



Championing every student at Greyfriars

Curriculum, Assessment and Teaching: Policy and Handbook





GREYFRIARS CATHOLIC SCHOOL

TOP 10 TEACHING TECHNIQUES



SILENT STARTER

Lessons start with a retrieval task so that students remember more



EXCELLENT EXPLANATIONS

Explanations are planned so that students learn new information successfully



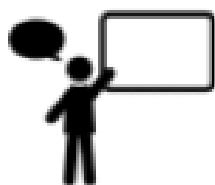
READ TO SUCCEED

Students read often so that they can make progress in every subject



MODELLING: BASIC TO BRILLIANT

Teachers model learning so that students can see how to improve



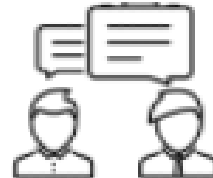
I SAY, YOU SAY

Students practise new words so they are easier to remember & learn



COLD CALL

Students answer questions so that teachers can check for understanding



THINK, TURN & TALK

Students practise the learning through pair work to become confident



BECAUSE, BUT, SO

Knowledge is applied so that teachers can check for understanding



SILENT SOLO

Regular silent, independent work happens so that students think hard about their learning



FEEDBACK LOOP

Students have regular feedback so that they know how to improve



Curriculum and Assessment – features and rationale

At Greyfriars Catholic School, curriculum and assessment are:

- rich in powerful knowledge and language, which is specified, taught, assessed and securely learnt
- exceptionally well-planned and sequenced
- exceptional in the use of assessment to support learning
- manageable for teachers; supportive of teacher workload and wellbeing

Rich in powerful knowledge, which is specified, taught, assessed and securely learnt

- 1) Knowledge can be defined as both factual and procedural knowledge (i.e. how to perform subject specific procedures or tasks). Therefore, knowledge includes those concepts, facts, ideas, stories, techniques and procedures which are important to know in order to have a deep understanding of a subject.
- 2) Powerful knowledge gives students the cultural capital they need to be able to take their place as informed, active citizens, be increasingly aspirational for their future choices, and excel in further academic study.
- 3) The curriculum must also represent a range of diverse and marginalised voices so that students can see themselves reflected
- 4) Desirable skills such as analysis, explanation, creativity, evaluation and independence of thought are only possible when a wide knowledge base is secure; the deepest thinking involves connecting new ideas to existing knowledge.
- 5) Powerful knowledge includes knowing the language required to apply knowledge. Therefore, the best language for students to learn in order to apply their knowledge at each point in the curriculum should be specified, taught and practised.
- 6) Therefore, greater emphasis should be given to knowledge, with a view to covering '*fewer things in greater depth*', and a commitment to the idea that students will be taught, understand and retain considerable rich knowledge.
- 7) Curriculum planning should define and minutely specify the core knowledge and core skills that is regarded as most important for students to learn.
- 8) Where curriculum content is minutely specified, this supports teacher workload, helps students understand their progress, and enables high quality intervention. On the other hand, vague or unspecific curriculum content is burdensome for teachers, and a contributor to excessive workload.



- 9) Reading for information supports rich curriculum knowledge by securing the necessary links within the subject to ensure that core content is learnt securely.

Exceptional planning and sequencing

- 10) Careful and skilful curriculum sequencing and planning is essential if students are likely to secure and retain knowledge.
- 11) This requires that the order in which students are exposed to core knowledge is carefully specified and planned so that concepts lead on from one another. This should be represented and identifiable through faculty curriculum planning materials.
- 12) Effective sequencing also involves specifying exactly when and how core concepts will be returned to so that they are retained over time.
- 13) Where it is sensible to do so, planning should take into account the content that is being taught, or has been taught, in other curriculum areas at any point. Links between subject areas – for example where the same period is being considered in English, Art and History – should be planned, understood and capitalised on by teachers in each subject.
- 14) An effective curriculum therefore will have a very clear and convincing rationale for what is taught, and the order that it is taught in. It will clearly identify core concepts, knowledge, ideas, words and skills, and will specify when they are to be introduced, and when / how they are returned to.

Exceptional in the use of assessment to support learning

- 15) Effective teaching uses assessment and feedback constantly and fluidly in the classroom, through discussion, questioning and activities which require students to demonstrate learning. In some subjects, particularly practical subjects, this is likely to be the dominant form through which assessment takes place.
- 16) In many subjects, it is also essential that a standardised approach to formative (interim) assessments is devised, so that it is consistently high quality and *'manageable, meaningful and motivating'*. Formative assessments of this type are centrally agreed and shared through the subject, and not left to each individual teacher to devise.
- 17) For formative and summative assessments, clear procedures must be in place which specify how the information gathered should be shared and used to adapt future teaching.
- 18) Subject Assessment Policies should make this clear, and ensure that practice is 'manageable, meaningful and motivating'. In short, 'manageable' here means efficient and achievable for teachers within a sensible workload expectation. 'Meaningful' means that assessments allow valid and reliable inferences to be drawn about what students know or can do, and what their next steps should be. 'Motivating' means that assessments should provide opportunities for accomplishment and challenge, to ensure that students benefit



from the positive impact on motivation which comes from genuine learning and achievement.

- 19) Formative assessments should take a variety of forms, including short answer questions and multiple choice questions. They should not solely be a watered down version of the summative assessment, but should aim to isolate and target the knowledge and skills which combine when students complete summative assessments.
- 20) Summative assessments should be standardised across a subject, and be expertly designed. This means that they have high levels of validity (they test understanding of the core knowledge and skills as specified in the curriculum), and reliability (they allow the teacher to make reliable inferences about what a student has learnt and where gaps remain).
- 21) Well designed formative and summative assessments include cumulative elements – that is to say, they include items which refer back to previous learning and content. This is designed to aid retention and ensure that knowledge is secure over time.
- 22) In best practice, standardised and carefully designed formative assessments allow leaders to collect raw data for vulnerable students, and therefore gain a clearer picture of the specific content which these students are not grasping.
- 23) It is the responsibility of school leadership (at subject and senior level) to ensure that high quality standardised formative and summative assessments are in place for each course that is delivered.

