

Teaching

- Lessons are planned according to *The BGN 5* expectations so that they are challenging and engaging.
- All lessons begin with a learning question which is used to engage students in their learning and check their understanding during the lesson.
- All lessons include elements of Assessment for Learning (AfL) including hands down questioning; mini plenaries; low stakes testing; opportunities for discussion; cultural capital.
- Annotated seating plans are used to identify and track all groups of learners including SEND/PP/EAL/HPA

Learning

- Oracy & Literacy are key features of learning and students have opportunities for high quality speaking, listening, reading and writing activities.
- Lessons are planned to include opportunities to interleave prior learning and embed into long term memory
- Homework is set to encourage independent learning often using the VLE.
- Intervention is put in place to support individual learners who are falling behind and to challenge the most able.
- Teachers manage student attitude to learning and behaviour effectively and consistently.
- Students take pride in their work and folders/books show progress over time. They are curious, interested learners & thrive in lessons.

Assessment

- Teachers check student learning systematically and promptly and address misunderstandings, challenge stereotypes and offer individual support.
- Written and oral feedback is prompt and focuses on improvement .
- FAR marking is used to set an action (written by the teacher in blue ink) and expect a response by the student (in green ink) which leads to an improvement in their knowledge, understanding and/or skills.
- Lessons are planned which include DIRT (directed improvement reflection time).
- Spelling punctuation and grammar are checked and students are expected to correct errors.
- Summative assessment is used according to the school calendar to assess student progress, set targets and report to parents.