science, P.E. and R.E., all students are able to study: art; computing; drama; geography; history; a range of modern languages, music and three technology subjects. At KS4 we add business, Economics, Latin, Health and Social Care and psychology as part of our provision. We are an inclusive community. All students have access to a full GCSE/BTEC curriculum.

We ensure breadth and balance is maintained with GCSE choices and give every student the opportunity to develop their passion and interests as they grow.. All students continue to study the core subjects and select each of the following: a modern foreign language (French, German or Spanish); humanity (geography or history) and a creative subject (art, drama, music, technology). Students then select their own subject choice. The percentage of students studying the EBacc is high, in the top 2% nationally, and students achieve well. Creative and practical subjects continue to be popular at KS4.

Years 12 & 13

At KS5 A level students select four AS levels from over 14 subjects in year 12. This enables them to make an informed choice about the 3 or 4 subjects they want to continue to A2 in year 13. Level 3 BTEC Health and Social Care is offered as a vocational route.

All students have a weekly PSHE curriculum program which includes age appropriate RSE lessons.

Implementation

The curriculum provides a framework for teaching students in school. The overall purpose is to:

- provide parity for all groups of students
- engage students promoting their curiosity and intuitiveness to learn and apply their knowledge and skills in different contexts
- provide students with a rich and detailed understanding of each subject
- challenge all groups of students

At Bentley Wood, we all recognise our responsibility of teaching students well through our curriculum, both through face to face teaching and our virtual school. Teachers reflect carefully about how to share their subject knowledge through clearly presented materials that engage and inspire discussion. Lessons are appropriately scaffolded to ensure that all students can achieve the highest standards.

The curriculum in each subject area is sequenced to ensure that students are able to recall prior knowledge and build upon this making connection within and across subjects. Students will revisit previous learning and be able to show their understanding through activities which require application of prior knowledge. Skills for future learning and employment e.g. team work, listening and speaking, are developed in all areas of the curriculum.

Assessment is at the centre of an effective curriculum. Teachers regularly check work and address misconceptions and gaps in learning to ensure all students' learning needs are met. They direct students to the next steps in their learning through written and oral feedback.

Students complete homework tasks that reinforce the skills and activities already experienced and prepare them for the next steps in their learning.

We support students with our library, which is open from 8am until 5.30pm during the week and on Saturday between 9am and 2pm.

We extend our curriculum further with a rich programme of experiences through trips, additional activities and clubs. There are a wide range of sports teams and clubs linked with subjects like science club and senior and junior choir. Other activities add depth to the curriculum such as debating, mindfulness and digital leading. Weekend and evening pursuits including university access courses, lectures, theatre visits and the Duke of Edinburgh Award. Many trips and visits are organised to support and add breadth to the curriculum such as geography field trips, the A level physics visit to Cerne in Switzerland and the MFL / history trips to Spain and Germany.

We are fully committed and able to deliver all aspects of our curriculum in school in our classrooms and through a virtual platform if needed.

Impact

The effectiveness and delivery of our curriculum is reviewed through our half termly monitoring, evaluation and review (M.E.R.) system.

- all groups of students are able to access the curriculum
- students contribute positively to their learning

- students learn well within and beyond the classroom; attendance/participation in enrichment activities is high
- high rates of progress are delivered by the school for students of all abilities and backgrounds
- students' progress to their next stage confidently and show commitment to lifelong learning
- students develop respect for each other and members of the community and have an understanding of how to stay healthy and safe
- student focus groups consistently feedback about how much they value their teachers

The curriculum will be supported by appropriate continuing professional development for teachers, and the school will endeavour to make available appropriate resources to support effective learning and teaching.

Students at Bentley Wood High School are entitled to experience the curriculum as a positive and enjoyable means of learning.

Responsibilities of Head of Department and responsibility holders within the department:

- To follow the Bentley Wood High School Curriculum Statement 2020/21 outlined above
- To follow the curriculum planning expectations set and agreed by senior and middle leaders (Appendix 1)
- To lead their teams on the implementation of an ambitious inclusive curriculum
- To measure the impact of their curriculum and ensure it meets the needs of all students
- To resource their departments curriculum creatively and effectively
- To review and update documents with their teams at appropriate times through the departments MER cycle and as a response to examination analysis.

Responsibilities of Head of Year / Deputy Head of Year:

- To monitor the implementation and impact of the curriculum across subjects as part of the MER cycle and exam analysis.
- To provide feedback to SLG and Heads of Department where appropriate to support the further development and implementation of the curriculum.
- To follow the Bentley Wood High School Curriculum Statement 2020/21 outlined above in relation to PSHE
- To follow the curriculum planning expectations set and agreed by senior and middle leaders for PSHE (Appendix 1)
- To lead their teams on the implementation of an ambitious inclusive PSHE curriculum
- To measure the impact of the PSHE curriculum and ensure it meets the needs of all students
- To resource their PSHE curriculum creatively and effectively
- To review and update documents with their teams at appropriate times through the pastoral MER cycles.

