# Northampton School
## *for Boys*

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## Curriculum and Learning Policy

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**Approved by: NSB Trust Board**

# Curriculum, Teaching and Assessment Snapshot

| Curriculum | Teaching | Assessment |
|---|---|---|
| Our intent is to set the level of challenge in the classroom through the level of challenge in our curriculum at NSB – one which meets individual needs and is successfully implemented to ensure lasting impact on a broad and balanced curriculum:<br><br>▪ The curriculum should identify what knowledge should be taught and when it should be taught within faculties. This will still allow flexibility for teachers to respond to different students' needs and to ensure mastery.<br>▪ The curriculum will be taught in a coherent and sequenced manner which allows for the incremental development of subject knowledge and skills across multiple faculties.<br>▪ The curriculum will adopt a mastery approach whereby each scheme of learning builds on prior knowledge.<br>▪ The curriculum will offer opportunities for students to **demonstrate and test their knowledge retention.**<br>▪ **Tier 2 and tier 3 vocabulary** should be incorporated into curriculum planning and outlined explicitly within schemes of learning.<br>▪ The curriculum ethos should be one of challenge and intellectual rigour. Students will be required to think deeply about their subject and lesson content. | We recognise that in order to deliver a successful curriculum, we must ensure that teachers are able to transmit this knowledge effectively so it can be applied across different contexts. To enable successful learning, teaching at NSB will make the following commitments:<br><br>▪ We will **know** our students so they are given the right curriculum diet, at the right level and at the right time.<br>▪ We will **challenge** our students so they have the highest expectations of what they can achieve.<br>▪ We will deliver **explanations** to enable our students to successfully acquire new knowledge and skills.<br>▪ We will **model** so our students know how to apply their knowledge and skills, including explicit modelling of academic tier two and tier three vocabulary.<br>▪ We will **question** our students so they are able to think deeply, broadly and accurately and are encouraged to be curious in their thirst for new knowledge<br>▪ We will establish and nurture positive **relationships** with students which are built on mutual respect.<br>▪ We will offer **feedback** to students to allow them to think about and further develop their knowledge and skills. | We recognise the critical importance of feedback to securing student progress and strive to ensure that feedback is always meaningful, motivational and manageable. Assessment operates on two levels:<br>▪ **Formative:** ongoing assessment of smaller chunks of the curriculum to check what students know and understand in order to inform future planning and delivery.<br>▪ **Summative:** less frequent assessment of larger chunks of the curriculum to offer deeper diagnostic feedback and to provide measurable information about student learning and overall performance to inform the termly reporting cycle.<br>▪ We will ensure that staff are equipped with a range of **research-informed feedback strategies** to allow them to select the most appropriate to assess their curriculum content.<br>▪ Assessment must be principally formative as this will have the greatest impact on learning.<br>▪ Students must be given the opportunity to respond to feedback in a timely manner; it is therefore essential that students response to feedback in the form of **DIRT tasks** or similar using a green pen.<br>▪ Assessment should be holistic and offer feedback on the quality of literacy and academic expression. |

# Curriculum Intent

At Northampton School for Boys, we deliver a knowledge-rich curriculum that is rigorously academic and aspirational for all, regardless of background or need; we value the ambition of the English Baccalaureate and believe that all students should have access to the 'best that has been thought and said'. We are exceptionally proud of how our curriculum also offers breadth and balance through the extensive extra-curricular and super-curricular programme, allowing students to contribute to our rich heritage of sporting, artistic and academic excellence – a heritage that is at the heart of the school's DNA. Whilst we respect and honour our long-held traditions, we also ensure that students flourish and thrive in the modern world – equipping them with the skills, attitudes, and values to navigate a successful future beyond the doors of NSB. We are committed to building a 'curriculum culture' - embracing the idea that curriculum design is necessarily challenging and is never a finished artefact. By engaging in ongoing curriculum conversations, we ensure our students are emboldened and inspired by powerful knowledge of their subjects and the wider world.

