Teaching and Learning Handbook

September 2025

Contents

'When we set high expectations of children, we show that we believe in them.'

Kim Bearden

Welcome to The John of Gaunt School and EQUA Mead Learning Trust

Every child, irrespective of their starting point, can achieve academic and behavioural excellence through exceptional schooling. We take pride in supporting all children and young people to achieve these goals. At the heart of exceptional schooling is excellent teaching and learning. For The EQUA Mead Learning Trust, teaching and learning sits alongside keeping our children and young people safe as our number one priority.

We take pride in ensuring our teaching and learning practices are research-informed in order to maximise outcomes and opportunities. Most of our children and young people will only get one shot at their education: we must make it count. We ensure teaching and learning remains our 'main thing'.

'Keep the main thing, the main thing.'

Stephen Covey

This booklet is designed to act as a guide for all colleagues – existing, potential and visiting. The aim is to share our expectations for teaching and learning alongside the continuous professional and learning development (CPLD) opportunities that are on offer, to support our classroom-based colleagues to achieve excellence in their teaching.

Our approach to teaching and learning is underpinned by the 6 EQUA Mead Essentials of Teaching and Learning: Behaviour and Engagement, Explicit Instruction, Adaptive Teaching, Modelling, Independent Application and Assessment & Feedback. These Essentials are the key elements in ensuring excellent teaching and learning occurs within our schools. It is not a question of whether we already use them, but a question of *how effectively* we use them within our classrooms. We must also never forget that our Essentials are based on a foundation of high behavioural expectations. Strong behavioural norms and routines will ensure we have the foundations upon which to build excellent pedagogy.
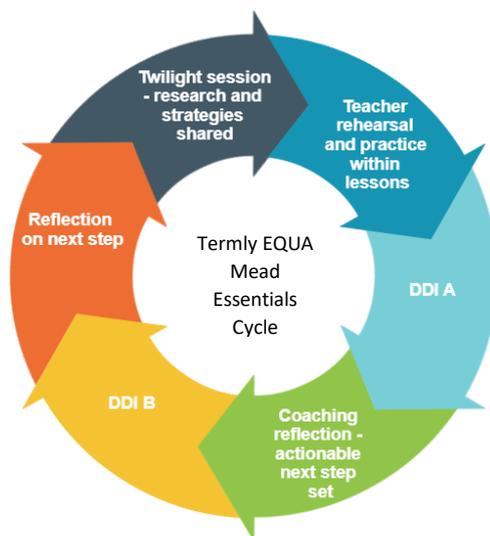
We believe that no teacher is ever the finished article: there is always room to develop ourselves. To give our best to our children and young people, we must invest in ourselves first. We take responsibility to develop our practice, through our cycle of CPLD, which is linked to the EQUA Mead Essentials. All teachers will access specialist input at calendared training sessions, followed by the opportunity to put their learning into practice and be coached to refine it, termly. This process is further supported by a fortnightly teaching and learning bulletin, offering tips, sharing best practice and further research to dive into.

Supporting children and young people with SEND

The EQUA Mead Essentials and our approach to teaching and learning is ideally suited to supporting children and young people with additional learning needs. Ensuring that information is presented in small steps, that explanations are clear, that work is scaffolded appropriately, that we have high expectations of pupils regardless of prior attainment, that classrooms have clear behavioural routines, and that work is modelled expertly means we are providing excellent environments for all to learn.

Underpinning our provision for children and young people with SEND is high quality teaching. Overall, although additional adult support may be present, the teacher is still ultimately responsible for the learners in their classroom and should work closely with those colleagues to ensure the provision is of the highest possible standard.

The EQUA Mead Essentials

	Essentials		Tools and Techniques
Behaviour and Engagement	1. School behaviour and reward system is correctly and consistently applied	1	School behaviour and reward systems and platforms (e.g., ClassCharts / EPraise / names on board)
	2. Corridor/playground to classroom routines are in place	2	School routines for corridor/playground to classroom (e.g., Meet, Greet, Stand, Seat / Wonderful Walking / Do Now task
	3. Classroom routines and expectations are made explicit, including habits of attention	3	What to do – TLAC 52 Signal, pause, insist – Walkthrus Silence/Discussion sign Habits of Attention – TLAC 48
	4. School values are referred to and demonstrated	4	School values
	5. Positive behaviours are highlighted and narrated	5	Narrate the positive – TLAC54 Positive Framing – Walkthrus
	6. Unwanted behaviours are corrected when necessary	6	Be seen looking – TLAC 53 Correct when necessary - TLAC 55 Redirect, correct or challenge – Walkthrus
	7. Children and young peoples' (CYP) communication is respectful and age-appropriate	7	Oracy frameworks / age-appropriate expectations
Explicit Instruction	1. A clear learning aim and related success criteria make the purpose of lessons explicit and challenging for all	1	Double Plan – TLAC 5 Coherent mapping and Pitch it Up - Walkthrus 'By the end of this lesson you will…'- / Big Question
	2. Lessons include retrieval practice to allow CYPs to review prior learning	2	Retrieval Practice – TLAC 7 / Walkthrus 'Sticky knowledge' quizzes / Quadrant quizzes
	3. Links to prior and future learning within the curriculum are made explicit	3	Knowledge organisers – TLAC 5 Connect and explain – CUSP Sequence concepts in small steps – Walkthrus / EEF 5 a day
	4. Explanations and definitions are clear and succinct	4	Dual coding - Walkthrus / EEF 5 a day Clear and succinct language – EEF 5 a day
	5. Key vocabulary and definitions are explicitly taught and CYPs are given opportunities to rehearse these	5	Deliberate vocabulary development – Walkthrus Tiered vocabulary - CUSP Warming up the words / phrases techniques – Talk4Writing Oracy frameworks / age appropriate expectations

Adaptive Teaching	1. School SEND strategy is correctly and consistently applied	1	School SEND strategy – including reasonable adjustments
	2. Teachers plan *how* to teach the content, not just what to teach (including planning for misconceptions and chunking of concepts)	2	Plan for Error – TLAC 2 Sequence concepts in small steps – Walkthrus / EEF 5 a day Dual coding – Walkthrus / EEF 5 day
	3. All CYPs are given regular opportunities to participate and think hard throughout the lesson	3	Means of Participation – TLAC 36 Turn and Talk – TLAC 43 Think, pair, Share – Walkthrus Discussion structures (Dialogic, Harkness, Fishbowl etc.,) Wait Time & Cold Call – TLAC 33/34 Call and Response – TLAC 35 Pitch it Up – Walkthrus
	4. Checking for understanding leads to in-the-moment adaptations where errors or misconceptions occur	4	Active Observation- TLAC 9 Show Call (study mistakes and model upgrades)– TLAC 13 Check for understanding - Walkthrus Show-me boards Probing questions – Walkthrus Visualiser – EEF 5 a day
	5. Grouping of CYPs is planned and flexible	5	Flexible grouping – EEF 5 a day Collaborative learning – Walkthrus
	6. Scaffolding supports CYPs to make progress towards independent application	6	Scaffolding – Walkthrus / EEF 5 a day Worked examples and backward fading – Walkthrus
Modelling	1. Models of excellent practice and success criteria are used to stretch and challenge students	1	Pitch it Up – Walkthrus Visualiser – EEF 5 a day
	2. Models are deconstructed to develop CYPs understanding of what success looks like	2	Show Call – TLAC 13 Own and Track – TLAC 14 Co-construction of toolkits – Talk4Writing Visualiser – EEF 5 a day
	3. Teachers narrate the thinking while 'live' modelling	3	Metacognitive talk: Narrate the Thinking – Walkthrus / EEF 5 a day Live Modelling – Walkthrus
	4. *I do, We do, You do* strategies are used to scaffold the process from teacher modelling to independent application	4	*I do, We do, You do* Worked examples and backward fading – Walkthrus Example and Attempt – CUSP
	5. CYPs emulate models in their work	5	Magpie'd phrases – Talk4Writing
	6. Expectations for verbal responses and discussion tasks are modelled and made explicit	6	Stretch it / Format Matters – TLAC 17 and 18 Say it again, better – Walkthrus Discussion structures (Dialogic, Harkness, Fishbowl etc.,) Oracy frameworks: sentence stems

