BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

PURPOSE

This policy provides a framework for creating excellent learning and teaching at Bishop Heber High School across every area of the curriculum.

It reflects the values and strategic objectives of the school and applies to all members of the school community, in order to ensure a consistent approach that promotes the best outcomes for all students.

CONTEXT

Learning and teaching are the primary reason for the existence of the school and the criteria by which we are judged. Learning and teaching should be focused on the needs of all students.

Bishop Heber High School (The Heber) is a high achieving comprehensive school. Our examination results reflect our success in enabling 'cohorts' of students of all abilities to succeed. This success is not accidental but derives from the high quality of the teaching and support staff and the importance placed by the school on learning, teaching and achievement. Progress 8 (P8), Attainment 8 (A8) and destination measures are used to inform, review and plan to ensure that all students make progress and achieve though their school career and beyond.

Key aspects for successful learning:

- Positive working relationships throughout the school

- High quality teaching that meets the needs of all, where underachievement exists it must be challenged not merely identified

- An orderly, aspirational environment for learning, where achievement and progress over time are recognised and rewarded (using guidance in the Behaviour and Discipline Policy)

- A focus on continuous improvement via regular ongoing feedback and assessment/s

- Lessons are planned and effectively sequence the learning, developing knowledge and understanding of the subject content and skills necessary to ensure the students make progress over time. Individual needs must be taken into account

Guiding Principles:
"What makes great teaching?"

The culture at Heber recognises that one of the central truths of our vocation is there is no formula for perfect teaching; every student, every class is different and requires a bespoke approach.

LEARNING AND TEACHING POLICY

Nevertheless, good teachers are also good learners and the process of reflection and professional learning are central to our growth as practitioners.

Staff are expected to keep their subject knowledge up to date and to use the best pedagogical evidence to evaluate their teaching. Teachers are expected each year to reflect on their progress against the teacher standards with their line manager as part of their performance review

Staff are, as part of their performance development, expected to complete a Professional Learning Plan (PLP) during each academic year.

All teachers are expected to be aware of and apply their teaching to the findings of the 'What Makes Great Teaching" Education Endowment Foundation (EEF) Report. The key aspects being highlighted below:

The two factors with the strongest evidence of improving student attainment are:
- teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions
- quality of instruction, which includes using strategies like effective questioning and the use of assessment.

Specific practices which have good evidence of improving attainment include:
- challenging students to identify the reason why an activity is taking place in the lesson
- asking a large number of questions and checking the responses of all students
- spacing-out study or practice on a given topic, with gaps in between for forgetting
- making students take tests to show retrieval of knowledge or generate answers, even before they have been taught the material to support a growth-mindset

Specific practice, evidence says should not be used:
- using praise without meaning or specificity
- allowing learners to discover key ideas by themselves

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

INCLUSION

It is our responsibility to ensure that the educational needs of all students are met by working to overcome potential barriers to learning and/or assessment.

Different groups of students have specific needs which the school supports in a number of ways:

SEND
- There is a robust transition programme in place between Year 6 and 7 to ensure that SEND students feel supported as they step up to Heber and all appropriate information regarding a student's SEND is shared
- Information on students with SEND is available for all student facing staff in the Inclusion Team on Microsoft® Teams. All pertinent information should be entered into mark books and the Pyramid of Inclusion (POI), with suggested strategies adhered to and discussed with students and parents as appropriate
- Staff receive regular updates from the SENDCo and wider SEND support team, in the event of changing needs, support strategies in the classroom and interventions outside of the classroom
- The SENDCo requests feedback regarding SEND students on a regular basis which is returned in a timely manner and shared with pupils and parents as needed
- The SENDCo works collaboratively with Senior, Pastoral and Subject Leaders to ensure that their teams are able to support SEND students in line with best practice
- Highly skilled teachers and Teaching Assistants meet the needs of the majority of SEND students delivering quality first teaching

Aim Higher
- The MAT (More/Most Able and Talented) Co-ordinator will provide updated information to Subject Leaders each academic year identifying the MAT Learners in each year group – initially data-driven using information from CATs/ Prior Attainment
- Subject Leaders will identify the MAT Learners in their subject area for each year group. This will be a minimum of the top 10% of the cohort as identified by data and teacher recommendations. This information will be listed on the MAT Learner channel on the Staff Area in Microsoft® Teams
- Each Subject Area is responsible for ensuring the needs of MAT Learners are met
- The MAT Co-ordinator will also oversee a programme of activities for these students that will provide extension and enrichment activities beyond the classroom

Teaching Assistants (TAs)
- TAs are assigned as a key worker to support students with the most complex and profound learning difficulties

LEARNING AND TEACHING POLICY

- TAs will work alongside teachers both within the classroom environment and outside the classroom at the direction of the teacher, e.g. small group interventions, fieldwork etc.
- It is the responsibility of the teacher to provide appropriate guidance to the TA. The teacher is responsible for the planning and assessment of work and communication with the TA
- TAs will often have in-depth knowledge of the student being supported and will offer guidance to the teacher if appropriate
- Teachers should refer to the latest evidenced based practice such as the Education Endowment Foundation (EEF) SEND Guidance Report

ASSESSMENT, RECORDING AND REPORTING (AR+R)

Rationale

Assessment is the bridge between teaching and learning. It is the means by which we know whether teaching has resulted in learning. It is the means by which we know what students understand and can do, or what they do not yet understand and cannot yet do. Assessment, therefore, is essential to inform teachers' planning and underpins the curriculum through:

Understanding the progress that students are making in terms of **_knowing more, remembering more_** and being able to do more

In essence, the aim of assessment is to generate better information, for better decisions, for better learning. To achieve this, the information generated by assessment should be reliable, valid, purposeful and valuable.