# Our intent:

The following core principles provide the framework for individual subjects and teams to construct their own curriculum intent:

- to provide a broad and balanced curriculum that is ambitious for every student
- to embolden students with 'powerful knowledge' – knowledge that takes students beyond their own experiences and enables social mobility for all students
- to prioritise a knowledge-rich and word-rich curriculum that allows students to know more, remember more and be able to do more, over time
- to develop a carefully sequenced curriculum that allows students to make both explicit and implicit connections between topics/concepts
- to create a curriculum that allow students to build increasingly complex mental models of ideas and concepts
- to sequence the curriculum to revisit prior learning and progress towards clearly defined end points
- to avoid the 'curse of content coverage' and prioritise depth of understanding across the curriculum
- to design a curriculum that inspires students' curiosity

In response to COVID-19 we aim to achieve all the above in a safe environment where risks are minimised. See Appendix 5 for COVID-19 addendum.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs* and *Disability Code of Practice 2014* and *Equality Act 2010* and responds to curriculum-related expectations set out in the DfE's *Governance Handbook.*

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This policy also links to the following policies and procedures: Relationships and Sex Education policy; Assessment policy, and Non-Examination Assessment policy. The RSE policy in particular outline our curriculum provision for RSE and Health Education for all students from 11-19.

## **Curriculum Implementation and Impact**
(See Appendix 1 for more guidance)

All Curriculum Teams recognise the curriculum is never a finished artefact and are committed to a constant process of evaluation and reflection. Through a carefully designed programme of curriculum CPD, all CTLs and SLT have a shared understanding and common language when discussing curriculum planning. All leaders recognise the following ideas, models and terms and can articulate how they are relevant to their own curriculum intent: core/hinterland knowledge, substantive/disciplinary knowledge, sequencing, concepts, end-points and 'powerful knowledge'.

All CTLs and teams have undergone a period of curriculum review alongside support from SLT and their peers – revisiting their curriculum sequencing to ensure they have thought carefully about the explicit end-points and sequencing of concepts to allow students to 'know more, remember more and do more.'

To deliver this intent, we have a **core set of principles that underpin our implementation** of the curriculum. As a result, we are proud that that teachers at NSB:

- participate in a carefully tailored CPD programme that focuses on the 'best-bets' in evidence-based research – supporting staff to make incremental changes to their practice that helps to support student outcomes
- work collaboratively to develop this evidence-based culture through a peer-coaching model
- promote a culture of professional challenge and curiosity by pursuing a range of personalised CPD pathways – characterised by our 'what's next for me at NSB' framework.
- have expert pedagogical-content knowledge in the subjects they teach (including those delivering outside of their specialism)
- deliver a carefully sequenced curriculum that allows students to build increasingly complex mental models and schema – an ambitiously challenging curriculum that reflects our whole school vision
- enable students to understand concepts through effective explanation and modelling
- regularly check students' understanding to identify and address misconceptions
- develop retrieval strategies that allow students to build on prior learning and make explicit connections with new knowledge
- ensure that students are forced to 'think hard' about their learning
- use a range of research-informed feedback strategies that support students to make progress
- prioritise reading and disciplinary literacy that develops students' fluency and confidence when approaching increasingly complex texts

These core principles go far beyond simple statements; if implemented successfully, we **hope that all students at NSB share the following characteristics and values**:

- become self-starters who show willingness and curiosity to engage in their learning
- produce work across the curriculum that is consistently of a high quality
- understand their current progress and what is required to progress further
- behave with respect and dignity
- develop detailed knowledge and skills across the curriculum
- read widely and often, with fluency and comprehension appropriate to their age
- respond to feedback and improve their work as a result of effective feedback
- consistently achieve highly, particularly disadvantaged students and students with SEND
- are ready for the next stage of education, employment or training
- rise to challenges, working collaboratively and supportively.

The policy sets out the framework and structures by which we will fulfil these core principles.

## Framework for planning lessons
(See Appendix 1 for glossary of terms, full training materials and lesson strategies available on VLE)

There is no prescribed lesson plan pro-forma or expected style of lesson delivery. We encourage teachers to use pedagogical-content knowledge and evidence-based practice to plan effective lessons.

At NSB, we believe outstanding lessons contain the following elements:
- students build on their current knowledge, understanding and skills
- teachers are aware of student targets and progress
- clear lesson objectives/big questions, which are apparent to the students and linked to the curriculum
- new information introduced in manageable chunks
- clear, accurate and content-focused teacher-talk to explain concepts
- expert questioning and discussion to facilitate deeper understanding
- high levels of challenge for all students, with appropriate modelling and scaffolding
- evidence-based strategies to reduce extraneous load such as dual coding, scaffolding and concrete examples
- memory retrieval activities to improve long-term memory such as low-stakes and no-stakes quizzing/testing
- feedback with opportunities to respond to feedback
- spacing, variation and interleaving to assist retrieval practice, distributed practice is superior to massed practice
- opportunities for students to practice extended writing and access challenging literature.