Independent Application			
	1. Students have the chance to apply new knowledge and skills independently	1	Protect lesson time for independent learning Silent Solo – TLAC 39
	2. Learning is chunked so students can attempt independent application in stages	2	Sequence concepts in small steps – Walkthrus / EEF 5 a day Example and Attempt – CUSP
	3. Opportunities to increase stamina with independent practice (particularly writing) are built into sequences of lessons	3	Silent Solo – TLAC 39 Do it Again – TLAC 51
	4. Teachers create opportunities to activate hard thinking and metacognition through discussion	4	Stretch it – TLAC 17 Format Matters – TLAC 18 Discussion structures (Dialogic, Harkness, Fishbowl etc.,)
	5. Student books show consistently high-quality work and presentation	5	School Presentation Essentials
	6. Teachers maximise time when CYPs are working independently to support progress	6	Live marking / real-time feedback Active Observation / Affirmative Checking – TLAC 9 / 11 Every Minute Matters – TLAC 31
Assessment and Feedback			
	1. School assessment and feedback policy is correctly and consistently applied	1	School assessment and feedback policy
	2. Teachers check for understanding throughout lessons	2	Wait Time & Cold Call – TLAC 33/34 Show me boards – TLAC 10 / Walkthrus Affirmative checking – TLAC 11 Active Observation – TLAC 9 Call and Response – TLAC 35
	3. A range of questioning strategies are used to challenge and deepen understanding	3	Probing questions – Walkthrus Process questions – Walkthrus Say it again, better – Walkthrus Stretch it – TLAC 17 Format Matters – TLAC 18 CUSP: challenge
	4. Teachers recognise common errors and respond by modelling corrections and upgrades in real time	4	Show Call – TLAC 13 Visualiser – EEF 5 a day
	5. Students understand why wrong is wrong and what they need to do to get it right	5	Right is Right – TLAC 16 Own and Track – TLAC 14 Break it down – TLAC 37
	6. Feedback (verbal and written) is specific and targeted to how the student can make progress	6	Live marking / real-time feedback SMART targets Break it Down – TLAC 37 'Next steps' / 'Even better if…'

Essential 1: Behaviour and Engagement

Essentials	Tools and Techniques	
1. School behaviour and reward system is correctly and consistently applied	1	School behaviour and reward systems and platforms (e.g., ClassCharts / EPraise / names on board)
2. Corridor/playground to classroom routines are in place	2	School routines for corridor/playground to classroom (e.g., Meet, Greet, Stand, Seat / Wonderful Walking / Do Now tasks
3. Classroom routines and expectations are made explicit, including habits of attention	3	What to do – TLAC 52 Signal, pause, insist – Walkthrus Silence/Discussion sign Habits of Attention – TLAC 4
4. School values are referred to and demonstrated	4	School values
5. Positive behaviours are highlighted and narrated	5	Narrate the positive – TLAC54 Positive Framing – Walkthrus
6. Unwanted behaviours are corrected when necessary	6	Be seen looking – TLAC 53 Correct when necessary - TLAC 55 Redirect, correct or challenge – Walkthrus
7. Children and young peoples' (CYP) communication is respectful and age-appropriate	7	Oracy frameworks / age-appropriate expectations

'**We establish what we establish**. If we establish that we expect high standards and reinforce them with tight routines in lessons, that is what we get. Conversely, if we establish that we'll let things go, accept half-finished work and allow lessons to drift without addressing the behaviour issues, then that is what we get.' - Tom Sherrington

THE 'WHAT TO DO' CYCLE

WHAT TO DO DIRECTIONS: GIVE CLEAR CONCRETE OBSERVABLE DIRECTIONS FOR THE TASK YOU WANT STUDENTS TO DO.

BE SEEN LOOKING: LOOK DELIBERATELY FOR FOLLOW THROUGH AFTER YOU DIRECTION. MAKE SURE THAT STUDENTS SEE YOU LOOKING SO THEY KNOW IT MATTERS TO YOU AND THEY KNOW YOU'LL NOTICE WHETHER THEY DO IT.

NARRATE THE POSITIVE: ACKNOWLEDGE (BUT DON'T PRAISE) STUDENTS AS THEY BEGIN TO DO IT: "THANKS, CHRIS, FOR GETTING STARTED RIGHT AWAY. THANKS JASMINE."

CORRECT WHEN NECESSARY: USE THE LEAST INVASIVE FORM OF CORRECTION SUCH AS POSITIVE GROUP CORRECTION (MAKE SURE YOUR PENCIL IS MOVING) OR ANONYMOUS INDIVIDUAL CORRECTION (STILL NEED TWO SEE TWO STUDENTS WRITING).

Why does this work?

✓ When pupils and staff have a shared understanding of the expectations for these common behaviours, and both staff and pupils are established in these routines, overall consistency is easier to achieve.

✓ The best teachers use this cycle with consistency throughout their lessons to build a warm, supportive culture of follow-through. See key components to the left.
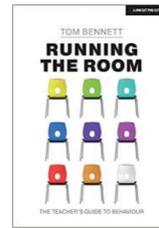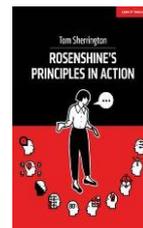
Research

Read the articles linked below into effective behaviour management strategies which facilitate strong relationships and routines to foster accountability in classrooms:

Teach Like a Champion - Secrets of Positive Classroom Culture

EEF - Improving Behaviour In Schools

Tom Sherrington - Everyday Routines

Further Reading

Essential 2: Explicit Instruction

Essentials	Tools and Techniques	
1. A clear learning aim and related success criteria make the purpose of lessons explicit and challenging for all 2. Lessons include retrieval practice to allow CYPs to review prior learning 3. Links to prior and future learning within the curriculum are made explicit 4. Explanations and definitions are clear and succinct 5. Key vocabulary and definitions are explicitly taught and CYPs are given opportunities to rehearse these	1	Double Plan – TLAC 5 Coherent mapping and Pitch it Up - Walkthrus 'By the end of this lesson you will…'- / Big Question
	2	Retrieval Practice – TLAC 7 / Walkthrus 'Sticky knowledge' quizzes / Quadrant quizzes
	3	Knowledge organisers – TLAC 5 Connect and explain – CUSP Sequence concepts in small steps – Walkthrus / EEF 5 a day
	4	Dual coding - Walkthrus / EEF 5 a day Clear and succinct language – EEF 5 a day
	5	Deliberate vocabulary development – Walkthrus Tiered vocabulary - CUSP Warming up the words / phrases techniques – Talk4Writing Oracy frameworks / age appropriate expectations

Good teaching for pupils with SEND is good teaching for all. There are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates. Explicit Instruction is the first of these – The Education Endowment Foundation

Why does this work?

*EEF's Special Education Needs in Mainstream Schools guidance report*

✓ Poor readers may require 12-25 reps to "learn" a word, while better readers may get away with only 8-12 (Lemoine, Levy, & Hutchison, 1993). It is essential that we explicitly teach new vocabulary with succinct definitions, links these words to previously learned concepts to build schema and give students repeated opportunities to use, rehearse and retrieve these words.

✓ The evidence shows that using Explicit Instruction strategies reduces cognitive overload and allows learners to focus on the learning. They benefit all learners, but particularly support those with SEND.