Manageable for teachers; an approach which supports teacher workload and wellbeing

- 24) An effective curriculum will mean that a teacher is always clear as to what needs to be taught, in what order, to what time scale and how / when this is to be formatively and summatively assessed.
- 25) This information should be provided through Schemes of Work, Faculty Assessment Policies and Faculty Assessment Calendars – in place for each subject taught.
- 26) Teachers of an excellent curriculum are free to concentrate more of their attention on how to deliver content with skill and energy.
- 27) Core resources - including formative and summative assessments, multiple differentiated model activities, SoW sequences and core activities – should be coherently planned, excellent quality, and shared centrally.
- 28) Teachers should be supported in the best ways to deliver the content of the curriculum through regular opportunities for training, sharing and discussion with other teachers of their subject wherever possible. We should continue to look for more opportunities to provide time for teachers to have these discussions within faculties and subject areas.

Note: please refer to the appendix document '*Implementing the CAT Policy at Faculty Level*' for an overview of policy expectations for curriculum planning and resourcing.



What is the vision for Teaching?

Our aim is to provide the best possible opportunities for student achievement, progress and learning so they can flourish personally and collectively. We do this by focusing all of our teaching and learning professional development work on the elements of our practice which research shows make the most difference (*R. Coe et al, What makes great teaching? Review of the underpinning research, 2014*). These elements are in our planning and delivery and every teacher at Greyfriars Catholic School has a responsibility to:

Know the curriculum deeply

- 1) Maintain deep and fluent knowledge of the curriculum content they teach.
- 2) Use agreed mid and long-term plans to guide the learning and ensure that it is well-organised over time
- 3) Maintain deep and fluent knowledge of the relevant language and terminology related to the subject
- 4) This includes knowing and teaching a full range of rich academic language to allow students to talk, think and write about the subject
- 5) Understand typical ways students think about subjects, concepts, processes and ideas, anticipating common misconceptions and planning teaching to account for these

Plan well-constructed lessons, with clear explanations, and deliver it with conviction

- 6) Plan lessons with a clear focus – a single, clear Learning Question is almost always best. Lessons which try to address or introduce multiple concepts, or are cluttered with multiple activities, are to be avoided, as working memory is likely to become swamped
- 7) Plan lessons that incorporate the Top 10 Teaching Techniques to enable clarity and routine for students and teachers
- 8) Use well-planned direct instruction and explanation so that content is clear and every student can access the lesson and tasks. Avoid assuming knowledge that the students may not have – explain words and ideas clearly and carefully
- 9) Ensure student activities are appropriately challenging, high-value and purposeful in helping students to learn, practice and retain curriculum content
- 10) Avoid low-value, or inefficient filler tasks, such as posters or gimmicky 'creative' tasks, the completion of which distracts students from the subject content required to be



learnt

- 11) Wherever appropriate, model how to access and complete tasks, and how to achieve excellence in the quality of work produced
- 12) In most cases, tasks should be accompanied with a basic model to provide access, and a brilliant model to provide challenge. This may not apply for some content, such as mathematical processes, where challenge should be provided through the increasing complexity of the activity
- 13) Ensure that high attaining students are effectively provided for, according to the High Attainers policy
- 14) Ensure that SEND students are effectively provided for, through the use of the Top 10 Teaching Techniques and high quality teaching, and following strategies from the SEND profiles
- 15) Include regular periods of silent, independent work during lessons. This is essential to help students concentrate and manage distraction
- 16) Where appropriate, students should have opportunities to read challenging text; reading activities should be carefully designed for access and challenge
- 17) Subjects should identify high-frequency processes and agree intentional approaches to ensure success

Ensure effective assessment and feedback

- 18) Fully understand and implement Faculty Assessment Policies, to ensure that practice is manageable, meaningful and motivating.
- 19) In particular, use formative assessments to make decisions about post-assessment teaching content
- 20) Make regular use of short, low-stakes quizzes to ensure that knowledge is retained over time. Quizzes should include reference to recently learnt material, eg from the last lesson, as well as material from further in the past – last week, last month, last year

Create an effective working environment

- 21) Understand and insist upon school rules and routines in relation to student behaviour (see the BFL policy)
- 22) Insist upon high standards of effort and presentation, according to school policy
- 23) Hold students to account for completing work. It is expected that this includes regular use of silent, independent work during lesson time.



- 24) Contribute to the upkeep of well-ordered and well-organised classrooms, by storing books and resources in an organised manner

Homework

- 25) The purpose of homework is for students to think deeply about the subject - read, learn, memorise, revise or practice the knowledge and skills that they are taught in school.
- 26) Suitable homework activities include reading articles to consolidate class learning, creating revision cards or notes, practising a taught skill or employing strategies to commit learning to memory. Full advantage should be made of Google Classroom and www.quizlet.com
- 27) Google Classroom should be used as an effective tool for delivering standardised homeworks where possible
- 28) Reading for pleasure is an essential component of academic and personal development. We know about the advantages that reading for pleasure brings; consequently, we set regular reading homework.
- 29) Open-ended research homework, such as 'find out about' or 'find five facts' should be avoided in most cases, particularly at KS3. It is our responsibility to identify core knowledge and provide this through the curriculum and resourcing, with students taught to learn and retain it at home. Open-ended research, whilst providing a surface sense of independence, frequently results in low quality work and little genuine understanding or retention, and is inefficient in promoting learning.
- 30) Learning homeworks should be followed up by mini-quizzes or assessments in class to establish that students have learnt the material successfully.
- 31) Tasks such as posters or model-making should only be set as compulsory homework if they directly represent the skill or knowledge being learnt. This means that a model could be set as homework if, for example, relevant to a DT Scheme of Work on model making, or a poster set if students are learning about the use of posters for propaganda in History. This is because they tend to result in students spending lots of time thinking about the act of creating the homework, such as their presentation, colours or pictures, and are often inefficient as a tool to promote deep thought about and retention of the core material. Posters, models etc may be set as optional competitions or activities, rather than a compulsory homework.



Key Principles for Learning and Teaching

What are the Key Principles?

These documents are designed to provide identification and guidance for elements of teaching practice which make the most difference to student learning. They exemplify the principles that are outlined in the CAT Policy.

They are formed from the belief that a highly intentional and technique-aware approach to classroom practice is most beneficial to student learning and the ongoing professional development of teachers. Where we are intentional and precise in the approaches we take, we are most capable to reflect accurately on our practice, and make effective improvements and refinements as a result.

