

# Spalding High School



## Teaching and Learning Policy

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### Executive Summary

This policy seeks to ensure that all pupils, whatever their ability, receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential. There is no known ceiling to achievement; intelligence can be developed. We seek to build a lifelong love of learning for our pupils. We are committed to inclusive practice, ensuring that pupils with special educational needs and disabilities (SEND) are supported through adaptive teaching and appropriate provision to access the curriculum fully and achieve their best possible outcomes.

The methods used in teaching should be those considered by the teacher to be the most appropriate for achieving the learning outcomes of the lesson. The participation of pupils, however, is essential if the teaching and learning process is to be successful and this requires a range of different teaching methods, different teaching styles, differentiation and a variety of resources and strategies that will focus on learning as well as teaching.

### Related Policies

- Marking, Assessment and Feedback Policy
- Behaviour for Learning Policy
- Homework Policy
- Performance Appraisal Policy
- Literacy across the Curriculum Policy
- Mathematics across the Curriculum Policy
- SEND & Inclusion policy
- EAL policy

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**Chair of Governors**

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**Date**

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**Headmistress**

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**Date**

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## **Section 1: Rationale**

- 1.1 Notwithstanding our co-educational Sixth Form, given we are an 11-18 grammar school for girls, it is perhaps not surprising that our approach to teaching and learning draws extensively upon research carried out by the Girls' Day School Trust (GDST), specifically a 2016 research review entitled '*Effective Pedagogies for Girls' Learning*'. The GDST has a long history of pioneering innovation in girls' education, for over 140 years aiming to provide an outstanding academic education and to help girls develop into rounded confident women, who can both maximise the opportunities open to girls, and meet and overcome the challenges they face in the modern world today.
- 1.2 The 2016 research review focuses on one aspect of this gender debate: effective pedagogies for girls' learning. In so doing, an attempt is made to consider whether girls and boys are best taught in single-sex classrooms, whether learning is better facilitated in such classrooms, whether girls and boys have different learning styles, whether there are girl-friendly pedagogies which are distinct from pedagogies which support boys' learning.
- 1.3 In essence, the central message of this report is that notions of gender-specific pedagogies, based on the belief that girls and boys have distinctly different learning styles, are too generalised and indiscriminate to be of effective use in planning learning and teaching strategies for the classroom. Nonetheless, research does suggest that on occasion's teachers implicitly use pedagogic practices which differ in subtle respects to take into account the learning approaches and needs of girls, and in this sense, such practices can be described as 'girl-friendly', without implying that they are not suited too to the needs of some boys.
- 1.4 In these circumstances, effective pedagogy is characterised by:
- Lessons which have a clearly visible structure, with a clear direction and helpful prompts, all articulated to the pupils in language with which they can identify;
  - A high level of involvement and interactivity, a focus on talk, and a willingness of the teacher to create a collaborative learning environment, listening carefully to pupils' questions and difficulties;
  - An acknowledgement that interactivity does not always mean frenzied activity and variety, because of the need for space and time to complete tasks properly; appropriate pace for context is the essence;
  - The creation of a sense of confidence and security for the learners, so that girls are willing to learn from each other, to take risks and explore, testing their powers of reasoning against and with other girls;
  - Teachers' ability to challenge, to demand more, to offer explanations in different ways, to involve girls in teaching each other;
  - The development of a collaborative partnership between learners and teacher, fostering independent learning but within a secure and challenging environment;
  - An awareness that however confident girls appear, teachers need to take time and space to reassure, to reiterate, to clarify, even when girls seem less confident in their own abilities than they ought to be.
- 1.5 The emphasis on confident learners is crucial here, since the 2015 OECD report on continuing gender disparities in achievement is clear in asserting that gender disparities in performance do not stem from innate differences in aptitude, but rather from pupils' attitudes towards learning and their behaviour in school and from the confidence they have - or do not have – in their own abilities as pupils. Thus, confidence appears to be one of the strongest factors affecting the evident disparity found in PISA tests - where high-performing fifteen-year-old girls still under-achieve in Mathematics, Science and problem-solving when compared with high-performing boys (OECD, 2015).<sup>1</sup>

## **Section 2: Principles of outstanding teaching and learning**

- 2.1 Our principles for outstanding teaching have been agreed through discussion and training and stem from a number of sources: what the research evidence suggests; what we have learnt from inspirational teaching colleagues at our school and in the burgeoning online education community; and, most of all, what we continue to learn from our day-to-day experiences as classroom teachers.

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<sup>1</sup> '*Effective Pedagogies for Girls' Learning*', Mike Younger, GDST (2016)

2.2 We have targeted six interrelated pedagogical principles although it is important to note that these do not operate in a restrictive one size fits all lesson structure. As Shaun Allison and Andy Tharby state in their book, 'Making Every Lesson Count', *"Learning is highly complex. It ebbs and flows through lessons, across schemes of work and over years. Some learning cycles are simple, quick and over in minutes. Others are much longer loops covering two, three or more lessons. Others still are choppy and messy, returning back to teacher explanation and modelling repeatedly as pupils struggle to refine new knowledge and skill through lots of practice and focused feedback. Some sequences will prove so simple and quick that all six principles will be unnecessary. Others will require them all."* Consequently, teachers should use their professional judgment and shape their lessons appropriately to meet the needs of the learners and engage them in the learning process.

2.3 The principles work as follows:

Outstanding teaching requires...		
1	<b>Challenge</b> <i>So that...</i> Pupils have high expectations of what they can achieve	Only by giving pupils work that makes them struggle, and having the highest possible expectations of them, will be able to move them beyond what they know and can do now.
2	<b>Explanation</b> <i>So that...</i> Pupils acquire new knowledge and skills	This involves making abstract, complex ideas clear and concrete in pupils' minds.
3	<b>Modelling</b> <i>So that...</i> Pupils know how to apply the knowledge and skills	This involves 'walking' pupils through problems and procedures so that we can demonstrate the procedures and thought processes they will soon apply themselves.
4	<b>Practice</b> Pupils engage in deliberate practice	Without practice pupil learning will be patchy and insecure. They need to do it, and they need to do it many times as they move towards independence.
5	<b>Questioning</b> <i>So that...</i> Pupils are made to think hard with breadth, depth and accuracy	Like explanation, questioning is a skilful art. It has a range of purposes: it allows us to keep pupils on track by testing for misconceptions and it promotes deeper thought about subject content.
6	<b>Feedback</b> <i>So that...</i> Pupils think about and further develop their knowledge and skills	Pupils need to know where they are going and how they are going to get there. Without feedback, our fifth principle, 'practice', becomes little more than task completion.