Research

Read these articles about Explicit Instruction strategies which will help our CYPs learn and remember more:

EEF - What Exactly Is Explicit Instruction

EEF - Refining Retrieval Practice
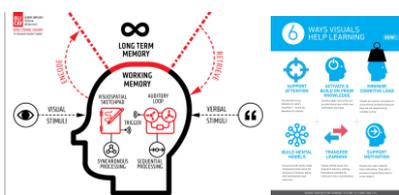
Further Reading

EEF - Vocabulary

Alex Quigley - 3 Pillars of Vocabulary Teaching

The Chartered College - Explicit Vocabulary Teaching

Essential 3: Adaptive Teaching

Essentials	Tools and Techniques	
1. School SEND strategy is correctly and consistently applied 2. Teachers plan *how* to teach the content, not just what to teach (including planning for misconceptions and chunking of concepts) 3. All CYPs are given regular opportunities to participate and think hard throughout the lesson 4. Checking for understanding leads to in-the-moment adaptations where errors or misconceptions occur 5. Grouping of CYPs is planned and flexible 6. Scaffolding supports CYPs to make progress towards independent application	1	School SEND strategy – including reasonable adjustments
	2	Plan for Error – TLAC 2 Sequence concepts in small steps – Walkthrus / EEF 5 a day Dual coding – Walkthrus / EEF 5 day
	3	Means of Participation – TLAC 36 Turn and Talk – TLAC 43 Think, pair, Share – Walkthrus Discussion structures (Dialogic, Harkness, Fishbowl etc.,) Wait Time & Cold Call – TLAC 33/34 Call and Response – TLAC 35 Pitch it Up – Walkthrus
	4	Active Observation- TLAC 9 Show Call (study mistakes and model upgrades)– TLAC 13 Check for understanding - Walkthrus Show-me boards Probing questions – Walkthrus Visualiser – EEF 5 a day
	5	Flexible grouping – EEF 5 a day Collaborative learning – Walkthrus
	6	Scaffolding – Walkthrus / EEF 5 a day Worked examples and backward fading – Walkthrus

> 'By lowering the level of questions and by accepting answers from a few, the teacher can keep the lesson going but is **out of touch with the understanding of most of the class'** – Paul Black and Dylan Wiliam

1. Anticipate Barriers
2. Address Barriers through planning
3. Adapt your lesson 'in-the-moment', not necessarily the *resource*.
4. Assess (in-the-moment-formative assessment)

Why does this work?

✓ Adaptive teaching recognises that there is no point moving on if the learners in front of you haven't grasped what they need to know.
✓ Anticipating barriers and misconceptions in the planning stage allows you to ensure instruction is explicit, chunked and modelled well so that fewer in-lesson adaptations will need to be made.
✓ Where checking for understanding reveals there are still gaps, adaptations within the lesson (re-teach, chunk, model, flexibly group, scaffold, provide questions, allow discussion) mean learning will be secure before you move on.

Research

Read the articles at the links below to develop your understanding of what 'Adaptive Teaching' means and how these processes, principles and strategies can support CYPS with SEND, and their classmates, to make progress with their learning.

EEF - From Differentiation to Adaptive Teaching
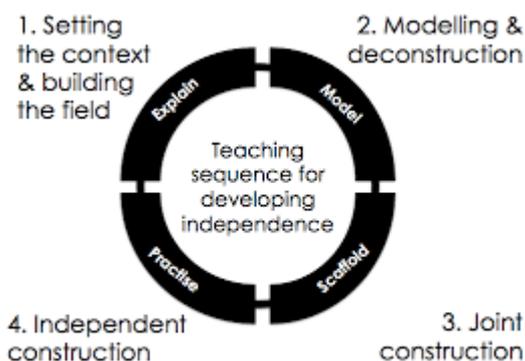
EEF - 5 A Day for Pupils with SEND

Further Reading

Teach Like a Champion - The Power of Active Observation

EEF - Flexible Grouping

Essential 4: Modelling

Essentials	Tools and Techniques	
1. Models of excellent practice and success criteria are used to stretch and challenge students	1	Pitch it Up – Walkthrus Visualiser – EEF 5 a day
2. Models are deconstructed to develop CYPs understanding of what success looks like	2	Show Call – TLAC 13 Own and Track – TLAC 14 Co-construction of toolkits – Talk4Writing Visualiser – EEF 5 a day
3. Teachers narrate the thinking while 'live' modelling	3	Metacognitive talk: Narrate the Thinking – Walkthrus / EEF 5 a day Live Modelling – Walkthrus
4. *I do, We do, You do* strategies are used to scaffold the process from teacher modelling to independent application	4	*I do, We do, You do* Worked examples and backward fading – Walkthrus Example and Attempt – CUSP
5. CYPs emulate models in their work	5	Magpie'd phrases – Talk4Writing
6. Expectations for verbal responses and discussion tasks are modelled and made explicit	6	Stretch it / Format Matters – TLAC 17 and 18 Say it again, better – Walkthrus Discussion structures (Dialogic, Harkness, Fishbowl etc.,) Oracy frameworks: sentence stems

'Through the eyes of one of the struggling students, watching teacher modelling can be **like a novice dancer watching an expert**: impressive but overwhelming. Put simply, there are too many steps to learn all at once. Break it down into smaller steps and get the children to practise each small step.' – Tom Sherrington

1. Setting the context & building the field
2. Modelling & deconstruction
Teaching sequence for developing independence
4. Independent construction
3. Joint construction

Why does this work?

✓ Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.
✓ Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.
✓ Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

Research

Read these articles which focus on the gradual release of responsibility from teacher to learner. They explore how this 'handover' is most effective if there is a step between teacher modelling and student application – the 'we do' or joint construction phase.

EEF - 7 Steps to Independence Planning Tool (Gradual Release of Responsibility)

Tom Sherrington - Modelling (I Do, We Do, You Do)

Further Reading

# Essential 5: Independent Application

Essentials	Tools and Techniques	
1. Students have the chance to apply new knowledge and skills independently	1	Protect extended periods of lesson time for independent learning Silent Solo – TLAC 39
2. Learning is chunked so students can attempt independent application in stages	2	Sequence concepts in small steps – Walkthrus / EEF 5 a day Example and Attempt – CUSP
3. Opportunities to increase stamina with independent practice (particularly writing) are built into sequences of lessons	3	Silent Solo – TLAC 39 Do it Again – TLAC 51
4. Teachers create opportunities to activate hard thinking and metacognition through discussion	4	Stretch it – TLAC 17 Format Matters – TLAC 18 Discussion structures (Dialogic, Harkness, Fishbowl etc.,)
5. Student books show consistently high-quality work and presentation	5	School Presentation Essentials
6. Teachers maximise time when CYPs are working independently to support progress	6	Live marking / real-time feedback Active Observation / Affirmative Checking – TLAC 9 / 11 Every Minute Matters – TLAC 31

'Great teachers ensure that students **practise** until learning is **fluent**, **automatic** and **secure**' –

Professor Rob Coe

Why does this work?
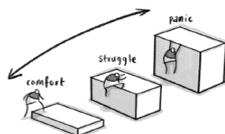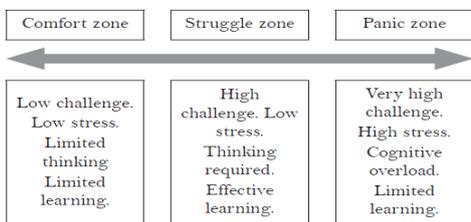
✓ Vygotsky's Zone of Proximal Development (ZPD) refers to the gap between what a learner can do independently and what they cannot. In this zone, they can achieve with guidance from a more knowledgeable individual (teacher or peer). The ZPD bridges the gap between current and potential ability. What a learner does with help today, they will be able to do independently tomorrow.