Responsibilities of the class teacher:

- To be fully skilled and informed to deliver their department curriculum effectively
- To ensure they follow all the schedules maintaining consistency across the team
- To feedback and develop the curriculum with their teams

Responsibilities of the parent carer:

- To take an interest in all aspects of the school curriculum and positively encourage full commitment to the curriculum on offer

Responsibilities of the student:

- To engage fully in all aspects of the school curriculum

Important Documents to refer to:

This policy should be read in conjunction with:

- Careers Guidance and Inspiration policy
- Relationships and Sex Education Policy
- Learning and Teaching Policy
- Assessment Policy- Appendix B
- British Values Policy
- EAL Policy
- Feedback and Marking Policy (Appendix C)
- Homework Policy (Appendix D)
- SMSC policy
- Curriculum Website documents
- Curriculum Plan – Key Stage 3 to 5
- Planning for curriculum change
- Year 7 welcome pack
- KS4 GCSE selection booklet
- Bentley Wood 6th form prospectus
- Harrow Collegiate 6th Form Brochure
- School Improvement Plan- MER schedule
- OFSTED research document: An investigation into how to assess the quality of education through curriculum intent, implementation and impact

Short term: Schemes of learning	Medium term: Term/half term	Long term: Key Stage	Curriculum map: Parent/Student
<p>What do we mean by a short-term plan?</p> <ul style="list-style-type: none"> Lesson by lesson plan for a unit of learning 	<p>What do we mean by a medium term plan?</p> <ul style="list-style-type: none"> A coherent plan that outlines the sequence of learning across a half term/term 	<p>What do we mean by a long - term plan?</p> <ul style="list-style-type: none"> A plan that shows an aspirational curriculum progression across a key stage 	<p>What do we mean by a curriculum map?</p> <ul style="list-style-type: none"> A plan that show the 'learning journey' of a student from KS2-5 within that subject
<p>Expectations</p> <p>Short term planning includes</p> <ul style="list-style-type: none"> lesson intent & success criteria stretch & challenge- teaching to the top & scaffolding down pedagogy planning explicit teaching of memory-techniques teaching key words/technical terms addressing misconceptions specific reading opportunities <p><i>Each lesson/SOL available on the shared drive within a separate folder</i></p>	<p>Expectations</p> <p>Medium term planning includes:</p> <ul style="list-style-type: none"> An overview of the unit with skills and knowledge to be developed Key topics identified with clear intent linked to SOLs Evidence of <u>interleaving</u> across the term Clear planning of stretch & challenge with scaffolding for SEND homework reading assessment and follow up plans character development opportunities enrichment 	<p>Expectations:</p> <p>Long term planning includes:</p> <ul style="list-style-type: none"> overview of the course clearly demonstrates how knowledge and skills are developed coherently across a key stage shows how interleaving of topics will be planned planned assessments enrichment mapping links to careers/ advice homework intentions references to syllabus promoting CARE values 	<p>Expectations:</p> <p>Curriculum mapping includes:</p> <ul style="list-style-type: none"> an overview demonstrating elements of progressions from one key stage to another clearly demonstrates how knowledge and skills are developed coherently between key stages enrichment opportunities
<p>What is the purpose of short term plans?</p> <ul style="list-style-type: none"> evidence of an ambitious curriculum being implemented supports collaborative planning and reduces workload supports induction and subject specific CPD 	<p>What is the purpose of medium term plans?</p> <ul style="list-style-type: none"> evidence of a well-planned ambitious curriculum supports joint departmental planning / subject specific CPD supports induction ensures consistency for a team to keep on track with their teaching shows clearly when to assess supports student and teachers in preparing for formal assessments 	<p>What role do the long term plans play?</p> <ul style="list-style-type: none"> demonstrates how skills are developed across the key stage supports the review of the implementation of the curriculum departments can plan coherently how skills and knowledge will be interleaved between topics over time links between concepts can be seen across a key stage features on the school website – parent and student friendly language 	<p>What role does a curriculum map play?</p> <ul style="list-style-type: none"> shows how key skills and knowledge will be built, consolidated and developed between key stages features on the school website – parent and student friendly language

Appendix B: Assessment Policy

Using prior data and a school expectation that all students will exceed national benchmarks, informed aspirational targets are set. Students, teachers and parents use these targets and regular assessments to establish whether an individual's potential is being met.

Aims: Through the application of assessment for learning principles, in the planning and delivery of learning episodes and formal and informal assessment of students' work our aims are:

- To ensure all groups of students are provided with regular quality feedback to help them reach or exceed their full academic potential enabling them to learn more and remember more;
- To ensure that students take increasing responsibility for assessing their own progress;
- To establish a consistent approach to the way we feedback on students' work, so that students feel valued and have a clear understanding of how well they are doing;
- To ensure that students are able to explain what they need to do to demonstrate success;
- To empower students to respond to their teacher's comments and improve their learning;
- To establish constructive dialogue between teacher and student;

Responsibilities of Head of Department and responsibility holders within the department:

- To supports their team to implement the school policy and follow the school assessment calendar;
- To ensure the team deliver rigorous formal assessments which are integrated into curriculum plans. These assessments are fairly moderated and standardised before they are graded and recorded at each assessment point;
- To establish consistency in assessment processes across the team;
- To ensure all formal assessments have elements of skill and content tested within them. The skills identified stretch, challenge and support the students through the key stages;
- To use student's assessment grades in comparison to their target grades to identify students who need additional support or to celebrate student's success. The assessment grades may also identify students who have been targeted too low and who need their target grade adjusted to reflect a great academic potential;
- To monitor and feedback to the team the effectiveness of assessment and feedback within the whole school Monitoring, Evaluation & Review cycle. (MER)