Purpose & Aims

- To measure and track progress, attainment and achievement of all students: individually, within the teaching group, within their year group, within specific vulnerable groups and across the school
- To check learners' understanding systematically, identify misconceptions and provide clear, direct feedback
- To provide learning opportunities that help students to remember in the long term the content they have been taught and to make connections (schemata)
- To provide strategies that enable students to integrate new knowledge into larger concepts
- To use assessment to help students embed and use knowledge fluently
- To provide support for involvement of parents and carers in their child's progress
- To provide the tools to identify where further intervention may be required and to understand where there may be learning gaps for a student or students
- To provide a clear view of current progress for the SLT, Governing Body, Year Leaders, Subject Leaders and external reviewers as required

LEARNING AND TEACHING POLICY

- To provide a system that can work alongside national data sets in order that internal data is valid and measurable

Forms Of Assessment

Underpinning the assessment approach there are four main components to school's assessment approaches:

- Formative assessment (typically day-to-day): Informally throughout a lesson and through different teaching activities including questioning and discussions or during a lesson using peer and self-assessment or written feedback
- Summative assessment (typically twice a year): Through more formal tests and examinations as relevant and appropriate for the subject; mock examinations or final external examinations
- Moderation following summative assessments
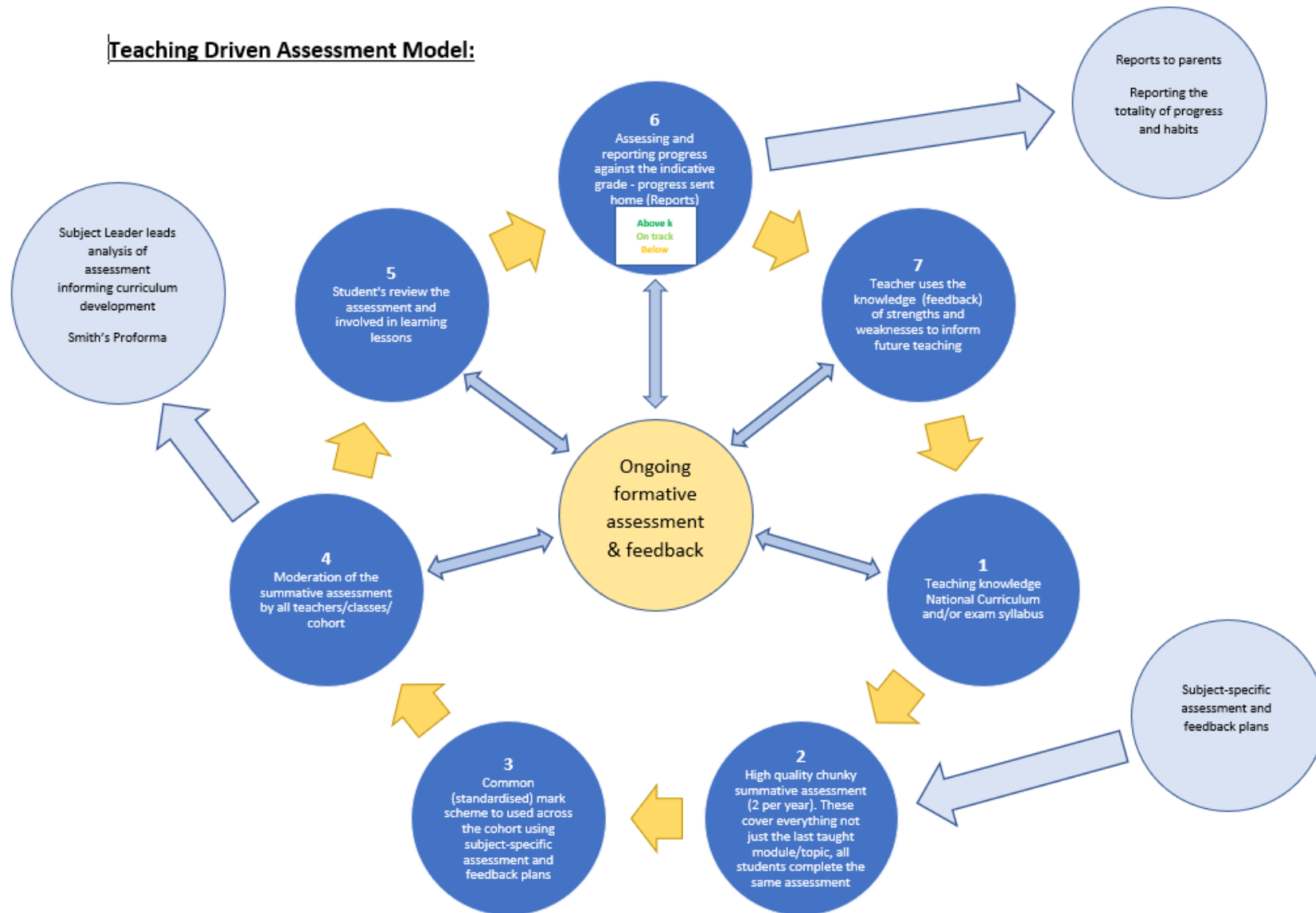- Tracking and reporting systems (Reports)

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Teaching Driven Assessment Model:

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

FEEDBACK

Feedback, requires effective formative assessment as a prerequisite and is an integral part of the Bishop Heber's teaching and learning experience. Following the identification of a 'learning gap' (for example, something the student cannot yet do, does not yet know or has forgotten), the resulting feedback should be aimed at closing this gap. Students must receive regular feedback in every lesson as it informs the planning of the next lesson. The feedback can be discussing misconceptions, front end feedback, whole class feedback and may be verbal or written, whole-class or individual.

Generic Principles for Assessment & Feedback

What is feedback?
Feedback can take different forms: peer, self, teacher marking individual or whole class, written or verbal teacher feedback. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Notes are for reference and do not require marking although expectations regarding the presentation of work are to be upheld.

Aims of Feedback
In adopting a common approach students are very clear about how to improve and parents can also review this consistent approach when looking at their student's books or work.

It should be remembered that feedback is informing the teacher about what to do next as well as informing the students about next steps. Really – isn't feedback equally for the student? "What does the teacher and student need to do in response to what the teacher has seen?" Essentially, feedback is a misnomer and should be re-named 'feedforward'.

Feedback should: Be specific and enable the student to learn and make progress. It is not a requirement to mark every piece of work with:

- ✓ WWW / EBI
- ✓ Guidance
- ✓ Verbal Feedback
- ✓ Reward

These should be used as required and as appropriate. The frequency and depth of marking will be dependent on contact time and the type of work set; this will be detailed through the Subject Assessment and Feedback Plan. The Subject Leader will offer further guidance as required in the subject but professional judgement is also key.

MARKING

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

1. It is necessary to recognise the profound individuality of each subject in terms of its content, specific approaches and skills. Therefore, we do not impose a whole-school assessment and feedback model. As such, we only promote evidence-informed key principles of feedback that should be incorporated by all subject areas. Within these parameters, subjects are free to specify their own assessment and feedback plans. Teachers must adhere to the requirements of the relevant subject-specific assessment and feedback plan. Where literacy errors are being highlighted the literacy marking codes should be used **(Appendix A)**

Summative Assessment

The SKUs (Curriculum Maps) & Subject Assessment and Feedback Plan will identify how students will be assessed throughout each key stage to check their understanding and to identify any knowledge gaps. Subject Leaders and teachers will use the information gathered from summative assessments and/or examinations to enable effective planning and to track students' progress over time. This information will be used when entering data at formal data collection points. Formal data collections will be used alongside local and national comparisons. This information will be used to inform interventions and strategies to tackle individual and whole class gaps in skills, knowledge and/or understanding

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

RECORDING ASSESSMENTS

Statutory Requirements

Details provided to a student's new school will contain the teacher's latest assessment of the student's progress, typically via the PARs/SIMs report as well as any previous statutory assessments, if applicable. A report to a school leaver will contain any public examination results.