✓ A student being given tasks to complete within their 'comfort zone' – things they can already do independently – makes no progress. Conversely, if the task is too far from what they can already achieve, it causes cognitive overload and stress which inhibits learning.

✓ Independent application tasks therefore need to be carefully planned and structured to ensure the guidance is in place to allow learners to make an effective attempt. This could be prompts on the board, a model still visible, teacher circulation, or discussion before writing.

Research

Read these articles about activating hard thinking and giving learners many opportunities to practise, which leads to fluency and automaticity, as well as helping learners remember more:
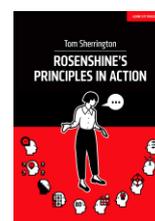
The Great Teaching Toolkit - Activating Hard Thinking
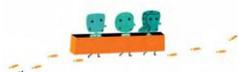
Chartered College: Applying Rosenshine to Primary

Further Reading

Discussion Strategies to Activate Thinking

Silent Solo - Planning the Routine

Essential 6: Assessment and Feedback

Essentials	Tools and Techniques	
1. School assessment and feedback policy is correctly and consistently applied	1	School assessment and feedback policy
2. Teachers check for understanding throughout lessons	2	Wait Time & Cold Call – TLAC 33/34 Show me boards – TLAC 10 / Walkthrus Affirmative checking – TLAC 11 Active Observation – TLAC 9 Call and Response – TLAC 35
3. A range of questioning strategies are used to challenge and deepen understanding	3	Probing and process questions – Walkthrus Say it again, better – Walkthrus Stretch it – TLAC 17 Format Matters – TLAC 18 CUSP: challenge
4. Teachers recognise common errors and respond by modelling corrections and upgrades in real time	4	Show Call – TLAC 13 Visualiser – EEF 5 a day
5. Students understand why wrong is wrong and what they need to do to get it right	5	Right is Right – TLAC 16 Own and Track – TLAC 14 Break it down – TLAC 37
6. Feedback (verbal and written) is specific and targeted to how the student can make progress	6	Live marking / real-time feedback SMART targets Break it Down – TLAC 37 'Next steps' / 'Even better if…'

> 'The answers of **confident children** is a **bad guide** to what the **rest of the class** is thinking and the only thing that matters with feedback is **what people do with it**.' – Dylan Wiliam


Why does this work?

✓ If a student knows precisely what they are aiming to accomplish, and what they need to do to do so, and if they achieve success by applying effort to these goals, then they build confidence, develop growth mindset and can self-regulate in a way that fuels even more success.

✓ Useful feedback moves the learning forward, helps students to improve, builds their confidence or develops their understanding. If it doesn't do one of these things, then it is worth reflecting on the intent of the feedback.
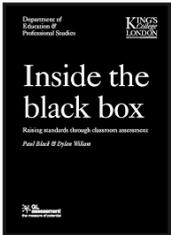
Research

Watch the video linked on the image and read the EEF guidance linked below to develop your understanding of how in-the-moment, formative feedback can drive progress for our CYPs.
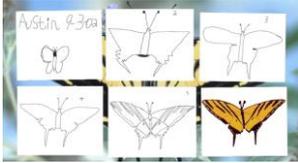
EEF Teaching and Learning Toolkit - Feedback

Further Reading

Research Schools Network - Written Feedback

Tom Sherrington - Effective Feedback as Actions-

The Essentials in Action

1. Corridor/Playground to Classroom Entry Routine
- Teacher meets CYPs and welcomes them into the classroom
- Students follow expectations for entry routine (e.g., Meet, Greet, Stand, Seat) and the teacher checks readiness for learning
- When asked, CYPs begin the review of prior learning activity

2. Review of Prior Learning – Retrieval Practice
- Low-stakes retrieval task to review prior learning (e.g., a quiz, 5 speed-write or skill practice task)
- Teacher ensures interleaving between current and previous subject content
- Teacher reviews by cold call questioning or other quick 'checking for understanding' methods

3. Lesson Aim
- One single aim for all made explicit ('By the end of this lesson, you will be able to ….' / Big Question etc.,)
- At the appropriate point, success criteria is shared with CYPs

Reviewing, assessment, feedback *(How do you know they know?)*

4. Pedagogy

Explicit Instruction	Modelling	Independent Application
• Teacher uses highly effective explanations to teach a key concept or skill • New learning is introduced in small steps, followed by immediate practice • Understanding is secure before moving on • Checking for understanding strategies (MWBs, Cold Call etc.,) are used to engage all learners and to diagnose gaps in understanding and/or misconceptions	• Teacher shows students what excellent looks like in the context of the lesson aim • Top-grade models, worked examples and teacher thinking 'out loud' help clarify specific steps in the learning • Teacher and students utilise success criteria, based on excellent models • Teacher models how to master learning or fill gaps in understanding.	• CYPs apply learning to master or fill gaps in understanding • Independent application follows guided practice • During this phase, teacher uses formative assessment strategies to assess progress against the agreed success criteria • Teacher gives timely feedback which is specific, accurate and clear • Upgrade or improvement activities follow feedback

Adaptive Teaching (left margin)   *Adaptive Teaching* (right margin)

Reviewing, assessment, feedback *(How do you know they know?)*

5. Impact and Review of Learning
- Teacher revisits the lesson aim and success criteria and CYPs have the chance to see how they have made progress against this
- CYPs demonstrate what they have learned in a final task (does not need to be written)

6. Exit Routine
- CYPs given clear reminder of expectations for the end of a lesson
- Teacher checks CYPs are following expectations before ending the lesson and/or dismissing CYPs

Developmental Drop-Ins (DDI) and Coaching

'In times of change, learners will inherit the earth, while knowers will find themselves beautifully equipped to deal with a world that no longer exists.'

Eric Hoffer

A large part of our cycle of continuous professional learning and development happens through Developmental Drop-Ins. These are frequent, scheduled drop-ins from trained colleagues, each followed by a coaching conversation. Each term, there will be a DDI cycle which focuses on the term's EQUA Mead Essential focus. Early in the term, each teacher will have DDI A, then a coaching conversation with an actionable next step identified. These next steps should be immediately actionable, manageable, specific to a research-informed strategy where appropriate, and should be seen being put into practice in the follow-up DDI. DDI B will then take place later in the term, to monitor and track practice against the actionable 'next step'. This is followed by a final coaching conversation to reflect on progress across the term.

Regular DDIs for all members of staff support our philosophy that every teacher can continue make their classroom practice more effective regardless of career stage – we all continuously strive to hone our craft. More experienced teachers use this cycle as a mechanism to try new things without fear of failure. DDIs aide the delivery of consistently high-quality teaching and learning, ensuring the EQUA Mead Essentials are applied effectively and with fidelity, to enable excellent outcomes and a consistent educational experience for our children and young people.
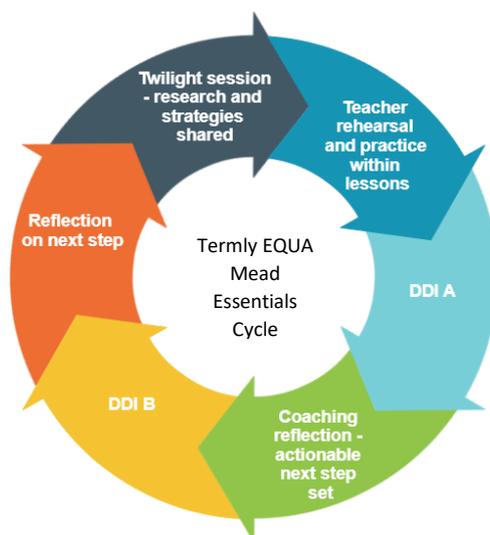
'We are going to relentlessly chase perfection, knowing full well we won't catch it – because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence. We are not remotely interested in just being 'good'.'