Responsibilities of class teachers:

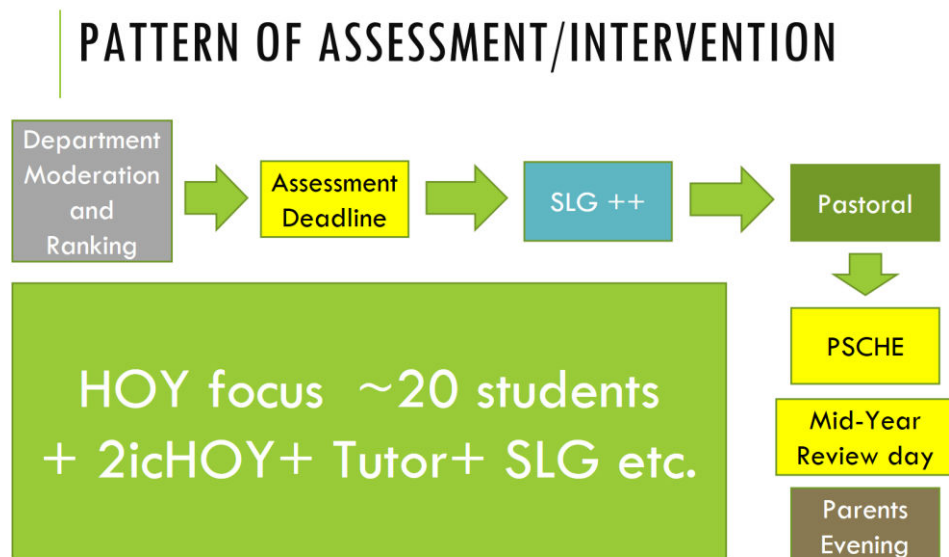
- To ensure students are given feedback, in a variety of ways including: peer marking, self-marking, verbal feedback and written feedback;
- To make formative and summative assessments for each unit of work according to the curriculum plans. This will be a mixture of classwork and homework tasks;
- To ensure all summative assessments are completed according to the schemes of work and whole school requirements – grades will be given and referenced against targets to measure progress over time;

- To ensure students action feedback appropriately to demonstrate they understand how to improve their work;
- To make a formal record of students' progress, record onto the school's SIMS mark sheets.
- To enter a homework and effort score for each student

Responsibilities of the student:

- To act on all feedback to improve their learning;
- To request additional feedback when required;
- To be aware of their target levels/grades and their current tracking level/grade;
- To give sensible peer/self-assessment as requested by the teacher.

Assessment Cycle



Assessment calendar of events 2021/2022:

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Year 7	Base-line testing	Tutor Eve	1c				2d P-Eve		EXAMS		3d
Year 8			1b	P-eve			2d Opt-Eve		EXAMS		3d
Year 9			1c		P-eve		2d		EXAMS		3d
Year 10		1a	P-Eve				2d		EXAMS		3d
Year 11	Skills Check	1a	Mock 1	Mock 1	2b P-Eve		Mock 2	Mock 2	3b		
Year 12	Skills Check	Tutor Eve	1b		Mock 1	2c P-Eve	Mock 2	Mock 2	3a		UCAS subject ref's
Year 13	Skills Check P-Eve	1a UCAS	Mock 1	Mock 1	2a	P-Eve	Mock 2	Mock 2	3a		

Target Grade – the target is set from student's prior data (where available) to be achieved by the end of the key stage as follows:

KS3 Target Grade–

- based upon GLS Math's and English tests and KS2 scores and FFT estimates;
- Grades awarded 1 to 7

KS4 Target Grade

- FFT estimates, KS2 scores and internal KS3 assessments;
- Grades awarded 1 to 9 or pass/merit/distinction

KS5 Target Grade

- ALPS A Level Target
- Year 12 ALPS Target maybe adjusted upwards by an excellent GCSE grades in same subject and Year 13 ALPS Target may be adjusted upwards in response to an excellent AS grade.
- Grades awarded A* to E or pass/merit/distinction

Projected Grade- an indicator of achievement will be given in the form of a projected grade at each assessment point. This grade predicts what grade they are likely to achieve at the end of the key stage. This is based on current performance in lessons, tests, homework and coursework tasks or a combination of these. This grade is the primary means by which the student is tracked and monitored, as their final results are compared to their target grades. As students get closer to their terminal exams, this grade will also be used as predictive grades for 6th Form, Colleges and Universities. Grades awarded match grade set of Target grades.

Examination mark - this is only entered for an assessment collection after an examination period. This is a current performance indicator. It also allows the teacher to assess how well a student copes with the pressures of being tested on a large quantity of work.

Effort and Homework Scores

Scores are recorded on a 1 to 5 scale- Definitions behind each score is in student's planner and Staff Assessment Handbook

Skills Check, Cause for Concern and Therapy comments could also be requested by a head of year to support internal intervention programmes. These programmes and requests for information will depend on year group needs.