Internal Requirements

Subject Areas may have their own individual methods of recording assessments in line with their subject needs, but as a minimum provide two reports on students' progress and learning habits.

Year	Autumn Term	Parent/ Information Evening	Spring Term	Parent/ Information Evening	Summer Term	Parent/ Information Evening
7	Settling in report	Information Evening	Summary Report	Parents' Evening	Full Report	
8			Summary Report	Parents' Evening	Full Report	
9			Summary Report	Parents' Evening Next Steps Evening	Full Report	Information Evening
10			Summary Report		Full Report	Parents' Evening
11	Summary Report	Parents' Evening Next Steps Evening	Full Report		**GCSE Examinations**	
12	Summary Report	Information Evening		Parents' Evening	Full Report	UCAS Information Evening
13	UCAS Report Summary Report	Parents' Evening	Full Report		**GCE Examinations**	

Summary Reports will provide information on progress and learning habits
Full Reports will include a tutor summary of successes
UCAS Reports will provide UCAS predicted grades

The timings of these collections are dependent on the year group and where it is most relevant and purposeful for students. Subject Areas will also use their own tracking and recording systems to moderate and inform the data entered at each point

Reports will be shared electronically via the Parent Portal - insight and sent home in hard copy. Please note that if a student is absent for a significant majority of sessions, the school may not be able to provide up to date and/or meaningful progress data.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Reporting Progress:

At Bishop Heber High School we set challenging, ambitious goals to Towards which students should aspire

The definitions of all our assessment terminology can be found in **Appendix B.**

Indicative Grade Range:

Year 7 Benchmarking
Bishop Heber High School is in the unique position of have having a significant proportion (up to 25%) of our cohort without Key Stage 2 (England) assessment data. In addition, due to the COVID pandemic there were no Key Stage 2 assessments in 2020 & 2021. Therefore, we undertake a benchmarking exercise for all students at the beginning of Year 7 using the CATs assessments.

Any student who is an in-year transfer to the school will take the age appropriate CATs catch up assessment so that they can be added to the school's data base before the end of a student's first term at Heber.

Indicative Grade Range:

All students will be given an end of Year 11 Indicative Grade Range. The indicative grade range will be suitably motivating, in that they are aspirational and achievable. We will use FFT and the DfE Key Stage 2-4 matrix to establish each student's indicative grade range for each subject. The indicative grade range will be set based on the progress students are expected to make from their average Key Stage 2 score/CATs conversion where this does not exist. This is to ensure that targets are in–line with national expectations.

The indicative grade range will be reviewed each year and where students are consistently achieving above their current range they may be raised. The indicative grade range may be lowered in exceptional circumstances where a student's achievement is well below the expectations due to their Key Stage 2 entry score not reflecting the student's actual attainment. The lowering of targets will only be considered after a rigorous investigation into the student's progress and in discussion with parents / carers.

All data and the in-year changes are placed on SISRA so that teachers and Governors* can access them. Governors can access subject level headline data where names are anonymised.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Target Grade:
We will replace the Forecast Grade (FG) and Minimum Expected Grades (MEG) with a Target Grade. These grades will follow a similar start point as currently (FFT/ALPS). However, at Key Stage 4 they may be adjusted upward to account for exceptional progress made in Key Stage 3.

In the Sixth Form the Target Grades are re-evaluated at the start of the Upper Sixth following that summer's Alps update and a review of Lower Sixth progress.

Most Likely Exam Result:
From the second report in Key Stage 4 and 5 students will receive Most Likely Exam Result. This is informed by teacher assessments and judgements. It indicates the grade your child is most likely to get at the end of the course if they carry on working at a similar rate and with the same learning habits. **(Appendix C)**

The indicative grade range and Most Likely Exam Result (from each data collection) are made available to all staff via SISRA and SIMS. The Governing Body also use this data to monitor and evaluate school performance and work with the school to achieve any improvements.

Homework
At Bishop Heber High School homework plays an important part in extending learning. Homework is an important means of helping students to achieve their potential in all Subject Areas by helping students to become active, independent learners and by promoting their enthusiasm for learning.

Homework will be set according to the school homework timetable as on the school website **(Appendix D).** All homework will be published for students, parents and carers to view at:

www.insight.bishopheber.cheshire.sch.uk

All homework will be set as an assignment on Microsoft ®TEAMs and parents receive a weekly e-mail.

Students are issued with their own personal diary and jotter and may use this to add reminders/additional information to support homework. Every student is encouraged to review and extend their work using the student homework support sheet **(Appendix E).**

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Behaviour & Discipline

Teachers need to demonstrate a professionalism in lessons, supporting the values of the school especially those of *respect*, *opportunity* and *achievement*, so as to set the standards and a good climate for learning. A framework of key principles helps to support progress and is outlined below.

- Everyone is punctual to lessons, ensuring a calm, ordered entry and prompt start to the lesson with an initial activity (focused start) ready.
- Each class must have a Pyramid of Inclusion (PoI) which is available on Microsoft ®TEAMs. This should be updated as necessary throughout the year.
- Teachers must have a seating plan which is entered on PARS and this must be changed at least termly.
- Teachers must follow the merit and demerit system and issue a consequence as appropriate and ensure these are recorded on PARS (using guidance in the Behaviour and Discipline Policy).
- Teachers must question any absence and notify the attendance team via the Missing Student Alert. For specified students staff should follow the missing student protocol (using guidance in the Behaviour and Discipline Policy).
- Parental contact regarding any persistent concern must be used as an early intervention strategy to ensure that a student has a triangle of support between home and school.
- Teachers should be actively monitoring learning and progress throughout the lesson and dealing with incidents calmly and sensitively as they occur.
- Risk assessments must be carried out as appropriate depending upon the nature of the subject and individuals within the group. It is the teacher's responsibility to ensure that students are safe in the classroom.
- At the end of the lesson students must be dismissed in an orderly and calm manner.
- Mobile phones may only be used under the teacher's direction for educational purposes such as using PiXL Apps or taking pictures of information on the board.
- Any significant subject concerns or any incident of significant concern must be referred to the Subject Leader (using guidance in the Behaviour and Discipline Policy).
- Effective questioning should be used to promote and monitor behaviour, learning and progress.