Vince Lombardi

A Coaching Conversation Model

1. Contextualise From observational notes made during the DDI, state objectively what was seen.	• *Thank you for having me in your lesson today. I'm going to start by recalling what I saw, so we both have a clear memory.* Example statements: • *I arrived in the lesson at the point you were…* • *You said …… and the students then…* • *One student asked…* • *You asked the question ….., three students put their hand up, you selected the student nearest the door to answer.* • *Students were working on mini-whiteboards – two towards the back of the room didn't start when you instructed them to.*
2. See the success Draw your colleague's attention to what they are doing well. Go beyond the generic: give specific detail from the observation. Follow up with a question.	• *I thought the moment you…….was particularly useful/effective in the context of this lesson.* • *Why did you do that? / What led you to do that?* • *What was the impact of your words/actions there?* • *How do you think this affected the rest of the lesson / students' performance?*
3. Make the 'model' explicit Lead your colleague to consider what it looks, sounds and feels like when a particular aspect of their practice is done well. This could be a good opportunity to look together at a 'model' example of this aspect of teaching. It could be a scripted example, recorded segment of a lesson or you could invite them to recall observing a colleague.	• *We're focusing this term on questioning. What do you think are the keys to really effective questioning?* • *How do we know that our questioning is having a positive impact?* • *What might this look like in the context of this class / lesson?* • *What is this teacher doing / were you doing in this moment?* • *When you think back to the lesson / different moment in the lesson you taught, what differences can you identify?* • *How might you adapt your practice to close that gap?* • *What do you imagine the impact of that change would be?* • *What are the aspects of this essential that you are trialling?*
4. Name it Prompt the teacher to name the actionable next step.	• *Based on what we have discussed today, what do you think your actionable next step should be?* • *What would you like to trial in your forthcoming lessons?*

5. Lock it in Lock in the actionable step by clearly stating what, how and why in formal language. Ask your colleague the questions about how and why they will action this and repeat back what they have stated.	• *Okay, your actionable next step is…* • *How will you execute that?* • *What impact do you hope this will have?* Example repeated back: • *So, your actionable step is to check student understanding more rigorously. You will do this by using mini-whiteboards to allow you to see every student's response to initial questions or tasks, with follow-up cold-call questions to probe further. This will enable you to ascertain where gaps and misunderstandings arise.'*
6. Plan it and rehearse it Plan together how the teacher will practice and perfect this strategy over forthcoming lessons. Walk through the steps together, in simulation of the classroom experience.	• *Which lessons over the forthcoming fortnight will allow you to practice this?* • *How will you word your initial questions?* • *What probing questions could you ask to follow up?* • *So…imagine I am your students in your lesson….give me the instructions.* • *What issues could arise here? How could you make adaptations to avoid that?* • *If ….happens, what will you do?* • *How does this now align with what we discussed to be effective earlier?*
7. Follow up Confirm date and time of follow-up observation, including where in the lesson it would be best to drop-in. Plan the follow-up conversation. Stick to these.	• *I'm due to come back and see you teach …..(class) on …(date), period X. Is there a time during that lesson that you think would be most appropriate, to see what we have discussed in action?* • *When can you meet after that drop-in, to have a follow-up conversation?*

Continuous Professional Learning and Development (CPLD)

Statement of Intent

The EQUA Mead Learning Trust and our school are learning communities and are committed to providing opportunities for the continuing learning and development of all colleagues. Professional development is the means by which the school is able to deliver whole school, team and individual development priorities. The Trust has an expectation that all members of the learning community will take an active role in their own professional development. We believe that all colleagues have a responsibility to support the professional development of each other.

All members of the Trust learning community will have an entitlement for access to high-quality induction and continuing support and development. Our aim is to continually develop the knowledge, skills and abilities of all our staff and to facilitate a high level of professional learning. This will improve leadership, engender collective ownership and bring about mutual learning to improve classroom and school practice.

'Teachers will take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.'
(Teacher standard 8, DFE 2012).

Training needs may be identified through:

- Line-management meetings, internal department / subject reviews and self-evaluation processes
- Appraisal reviews
- Team and staff meetings
- The school improvement plan
- Needs identified by and for governors
- Requirements of national strategies and initiatives
- DDIs and coaching conversations
- Reviews of performance through data analysis
- Ofsted inspections
- Reviews by collaborative partners (e.g. EQUA Mead Learning Trust, ITT provider, Challenge Partners etc.,)
- Monitoring and evaluation of teaching and learning (climate walks, work sampling, staff and student voice)

CPD is delivered through:

- School staff briefings
- School bulletins and newsletters
- School whole staff meetings
- School and EQUA Mead INSETs
- School and EQUA Mead Twilights
- EQUA Mead Futures Programme (ITT, ECF/Professional Studies, NPQs)
- EQUA Mead wider CPD offer
- JPD & pastoral team meetings
- Line-management meetings
- DDI cycles and coaching conversations
- EQUA Mead Collaborative Reviews
- Additional coaching and mentoring (EQUA Mead programmes, SLEs, LPs, support plans)
- Sharing best practice, including peer observations
- Working with consultants and external providers (County, EQUA Mead, Ambition etc.,)
- Reading publications
- Online courses (National College, subject-specific platforms)
- External courses (e.g exam boards, First Aid providers etc.,)
- CSL Learning Communities
- Governor committees, induction, tours and visits

EQUA Mead Secondary CPLD Calendar – 2025/26

Term	Wk bg	EQUA Essentials Focus	DDI window	Reviews	Wednesday Bulletin	CPD sessions designed and delivered by SI team
1	1-Sep-25	**Behaviour & Engagement**				September Inset – Essentials Launch – Behaviour and Engagement
	08-Sep-25		DDI A -		B&E	
	15-Sep-25		DDI A -			
	22-Sep-25			Computing @ JoG	B&E	
	29-Sep-25			Computing @ Lav		
	6-Oct-25		DDI B -	HSc @ JoG	B&E	
	13-Oct-25		DDI B -	MFL @ Lav		
	20-Oct-25				B&E	
	27-Oct-25					
2	3-Nov-25	**Explicit Instruction**			Explicit Instruction	
	10-Nov-25			Music@Lav		
	17-Nov-25			Geography @ JoG	Explicit Instruction	Secondary Inset 21st November - Aligned Assessment and closing the y6-7 gap. Explicit Instruction – 1 hr
	24-Nov-25		DDI A -	PSHE @Lav		
	1-Dec-25		DDI A	PSHE@JoG	Explicit Instruction	
	8-Dec-25		DDI B -			
	15-Dec-25		DDI B -		Explicit Instruction	
	22-Dec-25					
	29-Dec-25					
3	5-Jan-26	**Adaptive Teaching**				Home school inset – Adaptive Teaching
	12-Jan-26		DDI A -	Sci@Lav	Adaptive Tecahing	
	19-Jan-26		DDI A -	History @ JoG		
	26-Jan-26		DDI B -	Hisotry @Lav	Adaptive Teaching	
	2-Feb-26		DDI B –			

	Date	Theme	DDI	Subject	Focus	Notes
	9-Feb-26				Adaptive Teaching	
	16-Feb-26					
4	23-Feb-26	**Modelling**			Modelling	EQUA Inset Day (1 hour CPD on modelling & independent application)
	2-Mar-26			Sci@JoG		
	9-Mar-26		DDI A	RE@Lav	Modelling	Twilight 9th March - KS3 RAT meeting
	16-Mar-26		DDI A	English@JoG		
	23-Mar-26				Modelling	
	30-Mar-26					
	6-Apr-26					
5	13-Apr-26	**Independent Application**				
	20-Apr-26		DDI B -	Eng @ Lav	Independent App	
	27-Apr-26		DDI B -			Twilight 30th April - 1 hour CPD on Assessment and Feedback
	4-May-26				Independent App	
	11-May-26					
	18-May-26				Independent App	
	25-May-26					
6	1-Jun-26	**Assessment & Feedback**				
	8-Jun-26		DDI A	Maths@JoG	Assessment & Feedback	
	15-Jun-26		DDI A	Maths@Lav		June 15th Inset Joint. Review of Assessment and Curriculum alignment: where are we and what's next?
	22-Jun-26			MFL@JoG	Assessment & Feedback	
	29-Jun-26					
	6-Jul-26		DDI B -		Assessment & Feedback	
	13-Jul-26		DDI B -			
	20-Jul-26					Twilight July - KS3 RAT meeting