Fig.1 Six principles to support great teaching, 'Making Every Lesson Count' Shaun Allison and Andy Tharby

2.4 An outstanding lesson should include some or all of the following:

- Learning objectives are shared clearly & reinforced both visually and orally, identifying a clear expectation/purpose to the learning based on previous/future learning;
- The teacher explains the process by which the learning will take place;
- The starter connects the learning, either to the previous lesson, or that day's learning;
- Activities are stimulating & challenging with real & relevant contexts and the use of modelling to enhance pupils understanding;
- There is a high level of involvement and interactivity, a focus on talk, and a willingness of the teacher to create a collaborative learning environment;
- There is a stimulating learning environment grounded in the 4 Rs: resilience, reciprocity, resourcefulness, reflectiveness.
- The teacher uses higher order questions and activities to probe the topic. Pupils are regularly prompted to develop and justify answers.
- There are opportunities for pupils to lead the learning.
- Pupils are encouraged to question/persevere/solve problems, e.g. they know what to do, when they don't know what to do.
- The teacher regularly uses a range of strategies to assess understanding and progress throughout the lesson and this informs the lesson pace;

- Lesson has a good pace and allows time for consolidation & reflection;
- (Where appropriate) opportunities to extend/ enrich the learning experience are suggested;
- Lessons culminate in an interactive session that encourages pupils to reflect on their learning, not just what they have learned but what has helped them to learn & what they need to do next;
- The teacher assesses what children need to do next & amends his/her planning accordingly, e.g., “we will go back over this bit next lesson again”;
- Pupils are encouraged to monitor their own progress against their targets & seek further challenge where these are achieved;
- Pupils are encouraged to discuss their next steps regarding their future learning.

### Section 3: Scaffolding

3.1 One of Rosenshine’s Principles of Instruction is based on evidence that more effective teachers provide scaffolds for difficult tasks. Rather than setting lower expectations for pupils, they support them to reach ambitious goals using a range of scaffolding processes that guide them on their way. Crucially, the metaphor of scaffolding embeds the idea that, when ready, the supports are withdrawn. Scaffolding always comes down; it is only temporary and must not become relied upon in the long run.<sup>2</sup>

3.2 Examples of effective scaffolding include:

Outstanding teaching requires...	
1	<p><b>Challenge</b> <i>So that...</i> Pupils have high expectations of what they can achieve</p>
2	<p><b>Explanation</b> <i>So that...</i> Pupils acquire new knowledge and skills</p> <ol style="list-style-type: none"> <li>1. Break down difficult concepts into smaller segments e.g., phonics.</li> <li>2. Teach in the context of what the pupils already know (prior learning).</li> <li>3. Use visual instructions and procedural ‘steps’.</li> <li>4. Reduce superfluous words and images.</li> </ol>
3	<p><b>Modelling</b> <i>So that...</i> Pupils know how to apply the knowledge and skills</p> <ol style="list-style-type: none"> <li>1. ‘I-We-You’ modelling.</li> <li>2. Think out loud.</li> <li>3. Let pupils see completed or partly completed problems/ tasks while they are working (worked examples).</li> <li>4. Give pupils subject-specific sentence stems and teach writing structures explicitly.</li> </ol>
4	<p><b>Practice</b> Pupils engage in deliberate practice</p> <ol style="list-style-type: none"> <li>1. ‘Micro-practice’ of key components of learning.</li> <li>2. Overlearning – 20% more practice than you think you need.</li> <li>3. Retrieval quizzing.</li> <li>4. Spaced repetition.</li> </ol>
5	<p><b>Questioning</b> <i>So that...</i> Pupils are made to think hard with breadth, depth and accuracy</p> <ol style="list-style-type: none"> <li>1. ‘Lean’ marking – focused and actionable.</li> <li>2. Feedback should cause thinking.</li> <li>3. Live and responsive feedback. Timeliness is key.</li> <li>4. Tick lists – procedural and/ or success criteria.</li> <li>5. Ensure pupils do not forget feedback.</li> </ol>
6	<p><b>Feedback</b> <i>So that...</i> Pupils think about and further develop their knowledge and skills</p> <ol style="list-style-type: none"> <li>1. Use open and closed questions.</li> <li>2. Break down questions - e.g. give correct answers, two choices, etc.</li> <li>3. Increase the challenge.</li> </ol>

Fig.2 ‘Scaffolding Strategies – Better Classroom Learning for All Pupils’, National College, Andy Tharby

<sup>2</sup> ‘Scaffolding’, Walkthrus, Volume 1, Tom Sherrington and Oliver Caviglioli  
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## Section 4: Behaviour and Relationships

- 4.1 It is essential that teachers create an environment in which all students feel they belong and feel safe; an environment that allows all students to thrive as individuals and as learners.
- 4.2 Regardless of how strict or relatively relaxed a behaviour system might be, the teacher in the classroom has to use the system effectively to secure excellent behaviour. This can be done well when the emphasis is placed on students making the right choices in full knowledge of the consequences of the choices they make.<sup>3</sup>

1	<b>Direct</b>	At first instance, teachers should give a clear and specific direction to the child. "Sarah – stop talking when I am"
2	<b>Redirect</b>	If the child continues with the same behaviour, teachers should give a specific re-direction. "Sarah, I have told you once already, stop talking when I am."
3	<b>Choice</b>	If the behaviour continues, teachers should give an explicit choice but make the consequence clear. "Sarah, I have told you twice to stop talking. Are you going to stop talking when I am or am I going to have to call for SLT to remove you? Let me make it clear, this is the only choice. If you refuse to comply, you will also be defying the direction of a member of staff. Do you really want to do that?" Ensure they answer both questions.
4	<b>Consequence</b>	If the child continues with the behaviour, teachers should follow the BfL Policy and call for SLT to remove. This will be dealt with on two fronts, firstly the initial behaviour but more importantly, the refusal to comply with the instructions of a member of staff.

- 4.3 An important aspect of a consequences system is that students must believe that the teacher will definitely follow through; that certain behaviours will definitely lead to consequences; that detentions or other consequences issued, will happen; that you mean what you say. Equally, fairness is important in any system so it is important to be as consistent as possible when giving consequences for certain behaviours. If you use consequences too infrequently or inconsistently, it undermines you. Used too liberally, it can create a negative culture that also undermines you. Give the students the chance to make good choices; support them to make this a habit.<sup>4</sup>

## Section 5: Getting Lessons Started

- 5.1 Entry and arrival should be high on a teacher's list of routines. When a teacher and students are fully up to speed with their shared understanding of expectations and routines, it can be remarkable how quickly and efficiently a class can arrive, enter a room, settle and get stuck into some new learning within minutes.
- 5.2 This requires all the elements in the process to be established, reinforced and made routine. Crucially, this process links behaviour management directly with learning. **Making a great start to a lesson sets the tone for all that follows.**
- 5.3 Teachers should devise a small repertoire of short practice tasks that students are familiar with that can be initiated by simple cues from a board message or verbal instruction. These are commonly called 'Do Nows' after Doug Lemov's 'Teach like a Champion'.
- 5.4 According to Doug Lemov, "An effective Do Now is one which allows the learning to start before the teaching has begun."
- 5.5 The pre-requisites for building an effective Do Now routine include:
- 5.5.1 Work is on the board as the students come in

<sup>3</sup> 'Choices and Consequences', Walkthrus, Volume 1, Tom Sherrington and Oliver Caviglioli

<sup>4</sup> Ibid.

5.5.2 The work is challenging and meaningful

5.5.3 The routine is constant, so no student needs to ask what they need to do

5.5.4 Departments have autonomy to build a consistent policy around their Do Nows.

5.6 It is crucial that teachers' autonomy is respected when building departmental policies. Autonomy does not mean anarchy: it means self-law, and once we have chosen our route as a department we must stick to it. Routines and habits are extremely powerful and will maximise the time in lessons spent learning.