These principles are not all-encompassing, incontestable, or definitive in terms of what teachers should do in the classroom. Teachers and leaders are encouraged to view them critically, considering the extent to which they apply to the various contexts of different classes, teachers, subjects and lesson content. It is to be expected that the advice here will be useful to a greater or lesser extent in different contexts; teachers and leaders therefore need to exercise their professional judgement in interpreting this guidance.

It is helpful to take this view when using or referring to these principles: if a colleague believes that there is a more effective way of teaching than suggested here, that should be encouraged and respected, assuming that there is a strong rationale and outcomes which are demonstrably strong.

How can Key Principles be used practically in school?

- Guidance materials for classroom teachers, middle leaders and SLT
- Use with lesson observers to sharpen practice and effectiveness of lesson observations
- Provide clear actions to follow up on development areas identified in lesson observation
- Provide a framework to reflect on or evaluate quality of teaching, or to reassess teaching policy expectations
- To request further training: training for individual teachers, subject teams or whole staff is available for each of the key principles on request



Key Principles: Creating an Attentive Classroom

Creating the conditions in which students give their attention to the core knowledge and skills being taught is a challenging but essential part of successful teaching. Much of this is facilitated by our Top 10 Teaching Techniques, which should be named when used in the classroom.

<p>Know and follow the 'First Five' principles to ensure consistent lesson starts</p>	<ul style="list-style-type: none"> Students must arrive at school on time; students must arrive to their classroom within 5 minutes of the bell; staff should support with silent entry to lessons; students wait behind desks and get out their equipment; a Silent Starter must be ready for students to access as they arrive to lesson
<p>Plan for attention</p>	<ul style="list-style-type: none"> Consider lesson planning in light of what the students' attention will be drawn to ('Memory is the residue of thought', <i>Willingham</i>)
<p>Model activities carefully Use Basic to Brilliant Modelling</p>	<ul style="list-style-type: none"> Modelling techniques, such as Basic to Brilliant, helps bring students' attention to the success criteria you want them to notice. Live modelling, and completing a task together will bring students' attention to the process they need to go through to achieve success
<p>Use periods of silent independent work regularly Use Silent Solo</p>	<ul style="list-style-type: none"> Secondary school age students are often hyper-sensitive to the social world A silent, independent phase - Silent Solo, helps them to manage their attention by removing social distraction, which otherwise might overwhelm their attention Silent work is essential for successful attention and learning - it is not a punishment and should be framed positively to students During silent work, it's fine to help individuals if that's helpful. It's also fine to stand back, monitor and let them complete the work.
<p>Explain skilfully</p>	<ul style="list-style-type: none"> Well-constructed and delivered explanations are very powerful in gaining and maintaining attention Strategies include: using stories and narratives, being concise and to the point, demonstrating belief in the value and interest of the topic, using multiple concrete examples of abstract ideas.
<p>Set up group and paired work carefully Use Think, Turn & Talk</p>	<ul style="list-style-type: none"> Many students will struggle to self-regulate their attention unless group and pair work is very carefully structured Using Think, Turn & talk means each participant has a clearly defined role, the outcomes and timing are clear, and there is accountability for all members to contribute and work hard
<p>Have clear routines</p>	<ul style="list-style-type: none"> Routines are useful for maximising attention where you want it to go; for example, clear modelled routine expectations of setting out work mean that students have more capacity to attend to the learning
<p>Know and follow the 'Final Five' principles to ensure consistent lesson finish</p>	<ul style="list-style-type: none"> ALWAYS finish with praise and rewards; all students must stand behind their chairs before leaving the lesson on the bell; learning must continue until the bell; teachers must dismiss the class in a controlled manner, i.e. row-by-row; students should walk along the left side of corridors in a quiet and calm manner.



What are some typical features of attention-enabling classrooms?

- Strong routines are followed for a calm, orderly entrance and exit to and from the classroom. As a result, no learning time is wasted.
- Silent work framed positively: 'no talking during this work please - this will help you to concentrate and give you the best chance of success'
- Students working and concentrating hard, becoming absorbed in the work
- Students who are clear about what to do, and how to do it well
- Assertive teacher presence, with effective explanations that help to generate student attention

How might we recognise ineffective environments for attention?

- Silence being framed as a punishment... 'if you can't work quietly, I'll make you work in silence'
- Asking for a 'quiet working atmosphere' which collapses into too much chat
- Teacher becoming frustrated at chat, but not insisting on silence
- A 'social' atmosphere throughout lessons

An attention check-list for observers

1. Is student attention directed towards the substance of the learning / the lesson?
2. Is the social element of classrooms effectively managed to avoid off-topic chat?
3. Are students working in groups or pairs when silent independent work would mean that they are more successful?



Key Principles: Teacher Explanation

High-quality direct explanation of subject content is the most powerful resource available to teachers. When given clear and well-judged explanations of interesting topics, students will typically enjoy their learning and become increasingly curious. The ability to directly communicate the substance of subject content is at the heart of great teaching. There are many ways to explain, and different contexts may benefit from different approaches. The principles below represent the core of an evidence-based approach - they can be diverted from, but only where a clear rationale is in place for alternative approaches to be taken.

Key Principles for Teacher Explanation

Teacher explanation is essential	<ul style="list-style-type: none">• Teachers are the expert in the room, with the responsibility to convey new knowledge to students• See this part of the process as one of the most important, worthy of thought, planning and improvement
Explain with clarity	<ul style="list-style-type: none">• Aim to <i>take the shortest path</i> with your explanations - find the most efficient way to convey the key ideas• Do not ramble, or ask lots of questions when direct explanation would be more efficient• Do not attempt to elicit ('draw out') knowledge from the students when it is clearer and more efficient to teach them directly• Use planned multiple examples of abstract or difficult ideas
Explain enough before you question	<ul style="list-style-type: none">• Some poor quality practice is evident when teachers rely too much on questioning and trying to draw knowledge out of students• Students can only think / answer questions when they know enough about a topic - therefore teach explicitly first, before questioning students
Make a distinction between 'explanation' and 'discussion' mode	<ul style="list-style-type: none">• If students have little knowledge of a topic - or only some students have much knowledge - take control and explain the content directly• When students have a reliable base of knowledge, then a 'discussion mode' can be used, and questioning becomes more appropriate
Do not assume prior knowledge	<ul style="list-style-type: none">• Take care with the words and examples you use, being mindful that students may not bring wide vocabulary or general knowledge• If you are not confident that all students will understand the words or examples, explain or pre-teach them
Use stories where you can	<ul style="list-style-type: none">• The human brain is hard-wired to be receptive to narratives and stories• Take advantage of this, by telling stories, referring to stories, and presenting new material using the principles of stories where you can



What are some typical features of effective teacher explanation?