New Staff Induction Programme

Establishing yourself at a new school can be difficult, regardless of what stage in your career you are at. To support all new teaching staff we have the following programme;

Date		Location
26/06/25	New staff induction day	Home school
The following sessions will take place on INSET days / twilights		
01/09/25	Establishing routines for positive behaviour & culture	Home school
21/11/25	Quality of instruction – why take the shortest path?	
05/01/26	The adaptive teacher – essentials for support SEND learners	Home school
23/02/26	Closing the gap – how to support DISAD learners in the classroom	
09/03/26	Feedback to move forwards. What does effective feedback look like?	Home school
30/04/26	Are they thinking hard? Tools to activate deep thinking and independent application	Home school
15/06/26	Modelling – it's all in the handover	
01/07/26	How do you know they know?	Home school

Buddy system
All new teaching staff will also be designated a buddy who will be able to support them through their induction period; giving advice on T&L, school routines and a chance to meet new people in the school. You will be able to have a shared (covered) lunch each term and gives a safe environment to share thoughts and ideas.

QA
To support new staff in the DDI process we will be expecting subject leads to take the opportunity for new staff to accompany them on learning walks and other QA activity in order for them to narrate the positive and model good practice within their department areas.
New teaching staff will have the opportunity to practise and embed the DDI focus before having their drop in towards the end of the term.

Feedback Principles

Feedback is most effective when:

- it is immediate;
- it has impact in terms of pupil progress;
- it moves the learning on;
- it accurately diagnoses gaps in learning and informs planning;
- pupils understand and are able to respond to it quickly.

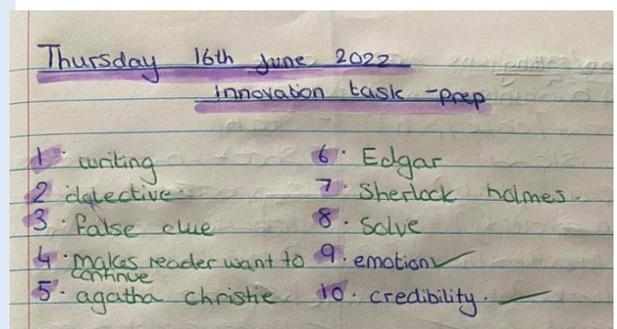| To ensure feedback is effective:	As a result, we do not:
✓ we focus on giving feedback (verbal or written) directly to pupils during lessons; ✓ we give feedback which is formative, rather than summative; ✓ any 'next steps' are clear, specific and actionable; ✓ we involve pupils in the process of 'live marking' where possible, so they develop assessment literacy; ✓ we give pupils a chance to respond quickly to feedback; ✓ student response to feedback (GEM) happens through teacher planning of the next step in learning or bridging gaps, rather than students re-producing existing work; ✓ we integrate feedback into teaching and learning, by planning lessons which address identified gaps or misunderstandings and through use of the JoG Essentials, such as questioning and modelling.	✗ give lengthy written feedback; ✗ give summative feedback alone; ✗ specify the frequency of feedback; ✗ 'tick and flick' or put comments which do not have purpose in books; ✗ need there to be evidence of 'marking' on every page.

What feedback could look like:
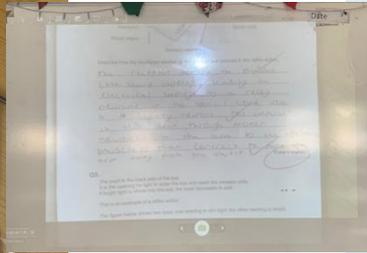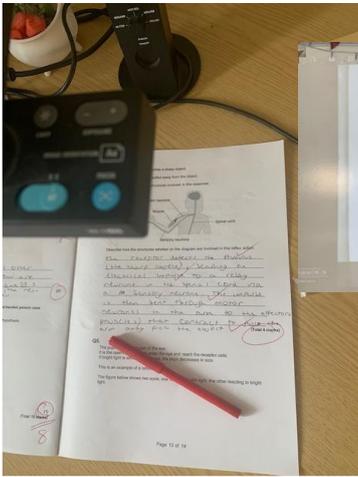
1. Self-marking of low stakes quizzes

### 2. Cold-call questioning and verbal feedback   X:\TandL Hub\JOG Essential 6

3. Teacher-led marking of tasks or papers under the visualiser while students self or peer-mark

Year 10 and 11 Science (SCL)
1. As a plenary, students complete past paper exam questions independently in silence.
2. Teacher goes through the answers on board and students use green pen.
3. Students write out their target and total mark.
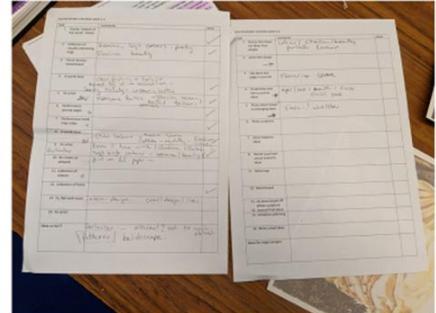4. Teacher makes an informed grade of above target (T+), on target (T) or below target (T-)
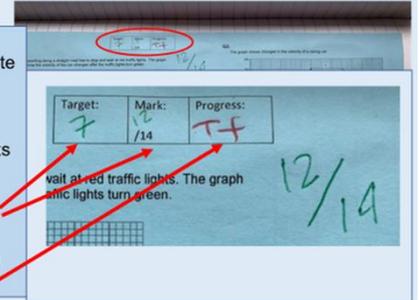
4. Teacher or teaching assistant 'live' marking (verbal and written feedback given to students as they circulate round the classroom, during independent application tasks)

What we do....

In art and photography in year 10-13 we have lots of 121 sessions.
• I record these 121's using a recording app.
These 121's cover
•   how students could improve work
•   Task lists of what still needs to be done
•   New ideas and areas for development

• After each session I email the feed back to student straight away.
• I store the files on the school servers
• Students then use sketchbook plans and task lists to write up notes on what they need to do/work on/explore next

5. Teacher diagnostic review of a selection or full class set of books (without written comments) to inform planning of teaching or whole-class feedback lessons

Tips
•   Choose a cross-section of books, if you are looking for trends
•   Start with priority students (PP, SEND, underachieving)
•   Look at those who you know need stretch and challenge to identify skills they can develop further
•   Focus on just one or two AOs/foci

6. **Annotation of a key part of independent application (a particular question or paragraph), where pupils have gaps or skills to master, as opposed to the whole piece**

Tips

- Students could request which part they would like you to focus on, by highlighting with a box
- You may want to focus on a particular skill or question that diagnostic work review has highlighted as an issue
- The focus could be different for different students
- This could happen 'live' as they are working independently

7. **Pre-printed task or target sheets or stickers, with the appropriate focus for each student highlighted.**

- ✓ No lengthy written feedback
- ✓ Next steps are are clear, specific and actionable within the next lesson
- ✓ The 'next steps' move the students on, addressing a gap or misconception – and these are targeted for the student's specific skill deficits
- ✓ Students have actioned the next steps in green and teacher has quickly checked

EQUA Mead Learning Trust Central Assessment Procedures (Years 7–9)

Purpose and Principles

This document outlines the centralised assessment procedures for Key Stage 3 (Years 7–9) across all schools within the EQUA Mead Learning Trust. The aim is to ensure consistency, accuracy, and clarity in measuring and reporting student progress in relation to the National Curriculum.