5.7 Departments should think about the following in developing their departmental approach in this area.

5.8 **Selection** – how are we going to choose questions for the Do Now?

Route	Advantage	Limitation	Mitigation
Random knowledge over time	<ul style="list-style-type: none"> <li>Guarantees a good spread of retrieval practice over time</li> <li>Can expose areas of difficulty that you wouldn't normally notice</li> </ul>	<ul style="list-style-type: none"> <li>Can be very challenging for students if questions haven't been revisited recently</li> <li>Cannot guarantee that all knowledge will be retrieved at some point</li> <li>Does not prepare students for today's lesson</li> <li>Can feel disjointed for the students</li> </ul>	<ul style="list-style-type: none"> <li>Use homework to prepare students for the Do Now if you find they are struggling</li> <li>Moderate the challenge and make deliberate choices using something like Carousel C-Scores</li> <li>Follow the Do Now with a quiz focussed on prerequisite knowledge for today's lesson</li> <li>Explain your rationale</li> </ul>
Knowledge from recent lessons	<ul style="list-style-type: none"> <li>Gives you information about student knowledge of this topic</li> <li>Straightforward to moderate the challenge</li> <li>Will normally help the lesson to come as well</li> </ul>	<ul style="list-style-type: none"> <li>Need to have another route to revisit knowledge over time, certain questions can fall through the cracks and never be revisited</li> </ul>	<ul style="list-style-type: none"> <li>Implement knowledge over time quizzes at home or through other classwork</li> </ul>
Prerequisite knowledge for today's lesson	<ul style="list-style-type: none"> <li>Guaranteed to help students during the lesson</li> <li>Gives you information about student preparedness for today's lesson or if some content needs reteaching</li> </ul>	<ul style="list-style-type: none"> <li>Need to have another route to revisit knowledge over time, certain questions can fall through the cracks and never be revisited</li> <li>Key aim is assessment rather than retrieval</li> </ul>	<ul style="list-style-type: none"> <li>Implement knowledge over time quizzes at home or through other classwork</li> <li>Choose a means of participation that allows for easy collection of assessment information (e.g. mini-whiteboards)</li> </ul>
A mix of recent and knowledge over time	<ul style="list-style-type: none"> <li>Guarantees a good spread of retrieval practice over time</li> <li>Guaranteed to help students during the lesson</li> <li>Gives you information about student preparedness for today's lesson or if some content needs reteaching</li> </ul>		<ul style="list-style-type: none"> <li>Use mini-whiteboards as a compromise option</li> </ul>

5.9 **Presentation** – where are students going to find the Do Now?

Route	Advantage	Limitation	Mitigation
On a slide	<ul style="list-style-type: none"> <li>Can think it through in advance</li> <li>Saves on workload by doing it centrally and sharing</li> </ul>	<ul style="list-style-type: none"> <li>Can lack responsivity: the questions you planned six weeks ago may no longer be relevant or appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to have the freedom to adapt and change the questions where appropriate</li> </ul>

		<ul style="list-style-type: none"> <li>Requires you to set it up before the students come into the room</li> <li>Does not tie in well with student homework</li> </ul>	<ul style="list-style-type: none"> <li>Can ask a colleague to present it for you on freeze as they are leaving the room</li> </ul>
In a booklet	<ul style="list-style-type: none"> <li>Can think it through in advance</li> <li>Saves on workload by doing it centrally and sharing</li> <li>Enables students to get started quickly even if you come from another location</li> </ul>	<ul style="list-style-type: none"> <li>Can lack responsivity: the questions you planned six weeks ago may no longer be relevant or appropriate</li> <li>Does not tie in well with student homework/long term integrated retrieval strategy</li> </ul>	<ul style="list-style-type: none"> <li>Cannot be mitigated</li> </ul>

### 5.10 Juxtaposition with title/ date/ LO/ keywords – what should students do first?

Route	Advantage	Limitation	Mitigation
Title Date LO/keywords Do Now	<ul style="list-style-type: none"> <li>Means that you do not have “dead time” for the teacher later</li> </ul>	<ul style="list-style-type: none"> <li>Prevents you using programs like Carousel</li> <li>Widens the gap – students who come in first/are quick will have finished by the time the slowest have only written the title and LO</li> </ul>	<ul style="list-style-type: none"> <li>Use a much larger number of questions, so by the time the fastest are finished, the slowest have still done some</li> </ul>
Do Now first, title and LO later	<ul style="list-style-type: none"> <li>Allows you to use programs like Carousel</li> <li>Ensures all students complete at least most of the work</li> </ul>	<ul style="list-style-type: none"> <li>Can potentially result in dead time for the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Use the time when students are writing titles and LOs to circulate and check their Do Now performance or to call the register</li> </ul>

### 5.11 Means of participation – where do students complete the work

Route	Advantage	Limitation	Mitigation
In their normal exercise book/writing booklet	<ul style="list-style-type: none"> <li>Results in them getting started very fast</li> <li>No faff when students transition from Do Now to rest of lesson</li> </ul>	<ul style="list-style-type: none"> <li>Very difficult to review Do Now performance over time, as it requires extensive searching through books</li> <li>Harder to review/gather whole class data in the moment</li> </ul>	<ul style="list-style-type: none"> <li>Bulk review limitation can only be mitigated by providing another retrieval opportunity, e.g. homework’s</li> <li>In the moment review is mitigated by circulation, call and response, asking lots of students, asking “hands up if you got Q1 correct...”, asking students to hold up their books to show you their corrections</li> </ul>
In the back of their books/dedicated Do Now area	<ul style="list-style-type: none"> <li>Results in them getting started very fast</li> <li>Do Now performance can be reviewed over time extremely easily</li> </ul>	<ul style="list-style-type: none"> <li>Can be a small amount of faff as students move from the back of their books once the rest of the lesson starts</li> <li>Harder to review/gather whole class assessment information in the moment</li> </ul>	<ul style="list-style-type: none"> <li>Communicate extra urgency during this phase, or give students time limits</li> <li>In the moment review is mitigated by circulation, call and response, asking lots of students, asking “hands up if you got Q1 correct...”, asking students to hold up their books to show you their corrections</li> </ul>

On a mini-whiteboard	<ul style="list-style-type: none"> <li>• Easy to collect in the moment assessment information at a whole class level</li> </ul>	<ul style="list-style-type: none"> <li>• Impossible to review Do Now performance over time</li> <li>• Longer Do Nows cannot be completed</li> </ul>	<ul style="list-style-type: none"> <li>• Bulk review limitation can only be mitigated by providing another retrieval opportunity, e.g. homeworks</li> <li>• Choose a Juxtaposition method that enables a shorter Do Now</li> </ul>
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## 5.12 Review