These expectations also apply to tutors for morning and afternoon registration times. The role of the tutor is set out in the appendix guidance **(Appendix F)**. Tutors will also deliver a common PSHCE programme to relevant to their year group **(Appendix G)**. This includes access to careers education **(Appendix H)** and other technical providers **(Appendix I)**.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Monitoring of Learning and Teaching

Subject Area Reviews (SARs) are used to monitor aspects of learning and teaching and take four (only **two** below?) forms.

1. **External SAR** led by external observers such as Specialist Subject Leaders (SSL) from a local Teaching Schools Alliance (TSA) and School Improvement Patrtner (SIP). These occur every two years with every subject involved. This ensures that we, as a school, have increased confidence in our judgements of key indicators including the quality of learning, teaching and assessment.
2. **Internal SAR** this is an ongoing process using the subject area handbook. This will involve members of the SLT, Subject Leader and the relevant department. Areas to investigate might be identified from the Inspection Data Summary Report (IDSR) and the school Improvement Partner (SIP) reports. Findings are reported by the subject leader in the subject area handbook and discussed in 121 meetings with the SLT.

In addition, every teacher is observed annually as part of their Performance Review. Lesson/Learning Plans are not necessary. Teachers may wish to use a Learning Plan to inform any observer of a formal SAR observation, this should be uploaded to BlueSky **(Appendix LJ)**. All lesson observations are recorded on the lesson observation pro-forma on BlueSky **(Appendix JK)**. The school will support learning and teaching though a comprehensive package of CPD (continual professional development) **(Appendix KL**).

Remote Learning

Where a student is off school due to COVID isolation the school will provide remote learning as set out in our guide to parents/carers. (**Appendix M**)

Alternative Provision

On very rare occasions alternative provision might be provided to support students. This might be appropriate where it is specified as part of an Education Health Care Plan (EHCP) or to support a student into the next stage of their education. In all cases we will follow the Alternative Provision/ Reduced Timetable Procedure **(Appendix N)**.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

LEGISLATIVE POWERS AT THE TIME OF APPROVAL

RELEVANT GOVERNMENT & OTHER GUIDANCE AT THE TIME OF APPROVAL

JCQ Guidance on Non-examination assessment (2018)

Sutton Trust Teaching Research (2014)

Education Endowment Fund

Gatsby Benchmark (2017)

Making Best Use of Teaching Assistants (2015)

Assessment without levels (2018)

National Curriculum for Schools (2014)

Data Protection Act (2018)

Signed: (Chair of Governors)   **(Headteacher)**

Administration Use:	
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*Appendices Update	Appendix P - Added November 2020
	Appendix P - Updated January & October 2021

BISHOP HEBER HIGH SCHOOL

LEARNING AND TEACHING POLICY

APPENDICIES:

A – Literacy Marking

B – Assessment Terminology

C – GCSE Grading

D – Homework

E – Student Homework Support Sheet

F – Role of the Tutor

G – PSHCE Outline

H – Careers, Work Related Learning and Enterprise Education

I – Technical Education & Apprenticeships Provider Access Policy

J – Teacher Learning Plan

K – Teacher Observation Proforma

L – Continual Professional Development

M – Blended Learning

N – Alternative Provision Procedure

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix A – Literacy Marking (part of subject specific assessment and marking plans)

When a student's work is marked the following symbols should be used by all staff:

sp   Written in margin and the word underlined. This indicates a spelling mistake in this line.

p   Written in margin and the error circled. This indicates a punctuation mistake. Correct the error.

//   New paragraph needed.

^   A word or letter missed out.

?   This part (underlined) is confusing or unclear.

Teachers may not wish to indicate all errors in a piece of work as this could be demoralising for the student. It is recommended that only a limited number of spelling errors should be identified in a single piece of work.

_____

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix B - Assessment Terminology - KEY STAGE 3

	Applicable To	Displayed As	Key Information	Report Key
Learning Habits **PREP-M**	All years	Exemplary Good Not good enough yet Unsatisfactory	**Learning Habits** describes transferable learning skills designed to help our students to become better learners by preparing them for a lifetime of learning: • Prepared for Learning & Equipment for Lesson • Revision & Retrieval • Engagement and Ambition in Learning / Working to Personal Best • Pride in Work (inc Presentation) • Meeting Deadlines (inc Homework)	Grade ranges Exemplary Good Not good enough yet Unsatisfactory
Indicative Target Range	Years 7-9	Grade range	The is the grade range that your child is working towards at the end of Year 11. The range is determined from FFT estimates KS2 SATs, CATs scores. Where a student consistently exceeds their indicative range, we will review them at the end of the academic year.	Grade ranges 7-9 6-8 4-6 1-4
Progress	Years 7-9	Above On Track Below	Progress is informed by ongoing formative and summative assessments and teacher judgements. It indicates the progress your child has made towards their indicative target.	

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

KEY STAGE 4 & 5

Name	Applicable To	Displayed As	Key Information	Report Key	
Learning Habits **PREP-M**	All years	Exemplary Good Not good enough yet Unsatisfactory	**Learning Habits** describes transferable learning skills designed to help our students to become better learners by preparing them for a lifetime of learning: • Prepared for Learning & Equipment for Lesson • Revision & Retrieval • Engagement and Ambition in Learning / Working to Personal Best • Pride in Work (inc Presentation) • Meeting Deadlines (inc Homework)	Grade ranges Exemplary Good Not good enough yet Unsatisfactory	
Target Grade	Years 10 & 11	GCSE Grade	The is the grade range that your child is working towards at the end of Year 11. The range is determined from FFT estimates, KS2 SATs, and CATs scores.	GCSE Grade 9-1	BTec Grade L2D*, L2D, L2M, L2P L1D*, L1D, L1M, L1P
Target Grade	Sixth Form	GCE Grade	The is the grade that your child is working towards at the end of Year 11 or the Upper Sixth. The grade is determined from the	GCE Grade A* - E	BTec Grade D*, D, M, P