When planning for lessons, teachers may:
- provide an activity that the students can start with when they enter the classroom
- meet students at the door of the classroom helps to set a consistent standard of mutual respect and dignified behaviour

- Provide opportunities for students to work both collaboratively and independently
- Plan collaboratively with colleagues with the intention to engage in lesson study to enhance pedagogical-content knowledge.

## Home Learning Policy
(See Appendix 2 for more guidance)

The Education Endowment Foundation shows the potential for Home Learning in secondary education to accelerate progress by 5 months at very low cost. There is no expectation for written Home Learning. Home Learning should contribute to the teacher's plan of work as it builds towards any given end-point. It can reinforce previous learning, challenge deeper understanding or exam skills, or introduce new information for the next block of learning. The only requirement is that teachers use Home Learning as part of a deliberate and carefully sequenced curriculum that continually looks to build on knowledge and skills.

Teachers are expected to:
- set Home Learning using the on-line AIM platform
- explain the Home Learning to the students, so they are very clear what work is to be done
- follow up students on incomplete Home Learning

## Feedback Policy – Manageable, Meaningful and Motivating
(See Appendix 3 for more guidance)

NSB uses formative assessment to improve the attainment and progress of students. Research conducted by the Education Endowment Foundation has shown that high-quality feedback has a significant impact on student progress, potentially adding at least eight months' progress to students' learning.

We recognise that formative feedback from teachers is much more likely to support sustained improvement than simply using a summative grade which evidence suggest can even lead to regression. Feedback has an influence on the motivation and self-esteem of students; it helps students gain confidence in their learning and in their ability to make progress. We also recognise the crucial importance of feedback to help inform teacher's subsequent planning.

We are aware of the workload involved with providing feedback. Therefore the guidance and strategies within our policy are based on careful and considered research. We want to ensure that the feedback strategies we employ are 'manageable' in terms of time and frequency, 'meaningful' for each subject and year group and 'motivating' for the student to make sustained progress. Our policy is founded on these three core values and the belief that 'a teacher should only write in a pupil's book if it is going to have impact'.

Key aims:
- To raise standards and attainment by ensuring that students receive regular/focused feedback
- To interact with, motivate and encourage students
- To focus on providing feedback which is both constructive and actionable
- To reflect on students' learning and progress to inform subsequent teaching
- To enable teachers to track students' progress to provide support where necessary

- To ensure students are given dedicated improvement/reflection time to respond to feedback
- To ensure our feedback methods are informed by evidence and research-based practices
- To ensure feedback strategies and cycles have a positive impact on staff well-being.

Northampton School for Boys understands formative assessment to mean:
*"…the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning" (Cowie & Bell)*

Departments will indicate in their schemes of work and assessment calendars which pieces of work will receive feedback. These pieces will be standardised by CTLs and the relevant learning leaders. Teachers must ensure that students are undertaking activities within lessons which enable them to provide constructive and formative feedback. Effective verbal feedback will be a feature of all lessons but **formative feedback must be provided on a meaningful piece of class work at least once a term using an appropriate range of feedback strategies** (*this may be more during longer terms and when no data is required for whole school reporting*) Students should then be expected to act on the feedback during a **Dedicated Improvement and Reflection Time** session in a following lesson, enabling them to action the feedback provided. The 'D.I.R.T' session must take place **within 2 weeks** of the work being completed to ensure relevance and timely impact. **In addition, students receive feedback on at least one summative assessment (graded) per assessment cycle to support tracking and reporting as indicated by the 'Curriculum, Feedback and Assessment Calendar'. (Appendix 4)**

Based on these core principles, it is our policy that students should receive, as a minimum:
- Formative feedback on at least **1 piece of appropriately challenging and robust class work** per term. *During longer half-terms and when no summative assessment is required, departments **may choose** to include an additional formative feedback task to support students' progress.*
- Summative (graded) feedback on **1 summative assessment** per half term *as and when required by the school reporting cycle*.
- Summative and formative feedback using **carefully considered feedback strategies** that suit individual subjects and the nature of the assessed work – see appendix 3.
- **Additional opportunities** to receive feedback through the considered use of **whole class feedback**, self, and peer-assessment.
- Additional and **regular low-stakes/no-stakes testing** to ensure support spaced retrieval practice.
- We do not expect any staff to provide **acknowledgement-only feedback** or to evidence feedback on every page of a student's book. Research suggests that this form of 'tick and flick' feedback has **little or no impact on student progress** but does impact on staff workload and wellbeing.
- Feedback for literacy which supports both **technical accuracy** and students' ability to **communicate effectively** and confidently.
- **Dedicated Improvement and Reflection Time** where feedback is shared must be provided **within 2 weeks** during a 'D.I.R.T' session to achieve either verbal or written impact – 'for assessment to be formative, the feedback information has to be used.' (Black and William).
- Departments may choose to ask students to respond to feedback in **green pen** but this is not essential.