Route	Advantage	Limitation	Mitigation
Question by question and students self-assess	<ul style="list-style-type: none"> <li>• Much more likely for students to assess accurately</li> <li>• Gives you information about performance</li> <li>• Allows you to develop and springboard the questions</li> </ul>	<ul style="list-style-type: none"> <li>• Can be slow</li> </ul>	<ul style="list-style-type: none"> <li>• Make careful decisions about which questions it is worth moving through quickly and which require more time</li> </ul>
All answers appear at once and students self-assess	<ul style="list-style-type: none"> <li>• Quick and straightforward</li> </ul>	<ul style="list-style-type: none"> <li>• More likely to result in poor self-assessment</li> <li>• Does not give you information about performance</li> <li>• Limited opportunity to push and develop answers</li> </ul>	<ul style="list-style-type: none"> <li>• Sample work regularly (and choose an appropriate Means of Participation)</li> <li>• Circulate whilst students are marking to check their assessment</li> <li>• At the end as “hands up if you got Q1 correct...”</li> <li>• Ask students to hold up their books to show you their corrections</li> </ul>

## 5.13 An example policy: the TTA Science Department<sup>5</sup>

### Lesson starts/review of prior learning

- Lessons begin with a Carousel Whiteboard Do Now. This might not take place if there is a practical or assessment that lesson;
- The Do Nows draw content from our centralised banks of Core Questions. These Core Questions are created by the department in collaboration and drive our curriculum;
- Do Nows are made up from a mix of topics and provide an opportunity for retrieval practice, identifying gaps in knowledge and establishing if students are doing regular high-quality retrieval at home;
- Students complete the Do Now in the back of their exercise book;
- Teachers go over the answers one by one as a class whilst students self-assess;
- Teachers gather data about student knowledge as it grows in a range of ways, including circulating whilst students are answering, questioning during whole class response, and asking for “hands up for question 1 correct...”;
- If a question is limited in terms of valid responses, teachers will review it very quickly. If a question has a range of valid responses, teachers will discuss this range to help students establish if theirs is correct;
- If class understanding is poor, the response depends on the nature of the question.
  - If the question is prerequisite to today’s learning, it must be retaught fully.
  - If the question is not prerequisite, then revisiting it may be delayed or carried out via Carousel.

5.14 Once the class is settled, after a Do Now task, teachers should explore how the lesson fits with the previous lesson and wider learning sequence or topic. This framing is important in supporting students’ self-regulation

<sup>5</sup> ‘The Do Now Decider: How to get the most out of your lesson starts’, Carousel Learning  
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and schema-building. Ideally, every student should know the wider purpose of any particular lesson. Wiliam and Leahy’s Five Strategies include clarifying learning intentions as a vital element in formative assessment. If we don’t know where we’re going, we’ll never arrive!

- 5.15 In the research in the GDST schools (Younger et al, 2013), most effective lessons were characterised as having a clearly visible and articulated structure, with a “high impact start which takes our interest and gets us listening and involved; the teacher intrigues and captures us”. The lessons where “we learn most have a format which is explained... but not only this, the teacher keeps to it, we can follow it through and see where it is going and where we are ... everything is set out carefully, there is good pace, clear explanations which are repeated where necessary”.

## **Section 6: Checking for Understanding**

- 6.1 Checking for Understanding (CFU) is a fundamental aspect of effective teaching. It involves teachers consistently and systematically finding out what students know about the material being taught, in real time, so that they can make necessary instructional decisions - such as re-teaching, adjusting pace, or moving forward - within and across lessons. **As Barak Rosenshine states in his ‘Principles of Instruction’, teachers should check for student understanding at each point to help students learn material with fewer errors.**
- 6.2 **Effective CFU is woven throughout a lesson in a continuous, responsive cycle, not reserved for a single moment at the end.** It is important to note the distinction between asking students if they have understood - which almost always produces an unreliable affirmative - and asking students what they have understood, through structured dialogue and tasks that make thinking visible.
- 6.3 CFU is, however, only as effective as the culture of participation within which it operates. If students are not listening, they are not learning, and a classroom culture that inadvertently allows disengagement undermines the quality of all checking for understanding. **Effective CFU therefore requires teachers to build a high-participation classroom in which every student expects to be asked, listens attentively, and contributes regularly.** Key to this is making cold calling the default questioning strategy rather than relying on volunteers; using a question → name format so that all students must process a question before the respondent is identified; and aiming, as a professional standard, for every student to contribute a response in every lesson. **Research by Rosenshine indicates that the most effective teachers spent 23 of a 40-minute lesson on explanation, questioning, and working examples, asking significantly more questions than less effective peers.**
- 6.4 One technique that supports this culture is All Hands Up Cold Calling (Craig Barton, *Tips for Teachers*): rather than avoiding hands up altogether, all students raise their hands before a question is answered. This makes participation visible across the whole class - students who do not raise their hands signal disengagement, providing the teacher with real-time data. Combined with a high frequency of questioning, it reduces the incentive for students to opt out, since the expectation of being called upon is constant. As the technique becomes a classroom norm, any initial self-consciousness tends to diminish.
- 6.5 **Teachers should develop a repertoire of CFU strategies and switch between them in planned and spontaneous moments to make teaching highly responsive.** The following strategies are recommended:

Strategy	Classroom Application
Questioning	<p>Planned questioning - including cold calling as the default strategy -allows teachers to probe individual understanding in real time. Rather than relying on volunteers, teachers should select respondents deliberately, ensuring a wider range of students contribute and that quieter pupils are not overlooked.</p> <p>Questions should follow a <b>question → name</b> format so that all students process the question before a respondent is identified. Elaborative interrogation questions such as 'Why do you think that is?' or 'Can you explain that further?' encourage students to connect new knowledge to existing schema.</p>

	<p><b>N.B. Students may need time, preparation and reassurance to build confidence in answering in class.</b> The following variations support participation without inducing anxiety or limiting the depth of responses:</p> <ol style="list-style-type: none"> <li><b>1. Pre-calling</b> - Give a named student advance warning that they will be asked to respond after engaging with an explanation, video, or reading. This provides time to compose a more considered response without the pressure of a sudden ‘spotlight’ or ‘gotcha’ moment.</li> <li><b>2. Batched calling</b> - Ask a question, allow thinking time, then nominate several students in sequence to respond. This distributes the expectation of participation across a group rather than singling out one student.</li> <li><b>3. Writing preparation</b> - Students jot ideas or working on paper or mini-whiteboards before responding verbally. Circulating to scan responses allows the teacher to identify strong answers and to reassure less confident students that their response is correct before calling on them. Students then answer knowing they have something good to contribute, building confidence over time.</li> <li><b>4. Pair-share preparation</b> - Engage students with a problem or idea through ‘Think, Pair, Share’ before inviting whole-class responses. This provides a safe, semi-private space for rehearsal. Circulating to listen during the paired stage allows the teacher to identify strong responses and invite those students to share with the class.</li> <li><b>5. Scaffolded responses</b> - Provide prompts, sentence stems, or other supports that enable students to produce responses of a higher quality than they could manage unaided. This gives them experience of responding at the expected level; supports are then gradually withdrawn as students become more independent.</li> </ol>
<b>Summarising</b>	Asking students to verbalise or write a brief summary of what they have learned so far reveals whether key concepts have been grasped. Topics that students struggle to summarise indicate areas requiring revisiting in subsequent lessons.
<b>Choice Statements</b>	True/False, Agree/Disagree, or multiple-choice prompts - delivered via mini-whiteboards or hand signals - provide an efficient whole-class snapshot of understanding. Rather than allowing students to call out, all responses should be shown simultaneously. They are particularly useful for identifying prior misconceptions before new content is introduced.
<b>Correcting</b>	Presenting students with a common misconception or procedural error and asking them to identify and correct it is a highly effective diagnostic tool. Circulating purposefully and collecting whole-class responses allows the teacher to gauge the spread of misconceptions and respond accordingly.
<b>Visualising</b>	Asking students to create graphic organisers, concept maps, or simple visual representations of abstract ideas enables the teacher to assess how well students understand relationships between concepts. Students should be prepared to explain their visual to a partner.
<b>Testing</b>	Short, low-stakes quizzes or exit tickets provide nuanced data on all students. Weekly or fortnightly quizzes - whether on paper, via mini-whiteboards, or digital tools - are an effective method of monitoring progress and identifying gaps over time.
<b>Show-Me Boards</b>	Mini-whiteboards allow teachers to gather simultaneous whole-class responses, making student thinking visible in a way that verbal questioning alone cannot. When every student is expected to write and show an answer at the same time, inattention becomes visible and can be addressed. See section ‘Using Show-Me Boards’ for the five-step Show-Me Boards routine.