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Name	Applicable To	Displayed As	Key Information	Report Key	
			GCSE (only) grades.		
Most Likely Exam Result	From the second report in each key stage	GCSE/GCE or BTec Grade. When a grade is not secure and at risk it will be indicated with a –	This is informed by teacher assessments and judgements. It indicates the grade your child is most likely to get at the end of the course if they carry on working at the similar rate and with similar learning habits.	The GCSE/GCE prediction may be is qualified by a letter to show how secure the grade is For example: For Year 11 an '8-' is not secure. For year 13 an 'B-'is not secure.	
UCAS Predicted Grade	Year 13	A-level Grade	This is an optimistic & positive grade that teachers think students have the potential to achieve IF students work at their optimum for the duration of the course. These are required for UCAS (university admissions).	GCE Grade A* - E	BTec Grade D*, D, M, P

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix C – GCSE Grading

New GCSE Grades		
Legacy GCSE Grade	New Grades	Notes
Top & Middle A*	9+ / 9= / 9-	Different for each subject 40-70% of A* - see table
Bottom A* & Top A	8+ / 8= / 8-	Set at ½ of the mark difference between a grade 7 and 9
Middle & Bottom A	7+ / 7= / 7-	Broadly the same proportion of students will get a 7 or above as previously got an A or above
Top & Middle B	6+ / 6= / 6-	Set at ⅔ of the mark difference between a grade 4 and 7
Bottom B & Top C	5+ / 5= / 5-	Set at ⅓ of the mark difference between a grade 4 and 7
Middle & Bottom C	4+ / 4= / 4-	Broadly the same proportion of students will get a 4 or above as previously got a C or above
All D	3+ / 3= / 3-	Set at ⅔ of the mark difference between a grade 1 and 4
All E & Top F	2+ / 2= / 2-	Set at ⅓ of the mark difference between a grade 1 and 4
Middle, Bottom F & All G	1+ / 1= / 1-	Broadly the same proportion of students will get a 1 or above as previously got a G or above
U	S+ / S= / S-	

New Strong Pass

New Standard Pass

Previous Schools Good Pass

S = Below New GCSE Grade 1 and only used for Bishop Heber reporting

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix D – Homework

Year 7 and 8 Template

Day	Homework 1	Homework 2
1 Monday		
1 Tuesday		
1 Wednesday		
1 Thursday		
1 Friday		
2 Monday		
2 Tuesday		
2 Wednesday		
2 Thursday		
2 Friday		

- In some subjects, a project may be set across a half term and students will be expected to allocate the appropriate amount of time each week to this work

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Homework advice to students

Note:
- On rare occasions, subject teachers may set homework on a different day to the one published.

Other information:
Each piece of homework should last between 20 to 30 minutes. If after 30 minutes you have not finished your homework you have two choices:
1. Get a parent/carer to sign the work/planner that you have completed 30 minutes on that piece of homework.
2. Finish the homework but indicate in pencil how long the homework took you to complete. That way your Form Tutor/ Subject Teacher will be able to monitor the length of time it takes you to complete a task.

Other tips:
1. Do not let your homework build up. Just because it is not due in immediately there is no reason why you cannot start it or get it out of the way. Leaving homework until the night before can cause a last minute rush and a lot of stress for you and your parents.
2. Get into a routine- do your homework as soon as you get home OR have a break first then settle down to do it.
3. Do not leave your homework until late in the evening.
4. Find somewhere that is warm, comfortable and has good lighting.
5. If you find a piece of homework too difficult:
   - Have a try and then ask a parent/ guardian for their help. If they are unable to help you, ask them to write a note in your planner explaining the problem.
   - Do not give up too easily- there are always reference books, the Library and the internet.
6. Take pride in your homework. Think about presentation – it is important. If you put effort into your work it will be noticed. You will feel good about your achievements and the teacher will be pleased with your efforts.
7. If you are finding that you are receiving too much homework then have a word with your Tutor, or better still, have a chat with your Subject Teacher. Be polite and state your anxiety clearly but sensibly.
8. If you feel that you are not receiving enough homework there are several things that you can do:
   - Do some extra independent research on the topic/s that you are covering at school.
   - Extra support or extension work is available on subject websites: Mymaths, Maths watch, Tassonai, GCSE Pod
   - Visit the Library, research the internet, read through an encyclopaedia, or read a book!

Alternatively, think about joining some extra-curricular clubs. Get fit and make some new friends. Join a club- netball, hockey, football, rugby, frisbee, badminton, drama, choir- there is so much going on after school. Some children join Guides and Scouts and others take up a musical instrument. When you reach Year 10 you will receive a considerable amount of additional work leading up to your GCSEs. Enjoy these first couple of years settling in to High school life and think about broadening your experiences.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Year 9

Subject	Minimum Time allocated (minutes)
English	**90**
Maths	**60**
Science	**60**
Art	30
Design & Technology	30
Drama	20
Music	20
Geography	45
History	45
Computing	30
Languages	60
Religious Studies	30

The table outlines the minimum amount of homework that should be set per fortnight in each subject (approximately 60 minutes per night if it was evenly spread across the two weeks). **If at all possible**, homework will **not** be set for the next day. This allows students to plan the use of their time effectively.

In some subjects, a project may be set across a half term and students will be expected to allocate the appropriate amount of time each week to this work.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Year 10 & 11

Subject	Minimum Time allocated (minutes)
English	**120**
Maths	**120**
Science	**120**
Option P (Language/Non language)	120
Option A	90
Option B	90
Option C	90

The table outlines the **minimum** amount of homework that should be set per fortnight in each subject (approximately 70 minutes per night if it was evenly spread across the two weeks.) **If at all possible**, homework will **not** be set for the next day. This allows students to plan the use of their time effectively.

Students should **also** be allocating time to the completion of past papers and revision in preparation for examinations. This may be directed by subject staff or independent revision.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix E – Student Homework Support Sheet

Is your work CORRECT?

The expectation is that you will check your work and that the following will be done.

Correct in green including spellings.

Organise your work with dates and classwork and homework next to titles.

Respond to your teachers' comments, and/or re-do work, answer questions.

Read through your work and check that it makes sense and that you understand it.

Emphasise new key words by highlighting or underlining

Complete drawings in pencil, writing in black or blue pen.