**Formative feedback should be:**
- Teacher, student (peer or self) or whole class led
- Linked to core knowledge, skills and/or criteria
- Praise-rich
- Modelled and scaffolded to provide appropriate support
- Based on strategies may include whole class feedback and flash marking codes as supported by research-based evidence, details of which are included in the appendix.
- Based on strategies should encourage students to become aware of their own learning and how they can make further progress, and acquire additional knowledge (meta-cognition)
- Student responses to feedback should be in **'green pen'**
- Specific feedback strategies should be used in line with department policies as appropriate

**Summative assessments should be:**
- Completed at least **once every half-term** when dictated by the school assessment calendar
- Given a numeric mark/grade/percentage etc.
- The grade must be clearly recorded on students' work and tracked by the teacher.
- Summative and formative assessment will be used to report to students and parents with regards to their progress and attainment.

When conducting a department review of feedback during the annual QA cycle, please refer to the 'Feedback and Assessment Review' online form. Teachers whose work is used as part of the QA process should always receive constructive feedback. Departmental and/or whole school QA of feedback will take place in line with the whole school QA calendar.

Teachers award grades in line with the whole school reporting cycle. Detailed, in-person feedback is given to parents once per year at year group parents' evenings. Teachers contact parents regularly by telephone or by email to communicate concerns or praise and Curriculum Team Leaders support this process with contact by phone, email or letter. Guidance is provided on the school VLE and school website to provide guidance on how parents can assist their child's learning.

## Quality Assurance

Our approach to QA is led by the following quotation from Lew Platt (HP CEO): 'If only HP knew what HP knows'. We want to create opportunities to identify best practice across the school, celebrate success and share effective strategies between colleagues. Our different methods of QA allow both middle and senior leaders to pinpoint these areas and decide how they can help inform future curriculum planning. The annual methods of quality assurance are as follows:

1. Lesson observations
   - 3-4 week review with 1 week notice for staff
   - Focus on a forensic evaluation of effective T&L following the guidance and transparent questions in the NSB Observation Form

2. Climate Walk – Behaviour and Attitudes
   - 2-week review led by SLT/YTLs/CTLs across the school and within departments
   - Review of behaviour in communal areas/break and lunch

3. Feedback Review
   - 2-week review led by CTLs/LLs/link SLT within departments

- Reviewing the quality of feedback in line with whole school policy
- Identifying best practice to share at curriculum team meetings

4. Climate Walk – C&G
   - 2-week review led by YTLs/SLT
   - Reviewing the quality of personal development through C&G
   - Identifying best practice to shape RSE curriculum

5. Peer-to-peer drop-ins
   - 10-minute drop-ins within subject specialisms/departments
   - Designed to increase collaboration between staff
   - Spotlight best practice and cascade to other team members during meetings

**All QA activities will be published on the annual QA calendar at the start of the year.**

## Teaching @ NSB

Teaching @ NSB provides teachers with an opportunity to share innovative teaching and learning ideas, to collaborate with like-minded colleagues from different departments and to enhance and inform the CPD opportunities for teachers. In addition, it provides a platform for teachers to showcase work they are doing in lessons, helps identify talent within the teaching staff and offers staff opportunities to develop their skills, helping to enhance their career prospects.

The aim of Teaching @ NSB is to ensure that all staff can discuss and become deeply involved in their personal professional development in order to benefit the students of NSB. This will ultimately mean that staff can support a knowledge-led curriculum and provide the opportunities for staff to explore evidence-based practice.

Meetings of Teaching @ NSB take place on a termly basis i.e. 6 per year. All Curriculum Teams must have one representative that attends these meetings. Information shared at Teaching @ NSB meetings is then shared as an agenda item at the next Curriculum Team Meeting.
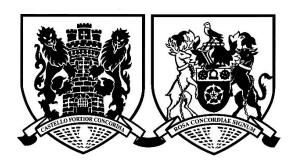
## Professional Development

Research demonstrates the clear connection between pedagogical-content knowledge and attainment. The most effective teachers have a masterful command of both their subject and how to deliver this to students. They understand common misconceptions and create opportunities to address these, revisiting and recalling knowledge at regularly spaced intervals. In line with this, NSB seeks to provide ongoing professional development for all teachers to develop their pedagogical-content knowledge. Training is focused on an agreed goal, with clear avenues of progression. It is co-ordinated by the Director of Professional Development and seeks to shine a spotlight on both evidence-based practice and individual success to be cascaded to the whole staff body.