## Responding to CFU

- 6.6 CFU has no value unless teachers respond to what they find. Where errors are limited to one or two students, a private conversation during circulation is appropriate. Where widespread misunderstanding is evident, re-teaching is necessary. **Teachers should aim for a success rate of 80% or above before moving on to new material**; a lower rate indicates that the content has not yet been sufficiently grasped and further teaching or practice is required.
- 6.7 **CFU should also inform planning beyond the current lesson.** Teachers should note common misconceptions or gaps and use the start of subsequent lessons - particularly through Do Now tasks - to revisit and address these, connecting CFU directly to the retrieval and spaced practice principles.
- 6.8 **Teachers should also be alert to the limitations of certain CFU approaches.** A word-perfect verbal response is not always evidence of understanding - students may have committed a teacher's phrasing to memory without genuine comprehension. Where verbatim responses are given, teachers should probe further with follow-up questions that require students to explain the underlying concept in their own words or apply it in a new context.

## Using Show-Me Boards

- 6.9 Show-Me Boards (mini-whiteboards) are one of the most versatile and efficient CFU tools available to teachers. Students write responses and show them simultaneously, giving the teacher immediate feedback on the range of understanding across the whole class - including students who might otherwise remain invisible in verbal questioning.
- 6.10 The following five-step routine supports their effective use:

Step	Action	Guidance
1	<b>Ensure every student has a board and pen to hand</b>	Ideally, boards should be ready for use at any point in the lesson, including spontaneously. It can help to store sets of board, pen, and wiper together in wallets to speed up logistics.
2	<b>Set the question with a goal and a timeframe</b>	Ask students to produce the specific type of response required, with clear goals - for example, write out a maths solution, sketch a diagram, or write a balanced chemical equation. Give students a timeframe for the task in minutes.
3	<b>Build in thinking time</b>	Before students show their responses, ensure every student has had sufficient time to think independently and explore their own schema. Sharing another student's answer prematurely can interrupt this process.
4	<b>Signal: 3-2-1 and Show Me</b>	Use a crisp, consistent routine that prompts every student to show their board at the same time - for example, '3-2-1 and Show Me.' This tells students to stop writing and hold up their boards until the teacher has finished engaging with the responses.
5	<b>Sample student responses and follow up</b>	Scan boards for correct and incorrect responses, interesting alternatives, and common errors or misconceptions. Engage with a sample of students to discuss their responses - to consolidate, deepen, or correct understanding as needed.

## Section 7: The School structure for lessons

- 7.1 The School operates a two-week timetable. All lessons run Monday to Friday, with six periods per day. On Fridays, Period 6 is reserved as a supervised independent study period, during which pupils return to their form rooms for silent, self-directed work. This was established in response to a request through the School Council and provides good training in self-supported study habits, independent working and academic resilience.

## **Section 8: Marking, assessment and feedback**

8.1 See *Marking, Assessment and Feedback Policy*

## **Section 9: Inclusion**

- 9.1 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- 9.2 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

## **Section 10: SEND Special Educational Needs and Disability**

### **Inclusive Teaching and High Expectations**

10.1 We are committed to inclusive education in line with the SEND Code of Practice (2015) and the Ofsted Education Inspection Framework (EIF), ensuring all pupils, including those with SEND, access a high-quality, broad and balanced, curriculum, with expectations for our learners with SEND remaining high. Teaching is expected to be ambitious for all learners, with appropriate adaptation to ensure pupils with SEND are fully included and can achieve strong outcomes. This approach reflects the direction set out in the DfE policy paper "Every child achieving and thriving" (2026), which reinforces the importance of high-quality inclusive teaching, early identification of need, and consistent support within mainstream settings to improve outcomes for pupils with SEND. All teachers are teachers of SEND and are responsible for ensuring inclusion, progress, and access to learning within their classrooms.

### **Identification**

10.2 We follow our internal SEND Journey, identification and support strategy, to ensure a structured graduated response to emerging needs, whether known or unknown. High-quality Wave 1 provision (Quality-First Teaching) is the first response for all pupils. Concerns are only escalated to the SENDCo once classroom-based strategies have been implemented, reviewed, and evaluated for impact, following involvement from both the Head of Department and Head of Year.

### **Graduated Approach and Support Plans**

10.3 Provision follows the Assess–Plan–Do–Review cycle set out in the SEND Code of Practice (2015). Personal Learning Plans (PLPs) and set clear targets and strategies. Support is designed to be responsive, regularly reviewed, and focused on improving outcomes in both learning and independence. All staff have access to any EHCPs for all pupils. Strategy meetings and additional CPD are provided to staff to help ensure pupils achieve the best possible outcomes.

### **Adaptive Teaching and Curriculum Access**

10.4 In line with the Ofsted EIF, pupils with SEND should access the same ambitious curriculum as their peers wherever possible. Teachers use adaptive teaching strategies including modelling, scaffolding, explicit instruction, and carefully sequenced learning. This reflects guidance from the Education Endowment Foundation, which highlights high-quality teaching as the most important factor in improving outcomes for pupils with SEND.

### **Teaching Assistants and Support in Classrooms**

10.5 Teachers retain responsibility for the progress of all pupils, including those supported by teaching assistants (TAs). In line with EEF guidance, TAs are deployed to support learning, reinforce understanding, and promote

independence. Support is structured and purposeful, ensuring alignment with classroom teaching and avoiding over-reliance on adult support.

### Subject Departmental Responsibility for SEND

10.6 SEND provision is embedded within each departmental ‘SEND in our Subject’, to ensure consistent baseline provision across all curriculum areas. Departments are responsible for ensuring that agreed SEND strategies are consistently implemented within subject teaching. Any additional targeted or specialist support must be in addition to, and never instead of, high-quality classroom teaching.

### Monitoring, Impact and Accountability

10.7 Pupil progress is regularly monitored to ensure SEND provision is effective and improving outcomes over time. In line with Ofsted expectations, leaders evaluate whether pupils with SEND are learning the intended curriculum and making meaningful progress. Where concerns arise, staff should consult the SENDCo so provision can be reviewed within the graduated approach.

