



Sherburn High School



Achievement for all

Teaching & Learning Policy

Reviewed: April 2024

Date of Next Review: April 2027

Curriculum at Sherburn High School

At Sherburn High School we take delight in ensuring that all students are prepared for life beyond compulsory school education that enables 'Achievement for All' with an ambitious curriculum that stimulates intellectual curiosity and promotes the value of scholarship.

The curriculum at Sherburn High School:

- Is broad, balanced and sequenced (helical), so that all students, including those students with SEND, build upon their knowledge and skills over time. Departments have carefully planned short, medium and long-term sequences of learning which build skills and knowledge.
- Is inclusive to all students supporting progress, irrespective of their starting point; including those from disadvantaged backgrounds and SEND.
- Provides learning that is engaging, relevant and invigorating. Learning is carefully planned through the expert planning and developing mastery in core concepts.
- Ensures students achieve their potential through developing their knowledge and understanding, through widening their cultural capital. Plans for the teaching of personal development, British values and careers across all curriculum areas to support students' wider learning and experiences.
- Ensures students are routinely exposed to challenging and difficult concepts and ideas.
- Places numeracy and literacy at the centre of our work, so that students have a mastery of the key skills needed to be successful in further education and employment. Opportunities for reading, writing and oracy are embedded across all curriculum areas with students given regular opportunities to strengthen their communication skills.

Assessment at Sherburn High School

At Sherburn High School assessment is embedded in all aspects of the curriculum and is carefully planned through formative and summative assessment approaches to support student learning and progress. Assessment opportunities are carefully mapped out throughout schemes of learning and are used to inform planning and shape future learning.

Formative assessment should serve a developmental purpose that is designed to enable students to learn more effectively, providing feedback on their performance and how this can be improved or maintained. Assessment at Sherburn High School aims to:

- Clarify understanding and share learning intentions to ensure learners understand their start and end points.
- Engineer effective classroom discussions, tasks and activities that elicit evidence of learning.
- Provide feedback that moves learners forward through regular marking and feedback that is precise and has a positive impact on learning.
- Activate students as learning resources for one another through class discussions, self and peer assessment.

- Activate students as owners of their own learning through responding to feedback using DIRT activities.
- Identify gaps in knowledge and misconceptions and address these before misconceptions are embedded.
- Agree common assessment terms to ensure consistency and transparency.
- Create opportunities for self-regulation and metacognition for learners.
- Assess student work through individual written feedback in purple pen; whole class feedback; live marking; recognition marking; post-assessment analysis.
- Enable students to complete focused and purposeful DIRT activities in red pen.

Summative assessments are used to evaluate learning at the end of a sequence of learning, against a set criterion and/or benchmark.

Summative assessments use agreed common assessment terms and criteria. In Key Stage 3 progression maps are used and learners are assessed at 3 levels: working towards; expected and greater depth.

At Key Stage 4 summative assessments are marked using GCSE criteria and mark schemes. Summative assessments are standardised and moderated to ensure consistency and to benchmark learning. Assessments are reviewed and learners receive clear and instructional feedback to support their progress.

Pedagogy at Sherburn High School

At Sherburn High School, lessons should be adaptive and responsive to the needs of all learners. A variety of approaches are used to ensure learning is personalised, enabling all students to develop the skills and knowledge across the curricula. Lessons should stimulate intellectual curiosity and promote the value of scholarship.

At Sherburn High School we aim to use a range of teaching and learning strategies in the planning and delivery of lessons:

- A whole school approach of Relentless Routines to ensure consistent and effective climate for learning in all subjects, to ensure learning time is maximised for all students.
- Use of strategic seating plans to support planning, identifying gaps in learning and to address misconceptions.
- Reviewing previous learning through recall and retrieval activities such as low stakes quizzes and to build long-term memory of skills and knowledge.
- Building contextual knowledge to support students' wider understanding of the learning.
- Clarifying information to check for misconceptions.
- New material is broken down and presented in small steps.
- Using whole school literacy strategies to support reading, writing and oracy in the classroom.

- Using regular opportunities to build in challenge and to extend learning of skills and core knowledge.
- Using questioning to check for understanding and to move learning forward.
- Providing students with models and concrete examples and scaffolds for guided practice, with clear explanations and success criteria.
- Using regular opportunities for individual, paired and group work tasks.
- Using the whole school approach of Independent Practice in every lesson. Students complete IP in red pen. This is the most challenging part of the lesson and is reviewed through self or peer assessment or teacher feedback.
- Students actively review their learning and progress through regular DIRT activities and metacognitive approaches to identify strengths and areas for development in their learning.
- Use of home learning tasks that are purposeful and support learning in the classroom.

CPD

We recognize that staff, as well as students, need to continually learn if they are to become experts. At Sherburn we offer the following development for staff:

- Internal staff CPD relating to whole school teaching and learning approaches such as the whole school literacy strategy, Independent Practice and behaviour and values.
- Safeguarding, GDPR and Prevent training for all staff.
- Bespoke staff CPD on training days, enabling teachers to identify CPD opportunities that will support their own teaching and learning.
- Departmental CPD designed to support improvement and development of staff expertise and subject knowledge.
- Exam board CPD opportunities used to strengthen understanding of GCSE and A Level specification and assessment requirements.
- Collaboration opportunities within the STAR MAT and with external partners such as Exchange Teaching Hub (Delta Academies). Opportunities to complete NPQs with Exchange Teaching School.
- ECT and ITT CPD and CPD opportunities for mentors delivered by external ITT and ECF providers such as mentor training and online learning communities.
- Internal quality assurance processes to support staff development through learning walks, work scrutiny, pupil voice, data analysis and appraisal.