There are a range of opportunities for staff to pursue their own professional development:

- Formal external training with a host of delivery partners including the SSAT network
- Chance to become a member of the CCoT and engage with evidence-based practice
- Participation in events run through the Teaching School

- Mandatory participation in at least 3 sessions of 'Teaching@NSB' with further voluntary opportunities
- Internal professional development arranged by CTLs
- Scheduled opportunities to discuss pedagogical-content knowledge in curriculum teams

# Northampton School
## *for Boys*

## Curriculum and Learning Policy

# Appendices

## Appendix 1
## Overview of teaching terms and strategies

**Long-term memory**
Long-term memory is fluent and readily accessible whenever needed. Knowledge is transferred to long-term memory by regular usage. The more a certain neural pathway is used in different and challenging situations, the stronger it gets and the subsequent performance becomes more and more second-nature.

**Pedagogical-content knowledge**
The knowledge of how to teach one's own subject. As opposed to pedagogical knowledge which is knowledge of how to teach generally, and content knowledge which is knowing one's subject.

**Clear lesson objectives**
This means the desired learning for the lesson is clear. It does not mean tiered levels of objectives or even that they be written anywhere. It does mean that everyone understands what is being learnt and why.

**Cognitive load**
Cognitive-load theory provides that any intellectual task has three inherent elements. These are the intrinsic load, extraneous load and germane load. The intrinsic load is the innate difficulty of the subject matter. The extraneous load is the difficulty added by the method of presentation and the germane load is intrinsic + extraneous, so the total strain on the learner. Teachers need to manage germane load to ensure learners are not overwhelmed with difficulty. Particularly difficult topics have high intrinsic loads so teachers may want to use strategies to reduce extraneous load (small chunks, simple activities, scaffolding). Easier topics have lower intrinsic loads so the teacher can be more ambitious with the complexity of the activity (higher extraneous load).

**Dual coding**
Strategy to reduce extraneous load. Consists of supporting text instructions with diagrams. The closer the text to the relevant part of the diagram the better.

**Scaffolding**
Strategy to support learners in the application of new knowledge that is not yet fully committed to long-term memory. Typically helps to structure extended writing or assists students in following a structured sequence of steps. Can be a writing table, a list of bullet points or an essay plan. Can also be some form of model answer or worked example that shows the student what the end-product should look like, allowing the student to plan steps to get to that stage. As fluency and long-term memory develops, scaffolding can be reduced.

**Concrete examples**
Many of the concepts we teach are abstract and in seeking to help students understand them we can exploit the dynamic between new and existing knowledge by using a concrete example. This

involves finding an example that students know well and connecting it to the new idea that you are teaching.

**Model answer**
An answer that achieves the top level of the mark scheme for any given question that can be used by students as a goal post for their own work. Additionally, a model answer that makes mistakes or achieve low marks can be used to guide students on what pitfalls to avoid.

**Retrieval/memory retrieval**
Activities that require effort to remember past learning. Long-term memory is ingrained through a process of interrupting the forgetting process with regular retrieval. The more retrieval intervals are applied to a certain memory, the stronger it gets. Therefore, every lesson should contain some form of memory retrieval to interrupt the forgetting curve and reinforce long-term memory.

**Spacing**
An important principle that goes in tandem with retrieval practice. The Ebbinghaus Forgetting Curve shows that most information is lost after 24 hours of initial learning. Therefore, a memory test after 24 hours is optimal to reduce the amount of forgetting and reinforce long-term memory. Too soon and it becomes 'massed practice' which is less effective for long-term memory, too long and the information will have to be re-learnt from scratch. For what is practical in school timetabling, a retrieval practice for homework and/or the next lesson is ideal.

**Low-stakes and no-stakes quizzing**
Same as memory retrieval, except with the emphasis on testing for the sake of memory development rather than for reward/punishment. Removes fear of failure and encourages risk-taking. In line with Carol Dweck's work on mindset, willingness to make mistakes improves learning because learners are motivated to try harder problems. No-stakes testing provides a safe-space for mistakes.