### Professional Responsibility and CPD

10.8 In line with Teachers’ Standards (2012), Standard 5, teachers are expected to adapt teaching to meet the needs of all pupils, including those with SEND. Staff engage in ongoing Continuing Professional Development (CPD) to strengthen inclusive classroom practice, including adaptive teaching, SEND strategies, and effective deployment of support staff. This CPD ensures that practice is consistent with expectations set out in the Ofsted EIF, statutory guidance in the SEND Code of Practice (2015), and evidence-based approaches identified by the Education Endowment Foundation. It also reflects the priorities set out in “Every child achieving and thriving” (2026), supporting a consistent, high-quality approach to SEND provision across mainstream education.

### Section 11: Able, Gifted and Talented Pupils (AG&T)

11.1 “Everyone at our School has the ability to excel. We all have gifts and talents.”

11.2 Over recent years there has been a change in opinion about the most effective framework for Able, Gifted and Talented provision. Experts such as Barry Hymer, Carol Dweck and Chris Watkins amongst others have shifted the focus of AG&T provision from ‘identification’ to ‘provision’, from ‘exclusive’ provision to ‘inclusive’ provision.

Out	In
Prioritising the <b>identification</b> of gifted students – labelling and registers.	Prioritising <b>provision</b> – truly personalised learning experiences.
<b>Exclusive</b> provision for the identified ‘AG&T’ pupils – exciting opportunities for the few.	<b>Inclusive</b> provision (available to all students).
A focus on <b>data</b> .	A focus on <b>learning</b> .

Fig.3 ‘The Able Gifted and Talented Pocketbook’, Barry Hymer

11.3 This shift and change of opinion has been a direct response to the dissatisfaction that many have felt with the principles and outcomes of the traditional data-driven framework which has been in place since around 2001. The data-driven framework (identification and register based) promoted ‘test and place’ practice which can actually hinder the development of gifts and talents.

11.4 A new framework and approach has emerged which provides a challenging and realistic alternative to the data-driven model and is fit for the 21<sup>st</sup> century.

11.5 This new framework shifts the focus from identification and registers and towards provision (teaching and learning) and places the spotlight on what we as teachers are doing in the classroom to stretch and challenge all our pupils – including the AG&T pupils. **As such, teachers should set the bar of expectation high for all**

students, irrespective of their ability/ starting point, and make skilful use of scaffolding strategies to respond to and support students during lessons, and over weeks, months and years, to strive to reach, or in some cases surpass, this common goal.

### **Section 12: Inclusion Pupil Premium Pupils**

- 12.1 Pupil Premium (PP) pupils are shown on SIMS class marksheets and can be identified through the SIMS database.
- 12.2 Staff complete the intervention column as appropriate.
- 12.3 If teachers are concerned about the progress of PP pupils, they should consult their HOD in the first instance and pastoral staff.

### **Section 13: Literacy and Numeracy**

- 13.1 There are clear cross-curricular policies for the promotion of literacy and numeracy across the curriculum.
- 13.2 Teachers must build in opportunities to develop pupils' literacy and numeracy skills through lessons in line with such policies. For example, teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Similarly, teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Confidence in literacy and numeracy is an essential foundation for success in all subjects.
- 13.3 The library and the learning environment in classrooms promotes literacy and numeracy.
- 13.4 Dictionaries are provided in every classroom.
- 13.5 DEAR initiative is promoted through form time and book boxes have been developed in conjunction with the library.

### **Section 14: Homework**

- 14.1 See *Homework Policy*

### **Section 15: ICT**

- 15.1 ICT lessons can be booked by teaching staff and in this way ICT can be delivered through subjects.
- 15.2 ICT lessons are part of the curriculum in Y7-9.

### **Section 16: Remote Education**

- 16.1 See 'Spalding High School Student Remote Learning Expectations for Snow Closures' (Appendix 2)

### **Section 17: Evaluation of the Quality of Teaching and Learning**

- 17.1 Teachers use the principles within this policy to plan their lessons and they form the basis of lesson observations and feedback. There is a common observation form (Appendix 3).
- 17.2 Teachers are observed annually as part of the appraisal process and the subsequent professional discussion focuses on these areas.
- 17.3 Teachers observe each other annually through peer observation in order to use lesson observations as a developmental tool and to share good practice. There are set forms for peer observations (Appendix 4). A record that the peer observation has happened is passed to the Assistant Head and recorded on the appraisal form.

- 17.4 Departmental learning walks or Whole School Learning Reviews are programmed for alternate years. A brief record of Strengths and Areas to develop is passed to the Assistant Head (Teaching and Learning) following a departmental learning walk and discussed at department meetings. In the case of Learning Reviews, a report is written and shared with staff usually leading to developments in teaching and learning, dependent on the focus of the review and the evaluation.
- 17.5 Departments are also reviewed through pupil questionnaires, pupil interviews, work scrutiny and discussions with staff. The Head of Department is responsible for establishing these and report findings through their line management meetings with SLT. Whole school work scrutiny also takes place through Heads of Department and Senior Staff Meetings.
- 17.6 Copies of all observations carried out during the year are held by the Assistant Head (Teaching and Learning) and recorded on a spreadsheet. The summary report using this data is shared with SLT annually and is used to inform evaluation within the School SEF.

### **Section 18: Protocol for learning walks**

- 18.1 Lesson observation is not only a means of monitoring and evaluating performance in the School, it is a tool to develop classroom practice and to enable colleagues to develop their teaching skills and styles. Observation should not be viewed as a negative or threatening experience.
- 18.2 Classroom observation for Performance Appraisal and for SLT/line manager monitoring and evaluation purposes, should be carried out by qualified teachers. Other forms of observation (e.g., for purposes of sharing best practice, professional development of colleagues, visits by link governors etc.) should not contain any evaluation of the quality of the lesson and no judgements should be made.
- To ensure consistency, all staff should use the generic School lesson plans and observation sheets;
  - Staff should be given at least five days' notice of a formal observation;
  - Any single lesson observation can fulfil more than one aim, e.g., an SLT paired observation (for training and quality assurance) can also be a Performance Appraisal observation;
  - Verbal feedback should be given before the end of the next school day, and full feedback, including a copy of the observation sheet, within two days;
  - Any one member of staff would not normally undergo more than three hours observation per year, and usually, one hour will be sufficient for PA purposes. (This does not include Local authority or Ofsted inspections, both of which emanate from statutory powers of inspection. The Head also retains the right to visit lessons in order to fulfil her statutory obligations of, *"evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained"*.)
  - We also have a peer observation programme, which is undertaken each academic year, along with Learning Walks and a biennial informal observation by the Headmistress;
  - Staff should normally be observed on an equitable basis;
  - The purpose of the observation should be agreed in advance;
- 18.3 Observations should:
- Be undertaken with professionalism, integrity and courtesy;
  - Involve objective evaluation;
  - Be reported fairly and honestly;
  - Ensure confidentiality;
  - Whenever possible, offer positive encouragement, and, whenever necessary, constructive criticism.
- 18.4 During the observation the observer should:
- Be unobtrusive;

- Make judgements on the majority of the lesson, not just the start or a small part of the lesson.

18.5 After the lesson the observer should:

- Give accurate verbal and written feedback;
- Comment on all positive aspects of the lesson as well as offer practical advice for improvement;
- Provide a copy of the completed observation sheet to the teacher and the Assistant Head teacher (Teaching and Learning).