Title and Learning Objectives underlined

You can improve your understanding by:

1. Writing a 5 point summary of a topic.

2. Preparing a model answer to a question.

3. Preparing 10 questions and answers on a topic.

4. Preparing a glossary of key words and what they mean for a topic.

5. Doing some reading/extra research and produce a 5 point summary of what you found out.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix F - Role of the Tutor

> **The register is a legal document and must be taken formally. Students are our responsibility until the end of the day and the bell, to release them before 3.30 p.m. is a safeguarding issue. Make registration meaningful and well- structured. Develop routines to ensure rigour and purpose in place at the start and end of every day.**

	A.M. REG	P.M. REG	Other
Must be completed	✓ Meet and greet, check & sort uniform on arrival and departure. ✓ Students **seated according to a plan** (which is on PARS) ✓ Coats off, bags on floor, no phones. ✓ Register taken with **students in silence.** ✓ Read out names and students respond 'Yes Miss /Sir'. No head counts. ✓ Read relevant notices (from briefing and any e-mails) ✓ Absence from previous day/ check reason/note in Planner. *If no note in planner then follow up with a reminder in planner or phone call.*	✓ Meet and greet, check uniform on arrival and departure. ✓ Students **seated according to a plan** (which is on PARS). ✓ Coats off, bags on floor, no phones. ✓ Register taken with **students in silence.** ✓ Read out names and students respond 'Yes Miss /Sir'. No head counts. ✓ **Check any student reports** for those students on report. Get them to place on your desk. ✓ Accelerated Reader (Years 7 and 8). ✓ **No early release or toilet visits.** ✓ **Allocate monitors** for the form to check register trays on their way to registration and bring any notices, letters, reports etc. ✓ **Hand out any letters/reports.** ✓ Detention reminders/take to GG2 at 3:30 p.m.	✓ **Tutor to call parents after 3 days of absence with no information** from family during that time (6N report to support to be checked) ✓ **Tutor to call parent after 2 days' absence for disadvantaged students.** ✓ **PA students know and monitor their attendance.** ✓ Be aware of attendance of individuals for the group, those on 100% attendance etc.
Should be completed	Daily rota sheets including: ✓ Go through Student Briefing Sheet (SBS) to support student planning for the week and display hard copy on notice board. ✓ Check equipment, CORE 4. ✓ Tutees maintain tutor notice board. ✓ Check student planners Thursday during PSHCE, develop a routine. ✓ Discuss how the day has been. ✓ Discuss homework set for that day. Reminders for the next day. ✓ Accelerated reader ✓ Theme for the fortnight discuss, use the presentation.		✓ Take time to get to really know your students. ✓ Update form displays…notices, attendance, rewards, wet weather rooms (tutor monitors can update) ✓ Make contact with home to praise raise concerns. (planners). ✓ Monitor PARS reports, merits and demerits. ✓ Mentor those students who are identified as need it 1 or 2.

LEARNING AND TEACHING POLICY

Appendix G – PSHCE Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	A Happy School Careers: Change and Achievements	Respectful Relationships Careers: Influences and Success	Unhealthy Choices Careers: What do I Like?	The Changing Adolescent Body Careers: What is Work?	Mental Wellbeing Careers: Changes in the World of Work	Careers: Setting Targets
Year 8	British Democracy and the Rule of the Law Careers: Beliefs in School and Work	Positive Relationships Careers: Motivation	Managing Money Careers: Budgeting	The Truth About Drugs Careers: Handling Change	Effective Revision Careers: Action Planning	Valuing Difference Careers: Equal Opportunities & Stereotypes
Year 9	Keeping Safe Online Careers: Plan Your Decision Year	Intimate Sexual Relationships Careers: Informed Choices	Sexual Health Careers: Choosing Options	Know Your Limit Careers: Financial Literacy	Physical Health and Fitness Careers: Personal Qualities & Skills	Self-Care and Basic First Aid Careers: Skills and Jobs
Year 10	World Issues; Internet Safety and Harms	Democracy Education Careers: Financial Education	Democracy and British Values	Coping With Revision and Exam Stress	Futures and Careers	Families
Year 11	Consent and Coercion Careers: The Changing Job Market	Healthy Intimate Relationships Careers: Preparing for Interviews	Addiction Careers: Where have you got to so far?	Exam Success	Exams and Mental Wellbeing	
Year 12	A-Level Mindset Introduction Careers: Post 18 Pathways	Relationships & Sexual Wellbeing Careers: Intro to WEx	Risk & Challenge Careers: Interview Skills	Rights & Responsibilities Careers: Employment Opportunities	LGBT+ Visibility Careers: Introduction to UCAS	Preparing for Exams Careers: WEx
Year 13	A-Level Mindset Review Careers: UCAS and CV completion	Managing Relationships; Self examination Careers: UCAS and CV completion	Travelling Safely; The Emergency Services Careers: Preparing for Mock Exams	Budgeting, Spending, Contracts & Debt Careers: Being professional	Independent Living: External Exam preparation	

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix H - Careers, Work Related Learning and Enterprise Education

Intent

Career describes a journey through life, learning and work. Careers, work related learning and enterprise education at Bishop Heber consists of a personalised programme of study that supports students to build the career development skills, knowledge and attitudes to become independent careers learners. Consequently, students will develop the knowledge and attitudes needed to have a positive career. This typically includes being happy with the way they spend their time, being able to make a contribution to the community and being able to have a good standard of living.

In this programme we acknowledge and promote:

- the importance of meeting the requirements of key stakeholders e.g. Governors, Senior Leadership Team, teachers, parents and students as well as the importance of continuous reflection and evaluation of the Careers Information, Advice and Guidance (CIAG) programme to ensure that the needs of all stakeholders are met.

- the requirement for equality of opportunity in respect of age, gender, race, disability, religion or belief, sex or sexual orientation, with value placed on celebrating diversity and challenging stereotypes.

- the need for confidentiality and impartiality.

- the school's commitment to CIAG and the eight Gatsby Benchmarks in line with statutory guidance.

Bishop Heber High School is committed to providing a comprehensive Careers Information, Advice and Guidance (CIAG) programme that meets the needs of all students. Our provision is developed in accordance with Section 42A of the Education Act 1997 and informed by the Career Development Framework (Career Development Institute, 2021). It includes a broad mix of information, experiences, curriculum learning and personal guidance that reflects the opportunities and challenges of the local labour market and allows all pupils to ambitiously consider all routes.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Implementation

Our Careers curriculum is delivered through a variety of activities including; discrete lessons within the PHSCE curriculum (summarised in appendix G) and information embedded within the subject curriculum. In addition to this, bespoke opportunities, activities, and events are offered, that include external agencies, businesses and employers. A spiral learning model has been adapted, so students revisit six key themes, making links between increasingly complex content:

Career Development Learning areas (Career Development Institute, 2021)

1. Grow through life: Grow throughout your life by learning and reflecting on yourself, your background and your strengths
2. Explore possibilities: Explore the full range of possibilities open to you and learning about recruitment processes and the culture of different workplaces
3. Manage career: Manage your career actively, make the most of opportunities and learn from set backs
4. Create opportunities: Create opportunities by being proactive and building positive relationships with others
5. Balance life and work: Balance your life as a worker and or/entrepreneur with your wellbeing, other interests and your involvement with your family and community
6. See the big picture: See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Impact