- teachers will care about the subject matter, and that it is valuable and interesting for its own sake - not just for passing exams
- there will be a good pace and a strong sense of intentionality - the teacher will explain briskly, clearly, and only ask good questions at appropriate times
- because of the good pace and clarity, a good amount of content or depth will be covered in the lesson
- the teacher will often use quick pair activities to check understanding and enable students to talk, reason, and given cognitive breaks from listening
- when questions are asked, all students will be required to answer them - either on paper or through paired discussion

How might we recognise ineffective teacher explanation?

- the teacher will not convey an interest in the topic - they may tell the class that this is 'dry', for example
- the teacher will use too many questions, often from the start of the lesson, as if they are trying to draw new information out of students as a starting point. This can be horribly inefficient, slow and socially awkward: '... has anyone ever heard of (for example) 'status'?...'what do you think it means...?' ... 'Yes I see what you mean, that's sort of right....', '...can anyone help him out...?'
- the teacher will lack the depth of subject knowledge to allow them to answer questions and respond to student curiosity
- the teacher will ramble or go off topic in ways that impede clarity
- the teacher will repeatedly 'go to' the same few students to answer questions or contribute to discussion, when the 'shortest path' would be direct explanation from the teacher themselves
- Explanations will be longer than they need to be

An explanation check-list for observers

1. Is the explanation brisk and clear, or unfocused and wandering?
2. Are too many low-value questions asked?
3. Is the teacher trying to draw too much out of the students at the expense of pace and clarity?
4. Are concepts explained clearly, using multiple examples of abstract ideas?
5. Is structured pair work or individual work used if necessary to help students process content?



Key Principles: Questioning

Questioning is essential to checking the learning that has taken place. Where questioning is effective, it can also be used as a powerful tool for differentiation and stretch and challenge. In addition, because responding to questions is cognitively challenging for students ('memory is the residue of thought' - Willingham), effective questioning can support knowledge retention over time. As a result, the questioning phase of a lesson should always be carefully planned and highly intentional. The principles below represent the core of an evidence-based approach - they can be diverted from, but only where a clear rationale is in place for alternative approaches to be taken.

Key Principles for Questioning

Use Cold Call for questioning	<ul style="list-style-type: none">• Explicitly teach students what you expect during Cold Call and tell them when you are cold calling for responses• Students should have hands down, not call out and be prepared to answer. Using Cold Call with Think, Turn and Talk first can help prepare students for effective Cold Calling (see below)• If students struggle to respond to Cold Call, support them by reframing the question or moving to another student for part of the answer before returning to the first student.
Give students time to prepare their response Use Think, Turn & Talk	<ul style="list-style-type: none">• Allow students time to consider their response. Students can consider, then practise, and finally model their responses with each other before sharing with the class.
Involve all students to assess learning	<ul style="list-style-type: none">• Use questioning to check for understanding by asking all students to put their hands up if they know the answer• Use mini-whiteboards to ensure that all students are participating and thinking.
Use questioning to support and model excellent classroom talk	<ul style="list-style-type: none">• Students can model excellent responses to each other through the use of 'Say it again, Better'. Repeat a question multiple times, each time looking for additional details, greater accuracy or complexity in the response.



What are some typical features of effective questioning?

- Cold Call, Think Turn Talk, and But, Because So are well established and students actively respond positively to questioning
- There is an expectation of being called to respond with high participation levels from all students
- Students speak confidently and fluently in class with an expectation of academic language
- Extended and detailed responses are frequently given by all students in the class
- Teachers confidently move between questioning techniques, using the right strategy at the right time ensuring high participation
- Questioning is used to inform teaching and learning. Misconceptions are identified, and are appropriately and effectively addressed.

How might we recognise ineffective questioning?

- Questions are focussed on assumed or general knowledge and not information that has been explicitly taught e.g. 'What do you think ____ means?'
- Students call out frequently, interrupt each other and the teacher to answer questions
- A small group of students answer questions frequently. A large group of students rarely answer questions
- Students are reluctant to respond to questioning and may either refuse or reply with 'I don't know'.
- Students are not supported or challenged to give extended responses.
- The wording of questions can be confusing and lack clarity
- Students are not given time to consider their responses to questions

A questioning check-list for observers

1. Are *all* students involved in responding to questions, through hands down, all hands up, cold calling or mini-whiteboards?
2. Are questions deliberate, planned and intentional?
3. Has the explanation phase supported students to give extended and detailed answers?
4. Does the teacher reframe and support the student to respond to questioning?
5. Are the routines for questioning made explicit?



Key Principles: Modelling

Modelling (KQ3) is fundamental to clear, effective teaching. At root, modelling means explicitly demonstrating to students how to be successful in important learning activities, with an emphasis on 'basic to brilliant' in every task. However, different subject disciplines and tasks require different approaches, and there are many different ways to model. The principles below represent the core of an evidence-based approach - they can be diverted from, but only where a clear rationale is in place for alternative approaches to be taken.

Key Principles for Modelling

Model for clarity when setting tasks	<ul style="list-style-type: none">• When setting tasks or activities, teachers should model exactly what students are expected to do through basic to brilliant modelling• Telling students what to do is not normally adequate• I do, we do, you do
Model for quality in all open-ended tasks	<ul style="list-style-type: none">• When a learning activity can be completed to various layers of quality, teachers should model to make explicit two aspects:<ul style="list-style-type: none">◦ How to complete the task for access (basic)◦ How to complete the task for excellence (brilliant)• Modelling for quality should always bring attention to 2 or 3 features of the work which represent quality
Model writing	<ul style="list-style-type: none">• Live model regularly to demonstrate the thinking process that goes into excellent work• Use pre-prepared written models regularly for low access and high-challenge - Basics to Brilliant• Some models of writing used in schools are too basic. Brilliant models of writing should use conspicuously advanced, academic writing and expression throughout secondary school• Sentence stems enable academic writing for participation and high success rates
Model processes	<ul style="list-style-type: none">• Model practical or mental processes through the use of clear, logical sequences of instructions, which are demonstrated to students• Basic to brilliant worked examples should be chosen to provide clear and efficient guidance as to how to complete the process



What are some typical features of effective modelling?