### **Appendices**

- SHS Language for Learning – the 4 Rs
- Spalding High School Student Remote Learning Expectations for Snow Closures
- Learning Walk form
- Peer observation form

**1. Resilience**

Key words: Focus, Concentrate, Enjoy, Persevere

- ☆ Practise in order to improve
- ☆ Don't be afraid of finding things hard
- ☆ Work hard with sustained concentration
- ☆ Find enjoyment in solving problems
- ☆ Block out/avoid distractions
- ☆ Develop strategies to deal with being stuck.
- ☆ Identify key points within text.

**2. Reciprocity**

Key words: Team work, Communicate, Co-operate

- ☆ Be confident to express your opinion
- ☆ Learn from others to help you to improve
- ☆ Put yourself in other people's shoes
- ☆ Listen carefully to and respect others' opinions
- ☆ Get involved in learning
- ☆ Know your role and responsibility within a group

**3. Reflectiveness**

Key Words: Organisation, Planning

- ☆ Pull out key ideas from previous learning
- ☆ Sort out what needs to be done
- ☆ Explore and draft different ideas
- ☆ Set yourself high standards and targets
- ☆ Adapt and change your ideas if necessary
- ☆ Check your progress regularly
- ☆ Proof read your work

**4. Resourcefulness**

Key words: Research, Investigate, Explore

- ☆ Don't be afraid of not knowing
- ☆ Imagine how things could be
- ☆ Be creative
- ☆ Take risks with learning
- ☆ Share and learn from mistakes
- ☆ Recognise patterns within work
- ☆ Be confident using a range of resources

## Appendix 2

### Spalding High School

#### Student Remote Learning Expectations for Snow Closures

This document sets out our approach to remote learning during a snow closure. For guidance on using Microsoft Teams, please refer to our **SHS Student Guide to Remote Learning**.

For this document, **synchronous learning** refers to live lessons where teachers and students meet online at the same time and interact in real time. **Asynchronous learning** refers to work that students complete independently at their own pace, without live interaction with teachers or classmates.

Our remote education provision has been guided by research published by the Education Endowment Foundation (EEF) entitled 'Best evidence on supporting students to learn remotely'. This research was funded by The EdTech Hub – as part of the partnership between the EdTech Hub and the Education Endowment Foundation and was published as a global public good - to support the global response to the education impacts of COVID-19.

#### Where the snow closure is likely to be for one day

If school is closed for a single day due to snow, teachers will provide work for students to complete online rather than delivering live lessons on Teams. Work will be set on each class's Teams page for students to complete at the scheduled lesson times. We aim to follow the normal school timetable as closely as possible, so students should access and complete work during the times their lessons would normally take place. Teachers will provide clear instructions and any necessary resources in advance, ensuring students can continue their learning from home. Following the usual timetable helps maintain routine and consistency for all students.

Examples of asynchronous learning include:

- Pre-recorded videos
- Podcasts
- Interactive quizzes
- Independent assignments
- Worksheets
- Case studies and problem-solving tasks
- On-demand learning materials e.g., Seneca, Flipped Law

#### Where the snow closure is likely to exceed one day

If a snow closure is likely to last more than one day, students will experience a mix of live (synchronous) and independent (asynchronous) learning. Typically, every other lesson will include a live element.

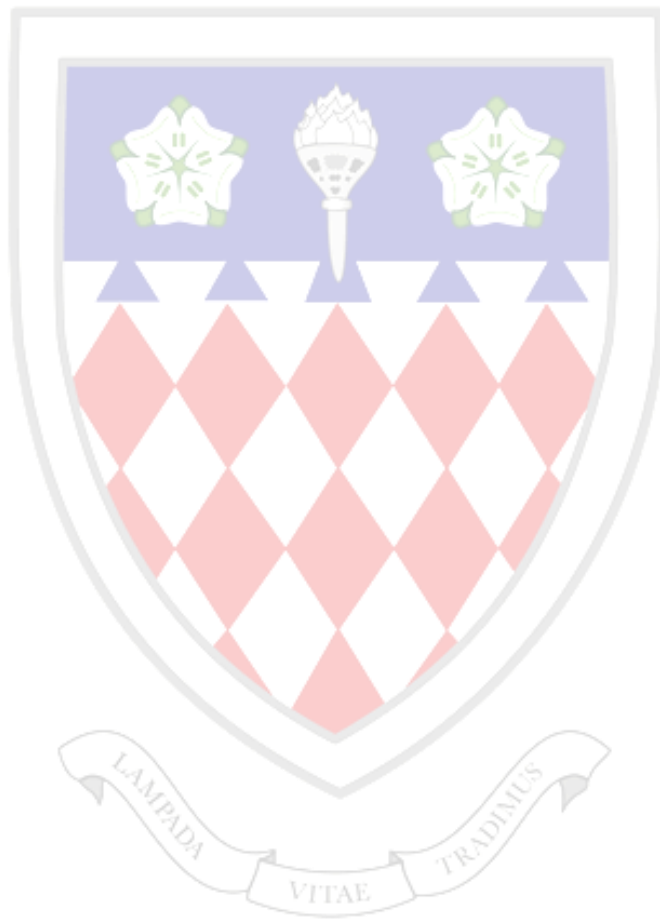
For example, after completing independent work, students may join a live session where the teacher greets the class, checks understanding, and provides feedback. This ensures teachers know what students have understood and can address any misconceptions before moving on.

In some lessons, teachers may introduce a new topic during the live session and then set independent work for students to complete on their own. Teachers may also be available in the background to offer support and return at the end of the lesson for a live recap. This approach ensures that learning continues effectively, even during extended closures, while keeping students engaged and supported.

Regardless of the method of delivery, work set by teachers will follow evidence-based principles to support your child's learning. This means:

- Providing clear explanations so students understand new material
- Supporting confidence through step-by-step practice
- Giving opportunities to apply new knowledge or skills
- Offering feedback to help students know how to improve

Research shows that a combination of live and independent learning is most effective. A balanced approach helps reduce fatigue from too much screen time, supports engagement and relationship-building through live participation, and encourages student independence during offline tasks. It also allows teachers to provide individual support during independent learning and ensures that students who cannot join live lessons for any reason can still access and complete their work.