Our careers programme ensures that all of our students are prepared for future success in their next steps. In order to inform the learning process and identify further needs its impact will be measured through:
-Baseline assessment at the start of topics; formative assessment opportunities including student self-reflection, summative assessment to establish factual knowledge.
-Lesson observation and work scrutiny
-feedback from students and teachers to evaluate the relevance and effectiveness of the programme
-tracking destination data to inform the careers programme

In addition, we also use the Careers and Enterprise Compass Plus tool to monitor progress towards the Gatsby Benchmarks and inform the curriculum and teaching. This is completed in conjunction with our enterprise advisor and enterprise co-ordinator.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Gatsby Benchmark	What good career guidance consists of
A stable careers programme	We have an embedded programme of career education and guidance that is known and understood by pupils, parents/carers, teachers, governors and employers.
Learning from career and labour market information	Every pupil, and their parents/carers, has access to good quality information about future study options and labour market opportunities. They can access the support of an informed adviser to make best use of available information.
Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support are tailored to the needs of each pupil. Our school's careers programme embeds equality and diversity considerations throughout.
Linking curriculum learning to careers	All teachers link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
Encounters with employers	Every pupil has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This may be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
Experiences of workplaces	Every pupil has first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
Encounters with further and higher education	All pupils understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
Personal guidance	Every pupil has the opportunity to request guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These are available whenever significant study or career choices are being made, to meet the individual needs of students

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix I - Technical Education & Apprenticeships Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement:

Students in Years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Procedure:

A provider wishing to request access should contact either:

Miss C Johnson, Careers Lead

Mr T Roberts, Work Related Learning Coordinator

Telephone: 01948 860571

Email: cjohnson@bishopheber.cheshire.sch.uk

Email: troberts@bishopheber.cheshire.sch.uk

Opportunities for access:

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents. Examples include:

- Key Stage 3 and 4 PHSCE careers lessons
- Key Stage 5 personal development lessons
- Bespoke work shop group sessions
- Year group assemblies
- Year 9, Year 11 and 13 Transition events
- Biannual Careers Convention (March)
- Annual PHSCE day (November)

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Please speak to our named Careers Lead or WRL Coordinator, to identify the most suitable opportunity for you. The school policy on safeguarding sets out the school's approach to allowing providers into school to speak to our students.

Full details can be accessed here

Premises and Facilities

The school will make the Main School Hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will endeavour where possible, to make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times, and to Sixth Form throughout the day.

Appendix J – Teacher Learning Plan Proforma

BISHOP HEBER HIGH SCHOOL
A Foundation School

Learning Plan

Teacher:		Subject:			No. in Class	Boys	Girls
Year Group:	Set or Mixed ability:				No. present	Boys	Girls
Day & Date:		Period:	Room:		Support in class:		

Pyramid of inclusion attached

Context... an outline of work leading up to this lesson:

Success criteria for the lesson including any reference to assessment objectives (by the end of the lesson ...)

Teaching and Learning
Connector Activity

Developments

Review Activities

Homework (if applicable, attach a printout from PARs)

Any other information

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LEARNING AND TEACHING POLICY

Appendix K – Teacher Observation Proforma

BISHOP HEBER HIGH SCHOOL
CLASSROOM OBSERVATION FORM

Date of observation:	Class observed:	Subject: and Period:	Teacher:	Observer:

Observation focus: .

Overall Comments:

Entrance Initial activity Objectives	
Tasks and progress well matched to prior learning and ability.	
Level of challenge. Low Level Disruption Pace.	
ATL - Engagement and motivation.	
Independent learning	
Revisit objectives. Mini plenaries. Judgement of overall progress. Knowing what to do next or to improve.	
Homework and Assessment	
Developmental. Consolidation. }	Sequencing
Assessment shaping future planning or interventions.	

Strengths

Areas for Improvement

Judgement

Teacher comment: (can be added under notes in Blue Sky)

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix L – Continual Professional Development (CPD)

Rationale

Bishop Heber High School is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the school is able to deliver whole school, team and individual development priorities as identified in the SSDP, Subject Area development plans (RAPs) and individual Performance Reviews. The school has an expectation that all staff will take an active role in their own professional development and support the professional development of their colleagues. Professional development will provide staff with the opportunities to reflect on practice and develop. The CPD take many forms as it is tailored to suit the needs of individuals and support learning and teaching. Each member of teaching staff has an annual Professional Development Project (PLP) linked specifically to their SEF and Performance Review objective 3 and this forms a significant part of their continued professional development each year.

Professional development will be co-ordinated by a CPD Leader (member of SLT) who will co-ordinate a programme for each academic year of CPD which usually includes:

- New staff induction
- Five CPD Days and/or twilights
- Monthly Year/Subject Team Mtgs
- Subject Area networks/cluster meetings with local Specialist Subject Leaders (SSL) from a local Teaching Schools Alliance (TSA)
- PiXL/6 meetings
- All the statutory staff training including Keeping Children Safe In Education (KCSIE) annual updates
- First aid training including mental health
- Special Educational Needs & Disabilities (SEND)END
- Task and complete Groups e.g. Learning together group with a specific focus termly/annually

Staff can request individual CPD to meet individual support as identified by SEFs, Performance Review meetings, including for example:

- exam board training,
- pastoral training
- inter school peer to peer support
- health and safety

The school will use a range of types of provision and providers adopting "best value" principles in determining these. The school is committed to working with all training providers to develop and improve the services they provide through collaborative planning and detailed feedback. In house training and use of webinars is encouraged.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

There is a separate programme for Early Career Teachers (ECTs) and Associate Teachers (ATs) is co-ordinated by the ITT co-ordinator when they are appropriate. Following professional development staff are expected to disseminate practice and apply within their own context. This is recorded through outcomes of meetings including subject area and SLT link meetings. The CPD Leader will review annually the CPD provision and report to full Governing Body in the December meeting.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Appendix M - Blended Learning Policy

Remote Education Provision: Information for Parents/Carers

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education during local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see Remote Education for Self-isolating Students section.

The remote curriculum: What is taught to students at home?

A student's first day or two of being educated remotely will look different from our usual approach, while we take all necessary actions to prepare for a longer period of remote learning. We may have to adjust the curriculum sequence slightly, for example where there is a high level of specific practical content but generally will follow the same content as we would in school in the majority of subjects.

What should my child expect from immediate remote education in the first few days and weeks of students being asked to stay at home?