- tasks will be clearly explained and all students will be able to complete them
- where appropriate, emphasis will be put on quality in work 'to do this really well, you need to ...'
- lessons will tend to contain a limited number of tasks, to allow time for teachers to explore models with students in depth
- even small tasks (e.g. a brainstorm, or set of comprehension questions) will include an element of modelling which promotes access and excellence
- there will be a constant sense of high-value and challenge in the tasks set
- students will be required to think and work hard to apply what they've learnt
- feedback on student work, e.g. at the end of the lesson, will refer back to the qualities exposed in the modelling stage

How might we recognise ineffective or absent modelling?

- once the teacher has set the task (the 'off you go' moment'), weaker students will be unable to get started
- higher prior attaining students may be able to complete the work, but it will not be challenging or difficult
- written models will be of limited quality, using a limited range of language and vocabulary 'One way that.....', 'this shows that...'
- models may be given to students but not referred to in detail; students will not be guided to explore the quality in the modelled work
- modelling may be understood as only for extended writing or exam answers

A modelling check-list for observers

6. Are students shown clearly how to access the task?
7. Are students shown clearly how to achieve excellence in the completion of the task?
8. If yes, are students clearly shown how to access, and how to achieve excellence?
9. If not (e.g. because a linear process is being taught), are the examples being used to demonstrate the process as clearly as possible? Is there a sense of the models building on each other?



Key Principles: Classroom Management

Classrooms in secondary schools are hyper-social environments, with many opportunities for engagement and excitement, as well as distraction. An essential part of the teacher's role is to create and maintain the conditions for learning to take place, whether through group interaction or effective individual work. Teachers are therefore expected to take a highly intentional approach to classroom management, actively choosing, specifying and teaching modes of working to best fit the learning activities being undertaken. There are many ways to teach, and different contexts may benefit from different approaches. The principles below represent the core of an evidence-based approach - they can be diverted from, but only where a clear rationale is in place for alternative approaches to be taken.

Key Principles for Classroom Management

Use structured pair-work for discussion and reasoning	<ul style="list-style-type: none">● Use frequent, short paired discussion of key ideas to ensure high levels of participation and good pace
Recognise that group work requires high levels of structure and organisation to be effective.	<ul style="list-style-type: none">● Be cautious when setting up small group tasks - it's notoriously difficult to do well● Make sure that individual roles and responsibilities are clearly defined● If you do use small group work, include pair and individual activities alongside it to be confident that all students will think deeply about the material
Use silent, individual work regularly	<ul style="list-style-type: none">● Periods of silent work are an essential tool to help students self-regulate and become absorbed in work● Unless there is a strong reason, independent work should normally be conducted without talking to others● Silent working is supportive for students - particularly the most vulnerable - as it provides the conditions in which they are best able to think deeply. It is not punitive.● Silence is preferable to 'a quiet working atmosphere' as it is more reliable and straightforward to manage



What are some typical features of effective classroom management?

- teachers will teach with conviction, making it clear that the learning has great value
- school behaviour management systems will be well understood and used consistently
- high expectations will be demonstrated through encouragement of excellence
- the teacher will insist on silence before beginning explanations, and will not proceed until full attention is gained

How might we recognise ineffective classroom management?

- the teacher will be reluctant or unwilling to insist that students complete the work to a good standard
- the teacher will be reluctant or unwilling to use silence when students are working independently
- students will chat and be off-task during activities when the teacher is not directly engaging with them
- group or paired work will be disorganised, or ineffective in ensuring that all students concentrate and work hard
- the teacher will repeatedly ask students to 'lower the noise level' or similar during whole class working time

A classroom management check-list for observers

1. What activity are the students completing and why?
2. Has an appropriate choice of classroom mode been selected by the teacher (individual, group or pair work)?
3. Does the combination of instruction and classroom management mean that students are concentrating hard and attending to the work they are completing?



Key Principles: Reading

There is a wealth of evidence about the value of reading; it makes students happier, more successful and more connected to the community. Research shows that reading for pleasure is associated with higher levels of health, happiness and well-being, as well as improving self-esteem and empathy. Furthermore, reading improves general knowledge and cultural capital and is associated with increased academic performance in every subject. As a result, subjects are expected to deliberately include reading in the curriculum. The principles below suggest a classroom approach to reading based on extensive research in reading strategies - they can be diverted from, but only where a clear rationale is in place for alternative approaches to be taken.

Key Principles for Reading

Make reading part of the curriculum	<ul style="list-style-type: none">• Subject leaders need to deliberately include reading texts (extracts, explanations, descriptions etc.) into the curriculum so that reading is an everyday experience for students• Texts should be high quality and help teachers 'tell the story' of the subject. These should be part of the shared curriculum resources
Use reading to celebrate equality, inclusion and diversity	<ul style="list-style-type: none">• Texts should reflect an inclusive and diverse society. Students should see a range of identities and perspectives reflected in the texts they encounter
Pre-teach key vocabulary	<ul style="list-style-type: none">• Words should be defined with a simple definition, put into context (how they might be used in a sentence) and spoken aloud using I Say, You Say• Check students understand the definition and check for any misconceptions
Orientate the students to the text	<ul style="list-style-type: none">• Summarise the text to activate students' prior knowledge of the topic• Tell students how the text is organised and sequenced, for example <i>cause & effect</i> text, <i>problem/solution</i>, <i>argument</i> or <i>description</i>• Highlight disciplinary reading strategies• Graphic organisers are powerful tools for showing students how a text is organised. These can be used before, during or after reading
Read accurately and fluently	<ul style="list-style-type: none">• When reading for information, an expert reader should read. This is usually the teacher, but may be an enthusiastic, fluent student reader. If the reading isn't fluent, students will find it too difficult to pick up on the key information they need• Read the text through once without pausing to ask comprehension questions. Research suggests comprehension is significantly improved if students are first presented with whole texts, and whole ideas, before returning to focus on key details
Use the teaching techniques to check for understanding	<ul style="list-style-type: none">• After reading, check for understanding of the big ideas. Use Think, Turn and Talk for students to summarise and articulate key points. Use Because, But, So. Use Cold Call and 'Say it again, better' to establish whether specific details of the text have been understood



What are some typical features of effective reading?