**Variation/Interleaving**
Strategy that increases difficulty and therefore has higher potential for ingraining long-term memory. Teachers vary/interleave quizzes with questions from previous topics. Requires deeper memory retrieval and more effort, hence the increased effect. This is more effective with learners who are at a moderate to high level of preparedness.

**Formative assessment**
Testing of knowledge and subsequent feedback that can be used at the instant it happens. For example, teacher asks a question, student gets it wrong, teacher corrects and explains mistake.

**Summative assessment**
Testing of knowledge with feedback that consists of a numerical mark or exam letter grade received some time after the testing.

**Dedicated improvement and reflection time (DIRT)**
DIRT time is focused, quiet time for students to engage with their work and the feedback they have received about their work, in order to make improvements to it or understand errors to avoid next time. It can include making corrections, redrafting work, answering further questions or making a

list of priority actions to apply to the next piece of work (not an exhaustive list). For more information see Appendix 3.

## Appendix 2
**Home Learning Descriptors**

1 **Outstanding**: the student uses Home Learning as an opportunity to independently study and to produce work of their best quality. The student consistently rises to the stretch and challenge of Home Learning and regularly completes extension work with rigour. This is helping the student to move towards their TAG

2 **Good:** the student completes all Home Learning set and completes it fully. This is helping the student to achieve their MAG

3 **Requires Improvement:** lack of time and effort on Home Learning is likely to contribute to underachievement. Parents will have been informed and use of Home Learning clubs, school or specific subject, will be put into place.

4 **Inadequate:** failure to do Home Learning is leading to significant underachievement. Parents will have been informed and strategies will be in place to address this issue including the use of the AIT team.

## Appendix 3
**Feedback strategies**

**Peer, Class and Self-Assessment**

Students should be encouraged to peer and self-assess as often as possible. This could take many forms: students could annotate their work or the work of their peers, identifying techniques they have used, knowledge they have applied or skills they have demonstrated; they could self-identify areas for development based on the success criteria of the task; they could mark answers to knowledge-based quizzes as right or wrong and they could apply assessment rubrics to responses. Whole class feedback using strategies such as 'Flash Marking' can be utilised to provide common areas of development and strategies on how to improve.

**Whole Class Feedback**
*"Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer."*
*(EEF, 'A Marked Improvement')*

WCF sheets mean that instead of offering individual comments to each student, teachers review every book and identify common strengths and developmental areas before planning to bridge the knowledge gap.

1. As a teacher reads the books, they jot down notes using the WCF form to highlight excellent work/effort, **common problems, misconceptions**, missing work, absences, common keyword issues, literacy trends etc.
2. The **DIRT/reflection tasks** are then set for students to allow them to address these misconceptions.
3. Teachers may feel it is valuable to provide **modelled examples of good practice** to enable students to maximise their responses to 'Directed Improvement and Reflection Time'
4. There **may be a choice of tasks** to meet the needs of all students.
5. Feedback is shared with students who then MUST redraft/respond to DIRT tasks on the WCF sheet.

**Flash marking**

This is a school-developed approach in which teachers give skills-based feedback rather than grades. All of the skills required to access the top band of the subject criteria have been translated into short codes that teachers use when providing feedback. These codes are also embedded in lesson time to focus on applying core skills/knowledge and to support students in offering meaningful and manageable peer and self-feedback.

Students use the codes to understand the skills they are good at and those they need to improve. Teachers are able to track strengths and weaknesses across their classes which allows them to tailor lessons accordingly to bridge the knowledge and skills gaps. When tracked systematically, CTLs and learning leaders can also identify which teachers may be more successful at delivering knowledge and developing certain skills, allowing then to plan peer-mentoring and support at teacher level.

**Oral Feedback**

Teachers will also provide regular, high-quality oral feedback to help students to improve their work.
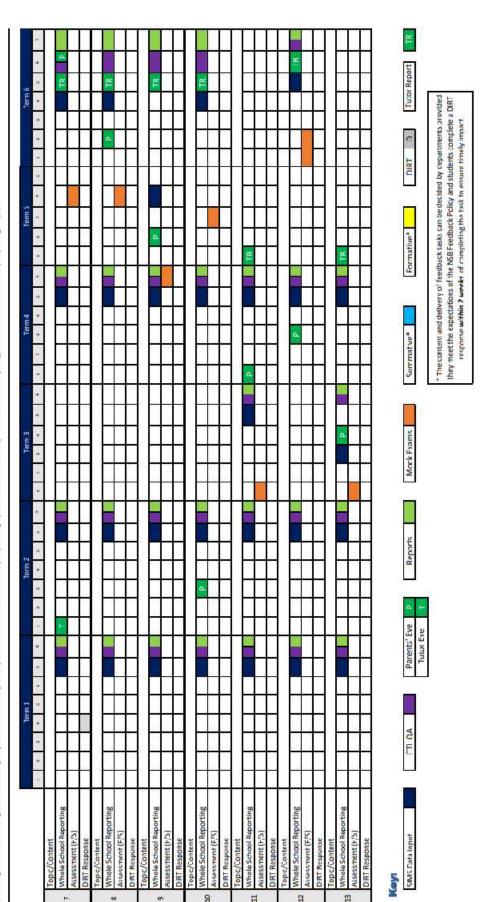
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# Curriculum, Feedback and Assessment Calendar 2020-21