Important Documents to refer to:

- Assessment Handbook
- Marking and Feedback Policy: Appendix C
- Homework Policy: Appendix D
- MER

Appendix C: Feedback and Marking Policy

Feedback is one of the most powerful influences on learning and achievement.” John Hattie

“The most effective feedback is when pupils and teachers working in genuine partnership.” Claire Gadsby

Aims: Through the application of assessment for learning principles, in the planning and delivery of learning episodes and the assessment of students' work our aims are:

- To ensure all groups of students are provided with regular feedback both written and verbal to help them reach or exceed their full academic potential
- To support all students in responding to their teachers and peers feedback, hence make progress;
- To ensure that students take responsibility for assessing their own progress and for being proactive about taking next steps to improve
- To establish a consistent approach to the way we feedback on students' work, so that students feel valued and have a clear understanding of how well they are doing
- To establish constructive dialogue between teacher and student

Responsibilities of Head of Department:

- Ensure department follow suggested **minimum** feedback guidelines:

Key Stage	Number of lessons per fortnight	Frequency a student should receive written feedback from their class teacher

KS3	2	Once every 3 weeks
	4	Once every 2 weeks
	6	Once a week
KS4	Philosophy	Once every 3 weeks
	Option subjects- 6 lessons	Once every 2 weeks
	English and Maths- 8 lessons	Once every 2 weeks
	Science- 12 periods	Once every 2 weeks
KS5	All subjects 12 lessons AS/A Level 24 periods vocational	Once a week, usually in rotation between 2 teachers Twice a week, once from each school base

- To monitor and feedback to the team the effectiveness of assessment and feedback within the whole school Monitoring, Evaluation & Review cycle. (MER)
- To develop a departmental policy which compliments the school feedback policy (Appendix C) and supports their team in meeting the needs of the school policy. Ensuring the curriculum plans allow for two pieces of quality in depth marking per half term (the length of the pieces may vary).
- To support their department in scheduling collaborative marking opportunities to engrain consistency through discussion and comparison, sharing and celebrating good practice.

Responsibilities of class teachers:

- To regularly collect in and mark a full class set of books, giving students good quality written feedback in their books. This should be written in **red** pen.
- To make formative and summative assessments for each unit of work according to the curriculum plans. This will be a mixture of classwork and homework tasks
- To ensure all summative assessments are completed according to the schemes of work and whole school requirements – grades will be given and referenced against targets to measure progress
- To implement Literacy marking guidelines
- To ensure students action feedback
- To make a formal record of students' progress in the departments shared record sheets and record in SIMS and action appropriately

Responsibilities of the student:

- To act on all feedback to improve their learning
- To request additional feedback when required
- To be aware of their target grades and their current tracking grade
- To give sensible peer/self-assessment as requested by the teacher

What should Marking and Feedback look like?

All teachers should regularly collect in and mark a full class set of books and mark in **red** pen, peer or self-assessment should be marked in **green** pen. This will clearly show teacher assessments and peer/self-assessment in books.

Students will write with **purple** coloured pens to indicate where they have acted upon their teachers' feedback. When books are returned to student's teachers should give students time to respond to the feedback. This will help to create dialogue between teachers and students so progress can be monitored.

Within each student's book should be a balance of **red**, **purple** and **green** pen marking.

Departments can adopt feedback stickers to suit their schemes of work. E.g. Homework, (orange) self-assessment (green) teacher feedback (blue) and peer assessment (yellow).

Written feedback may take one of the following forms:

1. Deep marking using WWW – positive aspects of the work and EBI/NOW – action needed to improve comments. (This should be used at least twice a half term) and action where students write a response (in purple) to acknowledge they have read every comment; (This could be on formative as well as summative assessments)
2. Acknowledgement of marking effort scores and homework scores are noted 5* - 1* (see appendix);
3. Light touch marking to show that the work has been seen and to identify obvious errors: e.g. spelling errors;
4. Non-written marking, just an abbreviation to show that assessment took place or feedback was given during the lesson:
5. VF: verbal feedback PA: peer assessment SA: self- assessment;
6. There should be a clear distinction between classwork (c/w) and homework (h/w);
7. All feedback should be completely accessible for the student;
8. Target Grades should be visible in the front of exercise books or folders;
9. The distinction between a projected grade and a grade awarded for a short test or examination should be clear.

Literacy codes

Teachers will mark work with the following symbols so that students can identify and correct the Literacy errors they have made (see Literacy policy for further details).

S = Spelling mistake

P = Punctuation

C = Capital Letter

? = Meaning unclear/ what do you mean?

// = New paragraph needed

What effective constructive feedback looks like at BWHS:

Questioning

- Hands down, teacher selects student to answer;
- Wait time – all students have an opportunity to think before answering;
- Students encouraged to consult in pairs/groups before answering;
- Open ended questioning;
- Use of wrong answers to develop understanding;
- Students formulating questions to interrogate the topic;
- Deep questioning opportunities – “Why” “How would” “What if”.

Effective feedback both written and oral

- Students clearly understand the success criteria;
- Dedicated Improvement and Reflection Time Feedback is incorporated into lessons;
- Evaluative comments which indicate how to improve;
- Make time for live feedback;
- Feed forward tasks are planned for. e.g. annotate your work against success criteria;
- Oral feedback is acknowledged and acted upon;
- Wall displays are linked to feedback;
- Targets are visible and clearly understood by students;
- Teachers insist on students responding to their feedback;
- Opportunities made for students to follow up teachers’ comments i.e. make one focused improvement;
- Use of opportunities for oral feedback: plenary and mini-plenary sessions, on returning work/books, as teachers circulate the classroom;
- Constructive comments only, without grades’.