- reading texts are chosen that are fit for purpose and enrich the curriculum
- teachers confidently and enthusiastically incorporate reading into their lessons
- students
- pre-reading and post-reading activities support learning
- disciplinary reading strategies (how to effectively read in a specific subject) are explicitly shared with students so that they can read with purpose

How might we recognise ineffective reading?

- texts are inaccessible to many students
- routines for reading are not clear and time is lost organising the class to read as an activity
- students are not taught over time 'how' to read like an expert in the subject discipline. The way to read for the subject is not made clear to students.
- pre-reading activities do not adequately prepare students to access the content
- reading is not accurate or fluent and students have difficulty following the main idea of the text
- post-reading activities do not adequately check for student understanding of the text
- Texts are not clearly linked to the learning of the unit and the curriculum. Reading is used as a 'filler' activity.

A reading check-list for observers

1. Is the reading text a rich and valuable resource?
2. Are reading routines well established to suggest reading is part of the regular experience of students in the subject?
3. Is disciplinary reading evident throughout the curriculum resources?
4. Do the pre-reading activities support every learner to access the content?
5. Do the post-reading activities effectively assess student understanding of the content?



Key Principles: Homework

Key Principles for Homework

Make homework efficient re workload	<ul style="list-style-type: none">● Avoid setting homework that generates lots of marking - see below for alternatives
Use homework to learn	<ul style="list-style-type: none">● Use homework time to commit content to memory● Include an accountability task to ensure that it's complete (e.g. make revision cards, make (modelled) notes)● Follow up with a low-stakes test to check learning and retention
Use homework for practice	<ul style="list-style-type: none">● Use homework time to apply the learning from class● However, avoid generating lots of marking from homework where possible
Use homework for pre-reading or preparation	<ul style="list-style-type: none">● Provide or specify the resource / article / website you want students to read● Include an accountability task to ensure that it's completed (e.g. make revision cards, make (modelled) notes)
Avoid 'find out about' homeworks	<ul style="list-style-type: none">● Outcomes from 'research' homeworks are often very erratic, particularly for vulnerable students● Instead, specify the knowledge that it's most helpful for students to retain about a topic; give them a resource and a strategy to learn it
Avoid time-consuming gimmicks	<ul style="list-style-type: none">● Avoid setting elaborate and time-consuming 'fun' tasks, such as making models. Instead, set these tasks as optional competitions.● Low-value 'filler' tasks such as needlessly making posters or leaflets, should be avoided



What are some typical features of effective homework?

- homework achieves a high completion rate, because tasks are appropriate, achievable and clear
- homework is high value - students are clearly learning or applying rich content
- homework links very closely with lesson content
- assessment of homework is manageable and consistent with reasonable workload

How might we recognise ineffective homework?

- homework which relies on elaborate presentation / colouring in at the expense of subject content
- Homework which is inaccessible to weaker students
- homework is loosely structured, so that students with support at home are unduly advantaged
- homework produces an unsustainable or unmanageable marking load for the teacher
- homework is low value and set for the sake of it

A homework check-list for observers

1. Are activities clear and accessible to all students?
2. Does the homework involve learning, practising or applying taught content?
3. Is completion of the task necessary or important for student learning of the curriculum?
4. Are the routines of homework setting well established?



Key Principles: Low-Stakes Testing

Low-stakes testing (or quizzing) has the potential to bring many benefits. It requires students to engage in powerful retrieval practice, which helps them to retain information over time. It provides a focus for revision and low-workload homeworks. It functions as highly effective and efficient formative assessment, making it easy to see what students have / haven't understood, and provide instant correction or re-teaching. In order to capitalise on the range of potential benefits, it is necessary to take a highly-intentional approach to devising and running low stakes tests.

Key Principles for Low-Stakes Testing

Establish a clear routine for running tests	<ul style="list-style-type: none">● Use the same basic presentation for each test, so that students need minimal instruction in how to complete it● Train students in what to expect, by using the same process each time● Use Silent Starter time for low stakes testing
Specify what students need to do to prepare	<ul style="list-style-type: none">● Make sure that students are clear on when tests will take place● Instruct students on how to prepare - eg by making revision cards - although unprepared 'spot' tests can work well if you are confident that the success rate will be high
Run tests briskly and efficiently	<ul style="list-style-type: none">● Specify the time allowed and stick to it - 5 to 7 minutes is ideal for 10 short answer questions● Avoid talking / giving extra instructions whilst students are completing the test● Go through the answers briskly, only stopping to pause and re-teach on one or two items per tests● A 10 question test should usually take no more than 15 minutes to take, mark and review, giving time to teach a lesson alongside them
Aim for a high success rate	<ul style="list-style-type: none">● Begin tests with straightforward items, so that all students can answer correctly● Aim for a high success rate overall average● Put harder questions towards the end of the test, and make sure students know this
Be vigilant to the performance of SEND / vulnerable / lower attaining students	<ul style="list-style-type: none">● Have high expectations for the performance of all students● However, consider making adjustments for individuals if you feel it likely that they will achieve a low score - e.g. if they have missed lessons● For example - restrict the number of questions they answer, give access to knowledge resources, or provide easier questions
Only collect in data if you need to	<ul style="list-style-type: none">● Ask students to record their scores rather than you collecting them in● Have a place (e.g. back of book) to do this● Don't routinely collect in or look at test papers unless it is specifically helpful to do so



What are some typical features of effective testing?

- students will be in a clear routine, so that administering the test is quick, straightforward and wastes no time
- there will be a focused but relaxed atmosphere - the learning purpose will be understood, and students will see them as 'no big deal'
- a high success rate will be achieved

How might we recognise ineffective testing?