The core principles underpinning these procedures are:

- Alignment of assessment across all schools in the trust.
- Clear and meaningful reporting to stakeholders.
- Efficient data collection to inform curriculum and pedagogy.
- Minimized teacher workload in relation to reporting.

Structure of Assessment
All pupils in Years 7, 8 and 9 will sit two standardised assessments per academic year:

AP1 December Assessment
AP2 June Assessment

These assessments will be designed and quality-assured to ensure consistency and comparability across the trust and beyond, where standardised, external assessments are used.

Subjects and Coverage
Each assessment will align with the National Curriculum Programmes of Study and will focus on the core knowledge, skills, and understanding expected at each stage of learning.

Data and Reporting

Use of Data

Data will be analysed centrally and at school level and subject level to identify patterns and trends. Analysis will directly inform:

- Targeted curriculum intervention (e.g., re-teaching specific content).
- Pedagogical improvements (e.g., adapting instruction methods).

Reporting to Stakeholders

Each assessment cycle will contribute to a formal report sent home to parents and carers. Reports will clearly indicate whether a pupil is:

- Working Towards Expected Standard
- Working at Expected Standard
- Working at Higher standard

Reports will also include an attitude to learning grade and an overview of performance in aligned assessments based on a topic level analysis produced in Smart grade.

Teacher Expectations

Teachers are required to:

- Administer the centrally agreed, aligned assessments in December and June windows
- Mark assessments in line with trust marking guidance.
- Provide question-level data to the trust assessment platform after each assessment in the form of student completed QLA sheet
- Participate in post-assessment moderation or review meetings as requested, to support consistency and accuracy of judgements.
- Use the data to analysis trends, patterns and adapt teaching accordingly

Monitoring

Appraisal – the Teacher Standards relating to assessment:

TS1: Set high expectations which inspire, motivate and challenge students

TS2: Promote good progress and outcomes by students

TS3: Demonstrate good subject and curriculum knowledge

TS5: Adapt teaching to respond to the strengths and needs of all students

TS6: Make accurate and productive use of assessment

Subject Leader Role

Assessment within a department should be monitored through:

- Work scans to check the regularity and quality of marking across staff and classes
- Moderation and standardisation of marking, especially summative assessment.
- Allowing time for training in department meetings or TD Days
- Explore evidence within the department that assessment is having a positive impact on planning and leading to differentiation.
- The use of performance management to improve assessment, especially where concerns have been identified Quality assurance through line management, department review and self-evaluation

Examples of feedback strategies that we use to support formative assessment:

Live Marking

- Circulating effectively in a lesson and systematically marking students work, giving instant assessment and feedback.
- Challenging misconceptions to reshape learning instantly.
- Catch mistakes early and improve student's confidence, avoiding reams of written feedback.
- Use success criteria alongside exemplar work.
- Additional feedback is more personalised using this method as a foundation.

Scaling – moving through RAG
- A self-assessment tool to identify areas of strengths and weaknesses in students' knowledge and understanding. Allows students to take responsibility for what they need to focus on.
- Inform planning for second teaching/consolidation lessons.
- Have prompt questions to help with retrieval of info. Work as pairs to prompt each other and deeper question each other's understanding to promote encoding.

Refining, reshaping, editing
- Give menu options for improvements.
- Punctuation, sentence openers, connectives. Green pen changes and improvements.
- Remember that you are asking students to move beyond their current comfort zone, which can make them worry. Scaffold risk taking with layers of support.
- Give students an opportunity to practice with (scaffold) examples before you get them to respond to purple pen.
- If you want students to be serious about improving their work; check their improvements. Allow yourself time for this – it's not just an add-on to 'normal' marking.
- Some difficulties are not going to be overcome immediately. Consider keeping track of their improvements with a traffic light system in your mark book.
- Use a different colour to comment on their improvements.
- What is the most difficult thing here? You will be trying to ask yourself this from their point of view throughout the feedback process.
- Can you get them to reflect on this regularly, and to accept that dealing with difficulties is OK and is an ongoing process?

Proof Reading
- Checking text in detail for errors.
- It isn't a natural skill. It is attained by practice.
- Model proof reading skills
- Develop a healthy sense of doubt. If there are types of errors you know you tend to make, double check for those. Read very slowly. If possible, read out loud. Read one word at a time and you're more likely to spot errors. Talking is a rehearsal for writing. Read what is actually on the page. Avoid sliding over words!
- Look especially for your own "bogey words" - errors that you make regularly. Proofread more than once. If possible, work with someone else – you read, they check or vice versa.
- If you have time, write the data one day, and proof-read it the next anything you're not sure about, use a dictionary.

Mini White boards
- Recalls answers quickly and systematically from the whole class, groups and individuals. Feedback from all students can inform planning. Quick overview of progress.

Whole class & Peer assessment

- Enable learners to apply assessment criteria so that they have clear examples in their mind's eye of what 'good' looks like;
- Help learners to recognise what is 'good' in their own work or in the work of others and to benchmark their own learning and progress;
- Help learners gain greater understanding of assessment criteria and learning objectives. Train them to do it:
- Complete a worked example together
- Guide them the first time – mark the same bits at the same time and share answers/how it should be marked Model it in the way you mark the work Check Use the same structures as your own marking.
- Be clear about what you want from them
- Provide detailed breakdown of marks and plenty of practice

Self-assessment

- Prompt learners to become fully conversant with assessment criteria;
- Enable learners to look at their own work and to identify strengths and weaknesses using assessment criteria or objectives;
- Learners to annotate their own work and grow comfortable with the idea of assessing and taking responsibility for improvement;
- Move learners to be more independently minded and part of the self-improvement

Presentation Essentials

"Every piece of work is a self-portrait of the person who did it. Autograph your work with excellence" - Jessica Guidobono

When we insist that students take great care over their work, including its presentation, we are giving them the message that it is important and has value. Hattie and Yates, in *Visible Learning and the Science of How we Learn* summarise research into how we value the product of our labours: we place huge value in products we have had a role in producing, 'especially if this has been challenging and we have had to exert a large amount of effort.' In order to build this culture of value, we must give all students the sense that the quality of their work is of great importance.

Students' exercise books, folders and work booklets are their means of demonstrating excellence – they should take pride in them. The front of their books should be kept neat and tidy and clearly labelled with their name, subject, class and teacher name.