Peer and Self- Assessment

- Opportunities for students to reflect;
- Students requested to read through/mark their own work;
- Mark schemes/ assessment criteria made explicit to students, who use these to evaluate their own work;
- Use of model responses as part of peer assessment;
- Use of response partners;
- Groups marking work;
- Whole class review of work e.g. in plenary.

Regulating Learning – circulating to assess and support while students are engaged in a task

- Teachers using time well to engage with a number of students in turn, whilst remaining aware of the needs of the rest of the class;

- Teachers employing a range of AFL strategies as appropriate to the students' needs e.g. questioning, feedback, redirecting learning, facilitating self-assessment, exemplification, scaffolding etc.; which can lead to improved progress;
- Judicious consideration of when to intervene in group work or the need for additional group or whole class teacher input;
- Recognition of the specific needs of individual students and supporting these.

Appendix D: HOMEWORK POLICY

Bentley Wood High School acknowledges the essential role of homework in developing the full potential of every student. Homework is set on a regular basis for all student and all students will be supported to meet the requirements set.

Aim:

To develop the full potential in all our students as curious learners, eager to explore and improve their understanding beyond the classroom. To support the delivery and smooth running of the curriculum at all key stages. Enhancing learning in lessons, and further developing our students as independent learners and thinkers.

The success of homework is a collaboration between teachers, students and parents. High expectations of quality of homework set, quality of homework completed on time, families engaged with their students organising and completing tasks. Students should be engaged in the variety of tasks set and should feel their efforts in producing outstanding homework is celebrated and rewarded. Successful communication within this collaboration is essential.

Homework is broken down into three parts, ensuring all students have the opportunity to work independently following a lesson to become fully prepared for the next lesson.

CAP

The three parts are as follows:

1. **Consolidate:** Reviewing or practicing independently what has been done in lessons.
2. **Application:** Applying knowledge from lessons, maybe with an exam style or problem-solving nature.
3. **Prepare:** Reading ahead or directed to research areas, to prepare for a forthcoming lesson and/or new objective.

Responsibility of students

- To check Teams and their Calendar for scheduled homework.
- To record homework in link book when directed by teacher.
- To complete homework tasks set by teacher to a high standard and hand in by the agreed deadline.
- To approach the teacher before the lesson if the homework set is causing difficulties.
- To accept direct support if organisation and completion of homework becomes a challenge.

Responsibility of the class teacher

- To make sure a three-part homework is set regularly for all students according to the homework schedule and time allocation directed by the Heads of Year and released to parents.

- To ensure communication about tasks set and completion deadlines are clear through the use of the TEAMS and/or jotted down by the student in their link books.
- To check students are completing tasks regularly and to a very good standard.
- To sanction and support students who are failing to complete homework tasks
- To celebrate and reward students whose homework is always done to the very best standard possible for that student.
- Communicate with parents, head of department and head of year when lack of homework becomes a problem with individuals.
- When absent still keep the expectation of homework being set high.
- Ensure that all homework set is checked and records are kept on the quality of homework done.

Responsibility of Head of Department

- Heads of department will formulate their own methods for marking, evaluating, sanctioning and rewarding students for homework completed. This will combine guidelines given in policies and in the staff handbook and specific needs on individual subjects. They will insure all members of their team follow these guidelines.
- Heads of department will ensure homework is reviewed and improved upon as part of a MER review cycle.

Responsibility of Heads of Year

- Prepare a homework timetable aligning to the student's weekly timetable. Where possible homework will be set on the night of the lesson. This timetable will be issued to the students through their tutor and also directly to parents and carers.

Approximate time allocation for homework should be as follows:

Year Group	Homework allocation guidance
Year 7 and 8	3 subjects of 25 minutes each night - 4 at weekends
Year 9, 10 and 11	3 subjects of 30 minutes each night - 4 at weekends
Year 12 and 13	5 hours per subject per week set over the course of two days.

Heads of Year will advise parents at the start of the school year by letter and through parent engagement evenings and meetings will establish:

- Reasons for setting homework;
- Importance of regularity of homework;
- Advice on the appropriate environment for homework;
- The need for parents to check homework on completion;
- The purpose and use of the Link Book;

Teaching staff will be advised by the Head of Year of the homework timetable for their year group.

Teaching staff will set homework on all scheduled occasions and ensure that it is entered in the Link Book. Absent staff should attempt to include homework as part of their cover work whenever practicable. All homework set should be placed onto our online homework system.

Where homework is scheduled to extend over more than one period, this must be clearly entered in the Link Book of continuing dates. Pupils must **not** enter "no homework set" unless this is a record of teacher absence.

Staff should ensure that all students are fully briefed on and understand homework set. Sufficient time for this task should be included in lesson plans.

Tutors should check Link Books regularly. Tutors should advise students that they must report any parental comment to them immediately. Tutors should copy such comments to the Year Head immediately.

Teaching staff should ensure that all homework set is marked in line with school and departmental marking policies.

Heads of Department will formulate their own methods of marking and evaluation.

Middle Leaders to have an outline/summary of implementation.