- students will chat or not fully concentrate on completing the test fully
- tests may be completed in groups or pairs, so that individual accountability is low
- short tests will take a long time, and eat into the main teaching time in the lesson
- a low average success rate will be achieved, due to poorly pitched questions, a lack of effective initial teaching, or the absence of a robust revision activity

A testing check-list for observers

1. Is the test run briskly and efficiently?
2. Do the students go through their answers and correct those they got wrong?
3. Is the test low-stakes, but taken seriously?



Key Principles: Assessment

Assessment is used to inform teaching and learning and identify gaps in knowledge. Evidence gathered from assessment should be communicated clearly to students so that they know what next steps to take to be successful in their learning. As a guiding principle, assessment should always seek to highlight what students know. As a result, students should be prepared for assessment tasks so that they can build on prior learning and be successful. As well as assessment through low-stakes testing, questioning and independent class tasks, more formal assessments are also carried out throughout the year.

Formal assessment windows take place in KS3, 4 and 5. In KS3, there are three assessment points per year (AP1, AP2, AP3) and these take place in Term 1, Term 3 and Term 5. In Key Stage 4, both Year 10 and Year 11 have two sets of Pre-Public Examinations each year (PPE 1, PPE 2). KS5 students also have two sets of PPE exams. In Y12, PPE 2 is used for UCAS predictions. Teachers will use this data to make predictions about A level and vocational exam results for UCAS and Apprenticeship applications.

Key Principles for Assessment

Have a shared and consistent approach to assessment design	<ul style="list-style-type: none">• Formal assessments in KS3 should include a section of short answer, multiple choice, knowledge based questions followed by a section requiring students to apply their knowledge and give more extended answers• Multiple choice questions should include the right answer, a misconception, a distractor or close answer, a wrong answer.
Have a shared and consistent approach to assessment preparation	<ul style="list-style-type: none">• Make sure that students are clear on when tests will take place. Over communicate messages about assessment preparation and content• Instruct students on how to prepare - e.g. by making revision cards, learning key words etc.• Use basic to brilliant to model success criteria for a similar but different assessment task.
Create markschemes	<ul style="list-style-type: none">• Prepare and distribute markschemes in advance• Have exemplar responses to specify what success looks like
Aim for a high success rate	<ul style="list-style-type: none">• An unprepared 'spot' tests can work well, if you are confident that the success rate will be high• Specify the time allowed and stick to it - 5 to 7 minutes is ideal for 10 short answer questions• Avoid talking / giving extra instructions whilst students are completing the test• Supporting resources can be used during the assessment, but these should be limited to writing prompts or frames and be limited in detail. A departmental approach to reducing support throughout AP1-AP3, or from Y7 to Y9 should also be agreed in advance
Be vigilant to the performance of SEND / vulnerable / lower attaining students	<ul style="list-style-type: none">• Use supporting resources with students who have barriers to learning• Prepare students well for a high success rate overall• Give precise information about next steps and targeted improvement



Have a shared and consistent approach to assessment feedback	<ul style="list-style-type: none">● Use the question paper to collate misconceptions, excellent responses and pitfalls. Address these points when giving feedback to students● Ensure feedback is timely● Re-test key items through silent starters or silent solo tasks to check for progress in learning
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What are some typical features of effective assessment?

- students will be in a clear routine, so that administering the assessment is quick, straightforward and wastes no time
- there will be a focused but relaxed atmosphere - students feel confident and understand how to be successful in the assessment
- a high success rate will be achieved

How might we recognise ineffective assessment?

- students will chat or not fully concentrate on completing the assessment fully
- Students do not know what is expected of them in the assessment
- Students are dependent on too much support and require too many additional resources
- a low average success rate will be achieved, due to poorly pitched questions, a lack of effective initial teaching, or the absence of a robust revision activity

An assessment check-list for observers:

1. Are a variety of assessment tools used to support students be successful?
2. Is assessment run briskly and efficiently?
3. Are students confidently and independently completing the assessment, working with focus and purpose?
4. Is feedback timely, meaningful and does it move the learning forward? Do students know what they need to do to improve?
5. Are students making good progress? Is there a high success rate in the class?



Addendum in response to COVID 19: Remote Teaching

At Greyfriars Catholic School, we know how students learn and what works in lessons. We know pupils can learn effectively through remote teaching. Ensuring the elements of effective teaching as outlined in this policy are present – clear intent, explanations, scaffolding and feedback – is more important than how or when they are provided. The evidence shows there is no clear difference between teaching in synchronous teaching (live) and asynchronous (recorded) teaching. What matters most is whether the explanation builds clearly on pupils' prior learning, the activities to allow them to think deeply and how pupils' understanding is subsequently assessed.

We know that the following types of curriculum content are best suited to remote learning, and so we prioritise these in the work that we set:

- Revision of key knowledge and skills, to interrupt the forgetting curve, develop fluency and automaticity
- Introduction of new content in small steps, avoiding content that is a prerequisite for what will come later in the course, so as not to disadvantage those who are not able to complete all of their online learning

This addendum is a guide to best remote teaching practice. It aims to address some of the technical aspects of asynchronous and synchronous teaching.

Asynchronous Teaching

Set effective remote work

- 1) Ensure documents and attachments are named clearly – 01 Lesson Geo Polar Deserts – and work for each lesson should aim to be collated into a single step-by-step document, where possible, with highlighted steps and embedded videos
- 2) Factor in all time when setting work - e.g. for self-assessment - and be realistic about how long it will take to read the instructions, opening documents, submitting work etc.
- 3) Add an extension if possible - *Now you could also read, watch, listen, create, write...*
- 4) Ensure that Tier two vocabulary is defined in a glossary or through examples
- 5) Where there are large amounts of reading, recording of reading should be included
- 6) Use quizlet to make revision cards as access to card can be limited; the algorithm in quizlet is better than revision cards (mention and allow time for login)

Assessment

- 7) Celebrate and share great/model work via 'mystery students'. Faculties should aim to provide a showcase of excellent work with parents – support is available for this
- 8) Seek out opportunities for peer or home assessment. *'Now ask a family member or a friend from school to comment on this work'*. For example - Having a note at the bottom with www and ebi - *Alana (from my tutor group) /my mum/ my dad said that I had imitated Picasso in the shapes, but my use of colour could be brighter more like Picasso*. The social element of learning is not discounted and the discussion around learning is recognised and aims to keep students connected to the school and their learning
- 9) Include success criteria and differentiated models in order that students can self and peer-assess with sufficient knowledge and thought



Making videos

There is a training video on Making Good Videos available. Staff are advised to ask for support if unsure in any way.