## Curriculum Intent:

Write your curriculum intent here. *The assessment opportunities mapped out below should be carefully planned and sequenced, allowing students to demonstrate their mastery of the explicit knowledge and skills taught at that stage of the curriculum journey. Please consider the termly reporting cycle as well as the expected workload of staff who teach across multiple year groups.*

| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| 7 | Topic/Content | | | | | | |
| | Whole School Reporting | | | | | | |
| | Assessment (r/s) | | | | | | |
| | DIRT Response | | | | | | |
| 8 | Topic/Content | | | | | | |
| | Whole School Reporting | | | | | | |
| | Assessment (F/S) | | | | | | |
| | DIRT Response | | | | | | |
| 9 | Topic/Content | | | | | | |
| | Whole School Reporting | | | | | | |
| | Assessment (r/s) | | | | | | |
| | DIRT Response | | | | | | |
| 10 | Topic/Content | | | | | | |
| | Whole School Reporting | | | | | | |
| | Assessment (F/S) | | | | | | |
| | DIRT Response | | | | | | |
| 11 | Topic/Content | | | | | | |
| | Whole School Reporting | | | | | | |
| | Assessment (r/s) | | | | | | |
| | DIRT Response | | | | | | |
| 12 | Topic/Content | | | | | | |
| | Whole School Reporting | | | | | | |
| | Assessment (F/S) | | | | | | |
| | DIRT Response | | | | | | |
| 13 | Topic/Content | | | | | | |
| | Whole School Reporting | | | | | | |
| | Assessment (r/s) | | | | | | |
| | DIRT Response | | | | | | |

## Key:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SIMS Data Input | CTI QA | Parents' Eve — P | Mock Exams | Reports | Summative* | Formative* | DIRT — D | Tutor Report — TR |
| | | Tutor Eve — T | | | | | | |

* The content and delivery of feedback tasks can be decided by departments provided they meet the expectations of the NSB Feedback Policy and students complete a DIRT response *within 2 weeks* of completing the task to ensure timely impact

**Appendix 5**
**COVID-19 addendum**

**Curriculum intent:** In line with guidance from the DfE we aim to maintain a broad and rigorous academic curriculum for all students. In the 2021 exam series, there may be a small number of pupils whose context means it may be in their best interests to suspend some subjects. These decisions are to be taken on an individual basis in the best interests of each student. Core subjects of English, Maths and Science will remain the same for all pupils.

**Curriculum Implementation:** The pandemic does not change the evidence-based components of outstanding teaching. We maintain that outstanding lessons will continue to contain the pedagogical methods outlined in the Implementation section. However, certain elements of this require amendment to maintain social distancing and minimize risk. In the case of a further local lockdown, staff should refer to the 'NSB Guide to Effective Distance Learning' to support with evidence-based practical strategies and online guides to providing outstanding remote teaching. Staff training will also be tailored to ensure all teachers are confident with applying the proposed strategies.

In-School Teaching

Teachers will teach from the front of the classroom with students facing forward to minimize spread of the virus. Movement around the class will be kept to an absolute minimum and pupils will not typically be involved in face-to-face group discussion. Where classes do have table configurations that require students sitting around a table, appropriate screens will be used to stop spread of the virus. In this configuration there is no impact to group discussion. These factors have the following implications:

- It will be more difficult for teachers to check progress in books
- Teachers will not be able to circulate to offer support in the normal way
- Peer discussion will be limited
- Timid students may have even less opportunity for teacher input and therefore require closer monitoring using targeted questioning and book-looks.
- Computer rooms will not be bookable in the normal way

To address these issues, we recommend use of the following strategies (not exhaustive) as appropriate to the discretion of the individual teacher:

- Expert questioning becomes even more important. Teachers should encourage students to share their answers with the class and invite other students to recommend improvements. Bouncing questions from student to student, with the teacher directing questions directly to students can help to increase formative assessment of progress. Allowing at least 10 seconds thinking time before intervening or asking another student is encouraged and supported by research.
- Teachers can provide model answers that scaffold written activities in books. This can be used before or after the question is attempted, depending on the context of the class. If the

question is worth 4 marks, the model answer should provide the scaffolding to show students how all 4 marks could be achieved. If a PowerPoint is structured to appear one bullet at a time, support can be drip-fed as needed. Students can then self-mark comparing their answer to the model. This reduces the need to circulate the classroom.