Homework Scores

Homework (5* - 1*)

- 5* Outstanding - really goes the extra mile - above and beyond our expectations
Exceptionally high quality, when compared to your target level, with an approach that goes beyond the expectations of the teacher. Homework always handed in on time.
- 4* Consistently meeting expectations
Very good quality, when compared to your target level with an approach that shows independence and perseverance. Homework always handed in on time.
- 3* Needs to Improve- commitment to homework is inconsistent
Satisfactory quality, when compared to your ability, usually completed in full and on time you are inconsistent in your approach

- 2* Cause for Concern - Poor homework.
Shows little commitment to completing and handing homework in on time.
Homework produced is to a poor quality, when compared to the student's target level.
- 1* Unsatisfactory – Homework rarely done
Homework produced is consistently off your target and below expectations or not done at all.

APPENDIX E: POLICY FOR THE MOST ABLE

At Bentley Wood High School our policy is to stretch and challenge all students. Furthermore, we identify and provide specialist provision for the most able students, so that all students can achieve to their highest potential.

- ❖ Initial identification is made following the outcomes of GLS tests which are conducted in the autumn term of Year 7, KS2 scores and internal Year 7 assessments. These students are identified as most able across all subjects.
- ❖ In years 7-13 teachers identify students excelling in their curriculum areas, as more able by a range of methods, such as, teacher observation, assessment, data and pupil-tracking and subject-expert judgement. We are mindful that not all more able students present in the same way.
- ❖ We look at other areas of achievement for the most able, such as music exam grades and sporting achievements

Once created, the school register for the most able is stored electronically and updated throughout the year by both the data team and departmental teams. This data is on SIMS. We are mindful that not all able students will represent in the same way and avoid unconscious bias or 'stereotypes' in noting such students.

The register is used to inform teaching staff, students, and parents and carers, so that students' needs are met. It is used to identify students for specialised intervention.

Curriculum Provision

At Bentley Wood High School every department has as a focus the need to stretch the most able specific to its subject content. Heads of Department are responsible for developing curricular provision designed to meet the needs of students demonstrating subject expertise. Teachers work on this provision through department meetings and school reviews. These include:

- ❖ Enrichment opportunities both in the classroom and outside of school;
- ❖ Extension work;
- ❖ Departments curate their own 'stretch and challenge toolkits' to stretch all students, including the more able

- ❖ Departments host resources for the more able electronically in the Student Extension and Enrichment Team.
- ❖ Curriculum plans and lessons explicitly include opportunities for ‘thinking hard’, ensuring cognitive challenge for the most able
- ❖ The curriculum is broad and rich and not limited to subject specifications ensuring high challenge for the more able
- ❖ Suggestions for development through comments in marking;
- ❖ Targets set and monitored by staff;
- ❖ Mentoring the 9/8 more able group from Year 10 – Year 11;
- ❖ KS5 students are mentored through provision in lesson to progress to the Russell group universities, as well as more broadly by additional provision;
- ❖ Selected KS5 students are put forward for the social mobility programme to increase awareness of developing their subject expertise relevant to their career paths.

Subject teachers are responsible for the provision above.

Co-Curricular Provision

Co-curricular provision is academic work that goes beyond the subject curricula taught in lessons. Many teachers at Bentley Wood provide students with additional opportunities to stretch themselves. Although this provision is aimed at the most able students, students of all abilities benefit. *Teams / student enrichment / passports*

Examples of clubs and societies a most able student may experience over the course of their time at Bentley Wood High School.

- ❖ Debate Club;
- ❖ Philosophy Club;
- ❖ Science Debate Club;
- ❖ Latin Club;
- ❖ Italian lessons;
- ❖ Choir;
- ❖ Wind Band;
- ❖ Orchestra;
- ❖ Performing Arts;
- ❖ St John’s Inspire programme
- ❖ The Scholar’s Programme with The Brilliant Club
- ❖ Model United Nations events (MUN);
- ❖ Department Extension and Enrichment Passports
- ❖ KS5 Russell group activities and mentoring;
- ❖ STEM Club;
- ❖ Oxbridge tutoring.
- ❖ Collaborations with other high-achieving local schools like North London Collegiate and Harrow Boys

Leadership:

Senior leadership oversee strategies and provision for the more able students, including having a designated senior lead with key oversight. Provision for the more able is an

ongoing focus in the School Improvement Plan (SIP). Middle leaders ensure provision for the more able in their subject areas through their curricular and co-curricular provision.

Professional Development:

The school promotes and provides professional development opportunities on pedagogy and other strategies for supporting the more able. These include:

- Teach Talks
- Liaising with specialist organisations such as NACE
- Teaching & Learning Forum
- Invited external speakers who provide strategies for stretching students, including the more able
- Staff Enrichment and CPD Team

Monitoring and Evaluation

The most able students are monitored during lessons and in departmental meetings to ensure that they are working to their full potential.

New staff are inducted in the policy for catering to the needs of the most able students by their subject leaders.