# **SPALDING HIGH SCHOOL**

## **LEARNING WALK PROFORMA**

Appendix 3	Minimum Expectation		Most Desirable
<p>LESSON START NB. LO may be shared at other points in the lesson but must be clear to students</p>	<ul style="list-style-type: none"> <li>The students settle quickly.</li> <li>A clear sense of purpose e.g. learning objectives are shared with students.</li> <li>The teacher uses questioning to ascertain some levels of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Learning <u>starts promptly</u> and the teacher <u>demonstrates high expectations</u> - the teacher engages all the students.</li> <li><u>Differentiated/tiered learning objectives</u> are shared.</li> <li>The teacher gauges/assesses prior subject knowledge &amp; understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives are shared clearly &amp; reinforced <u>both visually &amp; orally</u>, identifying a clear expectation/ purpose to the learning <u>based on previous/future learning</u>.</li> <li>The teacher <u>explains the process</u> by which the learning will take place.</li> <li>The starter connects the learning, either to the previous lesson, or today's learning.</li> </ul>
<p>MIDDLE OF LESSON How well do teachers interest, encourage, engage and challenge students?</p>	<ul style="list-style-type: none"> <li>Questioning provides opportunities to develop understanding &amp; assess learning.</li> <li>The teacher uses <u>questioning</u> to ascertain levels of understanding <u>throughout the lesson</u>.</li> <li>Students are given opportunities to talk about what they have learned.</li> <li>Students are encouraged to be independent but are supported where they need extra help.</li> <li>Students are encouraged to do their best.</li> </ul>	<ul style="list-style-type: none"> <li>Activities are stimulating with relevant learning experiences.</li> <li><u>Planned questioning</u> is used to provide frequent opportunities for <u>higher order questioning</u>.</li> <li>Students are encouraged to verbalise their thinking through whole class discussion &amp; response partners e.g. think-pair-share.</li> <li>Students are encouraged to persevere &amp; the teacher seeks to extend their capabilities.</li> <li>The teacher uses a <u>range of strategies to assess progress</u> including observation, discussion &amp; review checks throughout the lesson.</li> <li><u>Lesson has a good pace</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Activities are stimulating &amp; challenging with real &amp; relevant contexts and the use of <u>modelling</u> to enhance pupils understanding.</li> <li>There is a high level of <u>involvement</u> and <u>interactivity</u>, a focus on talk, and a willingness of the teacher to create a <u>collaborative learning environment</u>.<sup>6</sup></li> <li>The teacher uses higher order questions and activities to probe the topic. Students are <u>regularly prompted</u> to <u>develop</u> and <u>justify</u> answers.</li> <li>There are opportunities for students to <u>lead the learning</u>.</li> <li><u>Students are encouraged to question</u>/persevere/solve problems, e.g. they know what to do, when they don't know what to do.</li> <li>The teacher <u>regularly uses</u> a range of strategies to <u>assess understanding and progress</u> throughout the lesson and this informs the lesson pace.</li> <li>Lesson has a good pace and <u>allows time for consolidation &amp; reflection</u>.</li> <li>(Where appropriate) opportunities to extend/ enrich the learning experience are suggested.</li> </ul>
<p>PLENARY How effectively do teachers use the plenary to reinforce learning and assess understanding? N.B. mini-plenaries may be used mid-lesson to check and reinforce learning.</p>	<ul style="list-style-type: none"> <li>During lessons <u>teachers</u> use opportunities to review &amp; assess learning (individually &amp; collectively).</li> <li>The plenary is an opportunity for <u>students to share</u> what they have done/ learned.</li> <li>Orderly finish and on time.</li> </ul>	<ul style="list-style-type: none"> <li>The plenary is used as an opportunity for <u>students to reflect</u> on what they have learned &amp; <u>what they need to do to progress further</u>.</li> <li>Teachers use this as an <u>opportunity for assessment</u>.</li> <li>Students are <u>regularly</u> involved in helping to <u>assess their own work</u>.</li> <li>Teachers work with students to set <u>appropriately challenging targets</u>.</li> <li>Sets the context for future learning.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons culminate in an interactive session that <u>encourages students</u> to reflect on their learning, not just what they have learned but <u>what has helped them to learn</u> &amp; what they need to do next.</li> <li>The teacher assesses what children need to do next &amp; amends his/her planning accordingly, e.g., "we will go back over this bit next lesson again".</li> <li><u>Students are encouraged to monitor their own progress against their targets</u> &amp; seek further challenge where these are achieved.</li> <li>Students are encouraged to discuss their next steps regarding their future learning.</li> </ul>

<sup>6</sup> At the same time, an acknowledgement that interactivity does not always mean frenzied activity and variety, because of the need for space and time to complete tasks properly.

<b>Teacher:</b>	Click or tap here to enter text.	<b>Date:</b>	Click or tap to enter a date.	<b>Observer:</b>	Click or tap here to enter text.
<b>Subject:</b>	Click or tap here to enter text.	<b>Class:</b>	Click or tap here to enter text.	<b>Period:</b>	Click or tap here to enter text.
<b>Focus (if relevant):</b>	Click or tap here to enter text.	<b>Part of lesson observed:</b>	Beginning/ Middle/ End		
<b>Strengths and highlights of teaching</b> (up to 3 key strengths)	Click or tap here to enter text.		<b>Notes</b>		
			Click or tap here to enter text.		
<b>Missed opportunity</b> (identify 1 area for development)	Click or tap here to enter text.				
Please suggest a possible Walkthru to help the member of staff action the 'missed opportunity' you have identified above.	Click or tap here to enter text.				
<b>Feedback on work scrutiny/ student interviews</b> (see page 4)	Click or tap here to enter text.				

## Work Scrutiny and Pupil Interviews

Student Name					Suggested Pupil Interview Questions
Summative and/or formative comments are diagnostic.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	<p><b>N.B.</b> These are example questions to guide discussion, not a checklist to complete.</p> <p><b>Curriculum and Learning</b></p> <ul style="list-style-type: none"> <li>• Do you enjoy this subject? Why or why not?</li> <li>• What kinds of activities do you usually do in lessons?</li> <li>• How do your teachers help you remember what you've learned?</li> <li>• What are you learning in this subject at the moment?</li> </ul> <p><b>Challenge and Support</b></p> <ul style="list-style-type: none"> <li>• Do you find the work challenging? Too easy? Too hard?</li> <li>• What do you do if you get stuck or don't understand something?</li> <li>• Can you give me an example of something that was hard at first but you understand better now?</li> </ul> <p><b>Assessment and Feedback</b></p> <ul style="list-style-type: none"> <li>• How does your teacher check your understanding in lessons?</li> <li>• Do you get feedback on your work? What kind of feedback do you get?</li> <li>• How do you know if you're doing well?</li> <li>• Do you know what you need to do to improve in this subject?</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Do you get homework for this subject? How often?</li> <li>• What kind of homework do you usually get?</li> <li>• How does homework help in this subject?</li> </ul> <p><b>Literacy &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Are there any difficult words you've learned in this subject?</li> <li>• What do you do if you don't understand a new word?</li> <li>• How does your teacher help you learn and remember important vocabulary?</li> </ul>
DIRT: The student has responded to diagnostic feedback e.g. redrafting (Take 2), corrections, spelling.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Teachers are marking using the School literacy codes.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Where teachers have used the School literacy codes, students have responded.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
There is evidence of opportunities for peer assessment.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
There is evidence of opportunities for self-assessment.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Presentation of books is good.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Where appropriate, the teacher has acted on poor presentation.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
There is a mechanism for students to synthesise the feedback they receive e.g., tracking grid.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
<p><b>Key:</b>    <b>1</b> Often/ always            <b>2</b> Sometimes            <b>3</b> Never/ rarely/ no evidence            <b>4</b> Not relevant</p>					
<p><b>Notes:</b>  <i>Click or tap here to enter text</i></p>					

## Spalding High School - Peer Observation of Teaching

### Post-observation Form

To be filled in by the person being observed

**Were there any differences/ similarities between your views and those of your observer?**

Click or tap here to enter text.

**Can you identify any areas of good practice from the teaching session? What went well?**

Click or tap here to enter text.

**What areas of development can you identify from the feedback and how do you intend to address these?**

Click or tap here to enter text.