Presentation rules for all subjects are as follows:
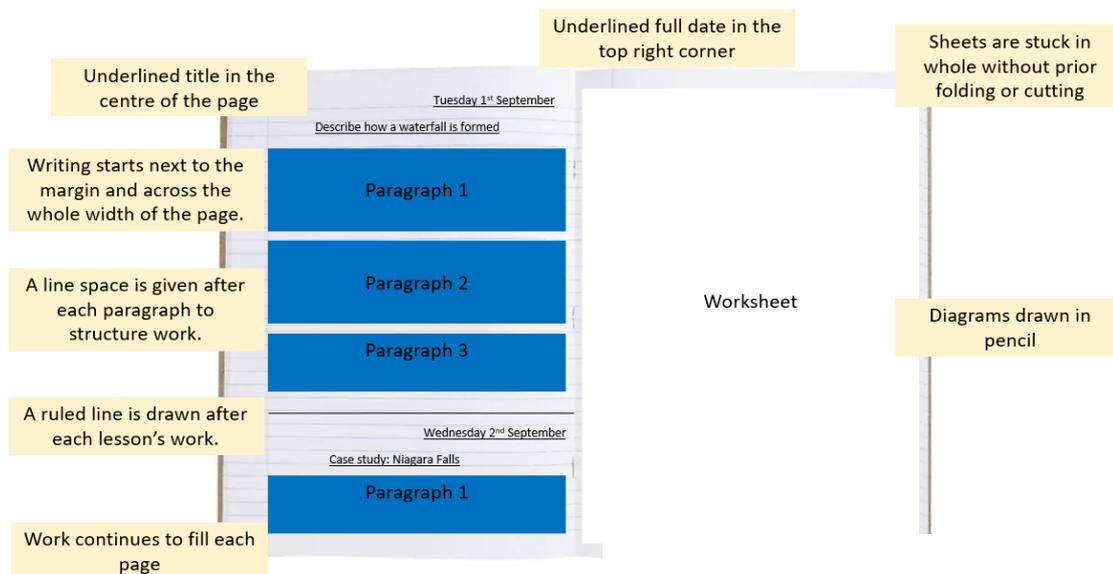
- ✓ No graffiti in or on books
- ✓ Students must write in blue or black pen
- ✓ Teacher feedback or corrections in red pen
- ✓ Student corrections or GEM work in green pen
- ✓ Errors are scored through with one neat line
- ✓ No loose sheets in books – 'stick or scrap' (these must not be folded – they should be trimmed to size by the teacher beforehand)
- ✓ The review of learning (low stakes quiz) must be clearly labelled and corrected in green pen
- ✓ Any key information or important processes and definitions could be highlighted so students can easily find these when revising

Examples of how work should be set out whether using lined pages or grids in exercise books:

Left page (lined)

Unseen Poetry

Review of Learning:

1. 24 marks ✓
2. 8 marks ✓
3. AO1 and AO2 ✓
4. AO2 ✓
5. compare the poems ✓

6. "All mixed up, like bees in a hive." ✓
7. "uninviteable, completely uninviteable absolutely" ✗
8. "long, lean, dusty and dreary" ✗ lean, long
9. "ape-like fury" ✓
10. "hang thee young baggage." ✓

What could I write about for question 1?   ▬ = AO1   ▬ = AO2

T – title
I – ideas (themes/messages)   } in the introduction
P – perspective (whose point of view)
S – story (what happens)
F – form
O – order
R – rhythm/rhyme/repetition
S – structure   } Don't need to write
L – language   about all – focus on
I – imagery   what stands out in
P – phonological devices (sounds)   the poem.
S – speaker tone.

Blackberry Picking

nature   Summer/autumn
Title: blackberries —— not quickly
      / | `rural
innocence? sweet   childhood
      fruit

Right page (grid)

Trigonometry

Review of Learning:

1. $\frac{5}{0.5} = 10$ ✓
2. -8 ✓
3. 6 ✓
4. $1\frac{5}{8} > \frac{5}{8}$ ✓
5. $-3 > -1$ x $-3 < -1$

6. 7^{10} ✓
7. 5^7 ✓
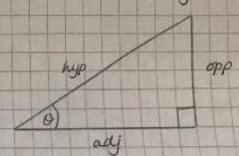8. $7^{10} \times 11^5 \times$ $7^{10} \times 11^{-1}$
9. 16 ✓
10. $\frac{1}{5}$ (or 0.2) ✓

Pythagoras' Theorem

$$a^2 + b^2 = h^2$$
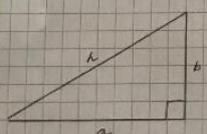
Trigonomic Ratios

$$\sin(\theta) = \frac{opp}{hyp}$$

$$\cos(\theta) = \frac{adj}{hyp}$$

$$\tan(\theta) = \frac{opp}{adj}$$

Home Study

The Education Endowment Foundation (EEF) concluded that homework can lead to **an average of 5 months of additional learning** for secondary students (CENTURY, 2024).

Firstly, homework promotes **independent application** by providing students with opportunities to rehearse concepts and skills without immediate teacher guidance. This process requires students to recall information, analyse problems, and apply learned strategies autonomously. Such independent practice solidifies understanding, identifies areas where further clarification is needed, and builds self-reliance in problem-solving. It transforms passive learning into active engagement, enabling students to internalise the material more deeply.

Research indicates that independent learning, often facilitated by homework, can lead to improved academic performance, increased motivation, and greater student awareness of their learning.

Secondly, homework significantly contributes to **knowledge retention**. The act of revisiting and working with material outside of the initial lesson reinforces neural pathways, making information more accessible and learners less prone to forgetting. Spaced repetition, facilitated by regular homework assignments, is a highly effective memory strategy. By engaging with the content multiple times over a period, students move information from short-term to long-term memory. This helps them remember facts and procedures but also develops a more comprehensive and interconnected understanding of the subject matter.

Studies show that retrieval practice and spacing, key components of effective homework, significantly enhance long-term learning and memory by counteracting the "forgetting curve".

Reference:
Centre for Educational Neuroscience. (2025, February 4). *Does homework work? The science of when and how to approach it*. https://www.educationalneuroscience.org.uk/2025/02/04/does-homework-work-the-science-of-when-and-how-to-approach-it/

Key Considerations for Effective Homework:

- **Purposeful and clear:** Students should always understand *why* they are doing the homework and how it connects to their learning goals.

- **Manageable and appropriate challenge:** Tasks should be challenging but achievable, avoiding excessive frustration.

- **Linked to classroom work:** Homework should reinforce or extend concepts taught in class, rather than being isolated.

- **Quality over quantity:** Shorter, focused, and purposeful assignments are more effective than long, repetitive ones.

- **Feedback:** Homework should be checked, and feedback (even if brief or whole-class) should be provided to address misconceptions and guide further learning.

- **Varied:** Mixing different types of homework helps maintain engagement.

- **Consider access:** Be mindful of students' access to resources (e.g., quiet space, internet, devices) and provide alternatives or support. We do run home study clubs throughout the week.

Home study for KS3

Students in Years 7-9 will be issued Home Study Planners. They will be required to complete 1 hour of home study each night Monday to Friday.

'Hour of Power' - there are three components to the hour of homework:

1. Homework tasks for TWO subjects (20 minutes)
2. Literacy - Independent reading (20 minutes)
3. Maths – SPARX Maths (20 minutes)

Home study for KS4

Parents and students will use ClassCharts to access and monitor assigned academic tasks. Teachers will issue independent study assignments via ClassCharts, each accompanied by a specified completion deadline. All tasks will include relevant resources and supplementary links as required. Comprehensive training is provided to ensure that all staff members are proficient in utilising this system.

Below are some suggested tasks that could be used for Home Study at KS4:

1. **Practice tasks:** This is often cited as the most effective type of homework. It involves students applying skills and knowledge recently taught in class to new problems or scenarios. Examples: exam-style questions, mathematical problems, grammar exercises, translating sentences in a foreign language, or practising a specific writing technique.

2. **Retrieval Practice/Self-Quizzing:** Instead of simply re-reading notes, students actively test themselves on learned material. Examples: Creating flashcards, answering questions from a textbook without looking at the answers.

3. **Summarizing Academic Texts**: Reading journal articles, books, or research papers related to their subjects and then writing concise summaries or creating mind maps to highlight key points.

4. **Independent (structured) Research Projects**: Encouraging self-directed research projects on topics of interest related to their subjects. This enhances research skills, critical thinking, and the ability to synthesize information from various sources.

5. **Essay Writing and Reflective Journals**: Writing analytical essays, research papers, or reflective journals on subject-related topics to enhance analytical and reflective skills.

6. **Extension tasks:** These tasks go beyond direct classroom instruction, requiring students to apply their knowledge in new or more complex contexts. They often foster creativity, critical thinking, and independent problem-solving.

7. **Preparation tasks:** Designed to introduce new concepts or vocabulary before they are formally taught in class. This "flips" the learning, allowing class time for deeper discussion and application

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