Below are the measures taken to evaluate the success of the stretch and challenge policies. Improvements are made in light of this evaluation:

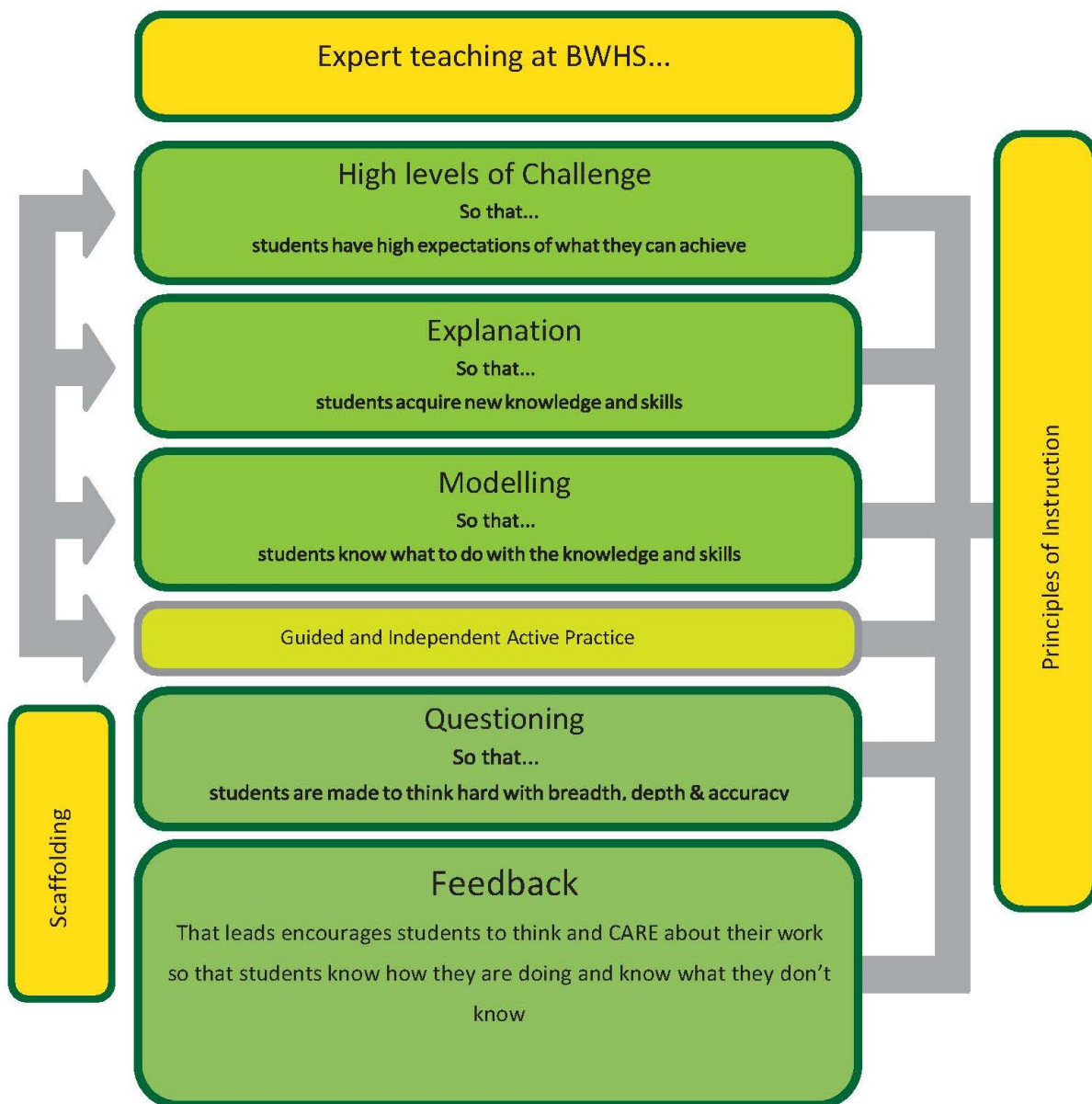
	Frequency	Person Responsible	Review And Log	Type
Targets are published for all identified 9/8 students in all subjects and these are cross-referenced with exam and test results.	Yearly	Data Team/HOD	Exam Analysis	
Departments self-evaluate and review their provision and exam results with particular reference to the most able students.	Yearly	HOD	Exam Analysis	
Activities for most able students are integrated into appraisal, target setting, assessment, planning and analysis.	Yearly	Line Manager	Appraisal	
New staff are inducted in the policy and practice relating to most able students	Staff Induction	HOD	Minutes	
Heads of Year and designated SLG analyse the performance of the most able at each assessment point. In school variation and individual lack of progress is addressed by HOY and intervention is organised by SLG.	Termly	SLG	Minutes	

The school monitoring, evaluation and review (MER) system includes the most able as a cohort in the book scrutiny, learning walks, assessment data and student focus groups.	Half termly	HOY/HODs	MER
Identifying year 7 Most Able Cohort and making them aware to all subject teachers,	Yearly	HOY 7 and link SLG.	SIMS data

Policy review and Development

We are committed to reviewing and improving its provision for all more able students including the Most able. A school improvement group has been dedicated to stretch and challenge and the more able for several years. This was set up to develop a creative consistent approach across departments and across year groups. We aim to ensure all more able students have an appreciation of activities to develop their cultural capital. We aim to create equality across social groups and encourage social mobility.

Appendix F: CURRICULUM DELIVERY



Appendix G: Principles of Instruction:

Based on cognitive sciences and school research, the 10 principles of instruction to help us to develop effective lessons. Below is a summary of these useful principles which we expect in lessons.