- 10) Videos should include pause points and lagging accountability for consolidation, assessment and to encourage deep thought
- 11) Large amounts of texts on slides should be avoided unless it includes pause point or direct instruction from teacher
- 12) Consider when it is appropriate to have the teacher's face in the video. A good model is full-screen for introduction, then place yourself in as needed. Students find the faces helpful in establishing a social connection but also can be distracted by a face and not look at the slide. Where they need to engage with the slide you could - say explicitly '*look at the words now as I read this to you*' or say '*pause this video now and read this slide*'

Synchronous Teaching

The same principles and vision for teaching applies to synchronous lessons – lessons delivered live. Synchronous teaching aims to support the social element of the classroom but also in the knowledge that students often find accessing remote lessons socially difficult, especially having a video or speaking as a group.

- 13) Synchronous teaching should replicate the classroom experience – this may include registering students, teaching live (video or audio), supervising study, being available for chat contact, answering questions as students complete tasks
- 14) Utilise the chat function as this allows engagement without the social pressure – multiple choice, true or false questions facilitate participation whilst mitigating social awkwardness

Responsibilities

The Senior Leadership team are responsible for overseeing the successful implementation, continual refinement, monitoring and evaluation of the school's approaches to curriculum, assessment and teaching, according to the principles and practices outlined above.

Faculty Leadership are responsible for ensuring that approaches to curriculum and assessment are clearly defined, resourced and adhered to within the faculty, as stated in the appendix guidance document 'Implementing the CAT policy at Faculty Level'. This incorporates the generation and upkeep of clear Schemes of Work and a clear faculty assessment policy. Furthermore, Faculty Leadership are responsible to ensure that teachers are made clear as to the expectations and procedures required, and supported to develop the deep knowledge required for successful curriculum delivery.

Teachers are responsible for reading, understanding and implementing the taught curriculum, and approaches to assessment specified in the Faculty Assessment Policy. Teachers are also responsible for learning the content of the curriculum in depth and detail, so that they are able to deliver content with authority, fluency and flexibility.



Appendix

Implementing the CAT Policy at Faculty Level

Planning, documentation and organisation of curriculum and assessment

In order to enact the terms of the CAT policy, the following documentation should be centrally provided to teachers centrally in faculties, and updated regularly to ensure that information is current:

1. A course outline / overview of the year for each year group
2. An Assessment Calendar which shows (for each year group) when standardised formative and summative assessments should take place
3. An updated Assessment policy, which details the approaches to assessment expected for each Key Stage. This policy should be specific in terms of what and how to assess and provide feedback.
4. Mid-Term plans / Schemes of Work for individual topics and units, which give a clear sense of what content is to be covered and when it is to be covered by
5. Standardised high quality resources for students, including:
 - o Specified banks of relevant and powerful knowledge (likely to be through a textbook, internally produced student booklets, knowledge organisers)
 - o Specified banks of rich and high quality academic language (likely to be through standardised banks of words / phrases / connectives) which students are taught in order to apply knowledge, eg through writing evaluation, description, explanation etc
 - o Standardised model answers at various different levels, along with guidance as to how to use them in class
 - o Standardised formative assessments (likely to be low stakes knowledge quizzes, mid-term tests / quizzes / interim assessments)
 - o Standardised summative assessments (likely to be longer assessments, such as essays, end of unit tests, mock exam papers)

Further standardisation of high quality resourcing is encouraged, such as:

- Standardised whole-cohort homework tasks, particularly for key periods and content; Google Classroom is an ideal tool for this
- Electronic resources as appropriate (elearning videos, access to websites), along with clear instructions for how they should be used



CAT Policy on a Page

At Greyfriars, we know that teaching makes the biggest difference to the personal, academic and emotional success of our young people. We know our teachers love their subjects and are committed to teaching with conviction and individual flair. Alongside this, our CAT policy provides our agreed framework for consistent high-quality teaching:

<p>Know the curriculum deeply</p>	<ul style="list-style-type: none"> • Have deep and fluent knowledge of the content including relevant language • Use agreed mid and long-term plans • Teach a full range of rich academic language related to their subject • Understand typical ways students think about their subject, concepts, processes and ideas, anticipating common misconceptions and plan teaching to account for these
<p>Plan well-constructed lessons, with clear explanations, and deliver lessons with conviction</p>	<ul style="list-style-type: none"> • Plan lessons with a clear focus using the Top 10 Teaching Techniques • Use well-planned direct instruction and explanation – avoid assuming knowledge • Ensure student activities are challenging, high-value and purposeful • Provide regular opportunities for extended, independent practice - Silent Solo • Provide opportunities for reading so that it becomes part of students' everyday experience • Avoid low-value, or inefficient 'filler' tasks • Provide a Basic to Brilliant model under the concept of low-access/high challenge • Cater for high attaining students • Cater for SEND students and know student strategies from SEND profiles
<p>Ensure effective assessment and feedback</p>	<ul style="list-style-type: none"> • Fully understand and implement Faculty Assessment Policies • Use high-quality questioning that promotes deep thinking and effectively checks for understanding • Use tools and techniques to ensure a high ratio of student participation such as Think, Turn and Talk, mini-whiteboards, Cold Call etc. • Use formative assessments to make decisions about post-assessment teaching • Make regular use of short, low-stakes quizzes
<p>Create an effective working environment</p>	<ul style="list-style-type: none"> • Insist upon school rules and routines in relation to student behaviour • Insist upon high standards of effort and presentation • Hold students to account for completing work • Contribute to the upkeep of well-ordered and well-organised classrooms
<p>Provide students with the resources for deep thought and learning at home</p>	<ul style="list-style-type: none"> • Use homework so that students learn, memorise, revise or practice • Give activities which help them to do this, e.g. revision cards, quizlet, reading • Follow homeworks with quizzes or assessments in class • Avoid open-ended research homework, such as 'find out about' or 'find five facts' • Avoid inefficient tasks – posters, model-making, board games