- Following on from previous whole staff training, it is essential to build a low-stakes/no-stakes atmosphere of quizzing and testing. Students must feel safe to make mistakes and this atmosphere will encourage confidence to share answers and promote constructive and critical peer assessment.
- The clarity of explanation by the teacher also must be enhanced. The use of dual-coding to reduce cognitive load during delivery is recommended, with any annotation or labelling appearing as close to the relevant part of the graphic as possible (there are staff training videos available on this on the VLE). Teachers should offer extending thinking time for questions at the end of an explanation and ask follow up questions to check understanding.
- Discussion can be led by the teacher bouncing ideas from pupil to pupil with a central focus. This may not be as active for all pupils as small group work but it is considerably lower risk.
- Computers can be organised via the Curriculum Team Leader and teachers can also make use of the distance-learning provision that we have established during lockdown.

<u>Distance Learning</u>

Distance learning has become an integral part of the curriculum during lockdown. In the event of a local lockdown or absence of pupils for an extended time, the Headmaster has outlined the following principles for distance learning:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Select the online tools that will be consistently used across the school to allow interaction, assessment and feedback
- Set assignments so that pupils have meaningful and ambitious work each day in several different subjects
- Teach a well-planned and well-sequenced curriculum with clear guidance about the explicit knowledge and composite skills to be gained at each stage in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

To achieve these principles, the following practices have been developed by NSB teachers during lockdown based on evidence-based principles and innovation within their own practice. Further support on how to implement them is available in the staff training videos as signposted in the 'NSB

Guide to Effective Distance Learning' and 1-to-1 support is available through Microsoft Teams with MRO, APE or CBA.

- The curriculum sequence is the same as it would be in school. The difference is that it may progress at a slightly slower rate.

- The school primarily uses Microsoft Teams for online teaching of live lessons. All classes are set up with a Team and allocated to their normal teacher.

- As a minimum, teachers use AIM to provide weekly work which meets the 6 principles outlined in the NSB Distance Learning Guide. There must be a mechanism to provide feedback and support.

- Teachers have provided audio feedback uploaded to Class Notebook or AIM to reduce written feedback. This has been very effective. The chat function in Teams is also very useful for immediate feedback. Students must be made aware that everything they post is permanent and inappropriate posts will be reported to the relevant YTL or Senior Leader.

- For explanations, inking and recording audio on a PowerPoint has proved valuable for many teachers. Staff training videos are available on the VLE and are constantly updated to reflect our evidence-based practice. Video clips that contain teacher explanations are also widely available and have been used effectively. Setting large quantities of single-format reading is discouraged.

- The method with highest approval from parents and students is delivery of online lessons on Teams. These can be scheduled during the normal class time for each class, and allow live explanation, questioning and supported application of knowledge through activities. Training videos are provided but key factors include limiting student access to the lesson and disabling cameras to support with safeguarding.

- The use of Microsoft Whiteboard, PowerPoint and screen share have all been very effective methods supported by teacher explanation and questioning via this method.

- Memory retrieval is a vital aspect of the online process just like in class. Having a slide with 10 questions from prior learning, interleaved with questions to reduce cognitive load of subsequent learning, at the start of an online lesson or on the first slide of a new PowerPoint is effective. A follow up slide with answers provides instant feedback and a low stakes atmosphere. If the lesson is live, follow up questions should supplement this.

- The use of Microsoft Forms embedded in Microsoft Teams facilitates a very effective platform for regular multiple-choice questioning (MCQ), as well as longer 'generational' questions if desired. Questions should be linked explicitly to the curriculum and help to indicate student progress and possible misconceptions. Further training will be provided on quizzing to allow teachers to harness this as an effective feedback tool.

- The same facility can be used to prepare controlled assessments at the end of each subject component. This allows the sequence of learning to progress when face-to-face contact is limited. A challenging pass-mark should be set to ensure rigor. Staff training on this is provided.