Begin	a lesson with a short review of previous learning
Present	new material in small steps followed by student practice
Ask	questions and check answers
Use	models
Guide	practice
Check	for understanding
Obtain	a high success rate
Provide	scaffolds in difficult tasks
Stimulate	and monitor independent practice
Conduct	weekly and monthly reviews

Students and adults working together

We have outstanding relationships between students and staff built upon our culture of trust and in our belief that we can all learn and achieve together therefore:

We expect learners to:

 love the challenge of learning and to be resilient to failure;	 be motivated, interested and feel that they are making progress;	 become independent and creative in 'thinking and learning'
 feel safe, valued and part of the school community;	 be rewarded for effort;	 thrive in lessons and regularly take up opportunities to learn through extra-curricular activities;
 Demonstrate resilience by preserving, even when finding the work challenging or difficult;	 have a positive attitude to and enjoy learning;	 take responsibility for their own learning;
 be imaginative, creative, innovative and enterprising;	 work independently and collaboratively;	 understand how they learn and how to move on to the next step of learning.

Appendix H: PROFESSIONAL DEVELOPMENT POLICY FOR TEACHERS & SUPPORT STAFF

Aims

The aims of professional development at Bentley Wood are:

1. To improve the quality of education, teaching and learning for all students.
2. To facilitate the achievement of objectives as set out in Departmental, Pastoral and School Improvement Plans.
3. To enable individual members of staff, to achieve their agreed performance objectives.
4. To enable individual members of staff to enhance their own personal and career development.

Principles

1. Access to high quality professional development is an entitlement of all members of teaching and support staff.
2. Professional development reflects and promote the school's Equal Opportunities Policy.
3. Line managers are responsible for discussing the range of professional development available including; programmes delivered by Harrow Collegiate Alliance, visits to other schools, joining webinars, applying for higher qualification courses and NPQs, reading blogs and research articles
4. It is the responsibility of each member of staff to ensure her/his own professional development by keeping abreast of current educational initiatives'/developments.
5. Each member of staff undertakes appropriate professional development activities after consultation with their line manager.
6. CPD undertaken is evidence based to have the maximum impact on the intended outcomes

Implementation

Identification of professional development needs

Needs are identified in through following ways:

1. Departmental, Pastoral and School Improvement Plans.
2. Requests arising from appraisal.
3. Professional development discussions, e.g. ECTs and mentors, line managers
4. Self-reflection that results in applying for the honorarium research programme

Mandatory CPD

All staff must complete mandatory training in key areas of safeguarding children, health and safety including fire awareness, and data protection and freedom of information.

Induction

All new staff are required to work through a number of Induction Checklists with their line manager. In addition, new staff are supplied with a set of induction information papers and/ or a staff handbook

Opportunities for Professional Development

There are many opportunities for professional development other than attendance at courses. The following list, while not exhaustive, offers some examples:

- Observing good curriculum delivery in one's own department, other curricular areas and/or other schools
- Developing subject knowledge eg individual teachers sharing their strengths; visiting other schools, becoming an examiner
- Sharing of pedagogy through staff meetings, departmental workshops and training days, and whole school training days
- Involvement of staff at all levels in School Improvement Groups, (SIGS),
- Job shadowing and/or work placements
- Providing CPD, making presentations to colleagues, e.g. Induction programmes and mentoring ECTs
- Keeping abreast of educational developments by reading appropriate publications and literature, and membership of professional associations/bodies
- Honorariums including action research disseminated to colleagues
- Masters qualifications
- National Professional Qualifications https://professional-development-for-teachers-leaders.education.gov.uk/?utm_medium=email&utm_source=govdelivery?utm_source=9%20June%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19
- Participation in development courses through the Harrow Collegiate Alliance (HCA)

Monitoring and evaluation

1. All requests for professional development funding should be approved by the appropriate line manager before being passed to the Headteacher. This will ensure that all requests are appropriate. An application for release form should then be filled in.
2. Staff attending externally provided courses will be requested to complete a brief evaluation form on return to school and to pass this to their line manager, who will pass it to the Head teacher. This will help to monitor the quality of CPD providers, and will enable the line manager to monitor the outcomes.
3. Every Department to have a regular agenda item on "Subject Development",
4. The HR Manager publishes brief details in the weekly staff bulletin about courses attended by colleagues. Colleagues share skills and knowledge acquired on courses with their teams.
5. The HR Manager to maintain records of all professional development funded by the school and will invite colleagues once a term to give details of any development undertaken in their own time or at their own expense. Each person's record will be available to them upon request. This will help staff monitor and evaluate their own professional development.

Allocation of Funding

The Headteacher manages the funds for professional development.

- All funds are allocated on an equitable basis where possible;
- All members of staff are encouraged to research alternatives to achieving their professional development objectives other than going on external courses that require funding;

- Any professional development needs that can be met by the courses offered by the HCA will take priority; applicants will be expected to enquire about these courses in the first instance;
- Decisions on applications (funded or otherwise) will be based on how relevant the training course will be for the individual(s) applying, to ensure maximum impact on school development priorities;
- As funding is limited special consideration for courses that are deemed to be a priority will be discussed and the final decision made by the Head teacher considering value for money;
- Application for funding of higher-level degrees such as Masters and Doctorates will also be considered (see documents on criteria for financial assistance to staff taking Masters Degrees).

Roles and Responsibilities

Headteacher

- has overall responsibility for individual and whole school Staff Development
- disseminates information concerning Staff Development
- **Line Managers**
- have responsibility for the development of members of their teams