Initially students will have work that they can continue to do. For example, there will be classwork and homework they can continue with. However, within 24 hours they will be invited to join the class lesson via TEAMs. Students will need their log on details and to refer to school e-mail and Microsoft® TEAMs. There are guides on the website to support students and parents:

- Guide - Logging Teams
- Guide - Assignments Teams
- Guide - Student Access
- Guide - Blended Learning

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriately. However, we have needed to make some adaptations in some subjects. For example, P.E where lessons might be outside.

Remote Teaching and Study Time Each Day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote learning and independent work) will take students broadly 4-5 hours each day:

LEARNING AND TEACHING POLICY

Full school remote learning	5 lessons of 50-60 minutes per day
	** PE lessons might not take place in the same format
	#Creative subjects (ART, DT) teacher may lead the first 10 and 15 mins with a skills activity where the teacher will be available via chat
When school is fully open but you are isolating	5 lessons of 60 minutes per day, normally these will be a live broadcast from the classroom
Home learning	For the wellbeing of students at Key Stage 3 Homework will be suspended during a full lockdown
	For the wellbeing of students & teachers of Key stage 4, teachers will monitor and may reduce the amount of homework and/or extend the time to complete it

Accessing Remote Education

How will my child access any online remote education you are providing?

At Heber, we will use Microsoft® TEAMs as our main remote learning platform. However, some materials may be sent by school email, INSIGHT or placed on the school's OneDrive. If this is the case teachers will inform their students.

If my child does not have digital or online access at home, how will you support them to access remote education? As with the previous lockdowns, if you are experiencing any difficulty whatsoever in accessing remote learning in the first instance please contact your child's form tutor.

We have supported our students by:

- Loaning laptops to students
- Providing internet dongles (remote internet access)
- Printed materials posted to students' home if no/limited online access
- Providing remote technical support
- According to need we have offered places in Pupil Support Provision (PSP)

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

- Live teaching (online lessons)
- Recorded teaching (e.g. Oak National Academy lessons, BBC resources and/or video/audio recordings made by our teachers)

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

- Printed paper packs produced by teachers (e.g. Workbooks, worksheets)
- Textbooks and reading books students have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, quizzes and assessment material including Mymaths, Educake and GCSE pod, students do need to keep a record of their log on details to all accounts
- Long-term project work and/or internet research activities (as per the school's full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Our complete curriculum on the school's website including guidance for every topic on how parents/carers can support their child
- We have placed training videos and material on the school website
- During lockdown we have continued to register for lessons and complete merits and demerits, please access these via Insight.
- Staff will call if they have on-going concerns. However, it is more difficult to judge these when working remotely so please talk to your child about their work and ask to see their Microsoft Teams and assignments
- If you have any concerns please e-mail your child's form tutor directly

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Your child should attend both a.m. and p.m. registration (p.m. registration will give them an opportunity to raise any issues that might have occurred during the day with their tutor)
- All lesson attendance is being recorded and you can see this on the parent portal (Insight)
- We will be making calls to parents/carers of students that do not attend remote education

How will you assess my child's work and progress?

Assessment of work will take place through:
- The chat function during lessons where students can seek further clarification
- Work may be set in assignments on and submitted online
- Work may be set through one of the other on-line platforms for example MyMaths, Educake.
- Feedback can take many forms and may not necessarily mean extensive written comments for individual students. For example, whole-class feedback or quizzes marked automatically via digital platforms (e.g. Microsoft Forms) are also valid and effective methods, amongst many others.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

Additional support for students with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students, for example students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- Students with SEND have had an initial phone call to ensure that they can access their TEAMS lessons and to provide support in the first instance.
- Students with Education Health Care Plans (EHCPs) have been invited to work in school with Teacher Assistant (TA) support in order to access the lessons.
- Those with EHCPs who are staying at home will have a TA who will join some of their lessons. The teacher will then be able to create a break-out room for the TA and student who needs support so they can work collaboratively away from the main class.
- Some students with SEND will have online interventions from a specialist TA.
- Students with SEND will receive calls from TAs or TEAMS invites in order to make sure that the students are generally feeling happy and accessing the lessons.

Remote Education for Self-Isolating Students

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school at the same time.

When school is open but you are isolating we will provide access to all lessons, normally these will be a live broadcast from the classroom.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When school is open but you are isolating we will provide access to all lessons, normally these will be a live broadcast from the classroom.

Students should only access these if they are well enough to do schoolwork.

From September 2021 we expect our teachers to be teaching in a more normal way. This means that the teacher will not necessarily be teaching from the front facing the computer as they move around the classroom to support the class. The camera will almost certainly only show the white board and the student may not see the full

classroom. This means that the student will have to concentrate on the audio. It maybe that the teacher uploads work that can be completed without the need to access the live lesson.

Context

Blended Learning is part our school response to the Covid-19 pandemic to support our recovery curriculum.

Blended Learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Where a student is at home but not ill

There are several approaches the school will adopt:

1. Workbook or worksheets with instructions shared via MS Teams Assignments or post
2. Pre-prepared PowerPoint with embedded video shared on MS Teams Assignments
3. Live lesson via MS Teams broadcasting live from the classroom

Live Lessons Expectations:

Teachers	Students
Teacher inform students in advance of the lesson what they will need for the lesson in addition to the CORE 4 e.g. reading book so the lesson is not disturbed by students collecting their resources.	Arrive on time to the lesson, are accessing the live lesson in an environment suitable for learning and are wearing their school uniform so they are in the correct mindset for work.
Start the lesson with talking through PowerPoint slide of expectations.	Have their CORE 4 and bring any additional equipment as indicated as by the teacher
Set clear timings for lesson tasks.	Students should be in school uniform working in an appropriate space
Use your microphone to encourage students and remind them how long they have to complete lesson tasks.	Normal school behaviour expectations apply to any session. We expect all student at remain in attendance for the full session and behave appropriately.
Use Heber common icons to make it clear to students what they should be doing: ✋ Hand – students should contribute to the lesson by microphone 💬 Bubble – students should contribute to the lesson by typing via the chat function 👂 Ear – listen to teacher and no talking	Respond to the Heber common icons

LEARNING AND TEACHING POLICY

✏️ Pen – complete activity e.g. writing task/painting 👀 Eyes – silent reading or observation task	

Where a Teacher is self-isolating but available for remote teaching

There are several approaches the school will adopt:

1. Workbook or worksheets with instructions shared via MS Teams Assignments or post
2. Pre-prepared PowerPoint with embedded video shared on MS Teams Assignments
3. Live lesson via MS Teams

Teachers	Students
Ensure that all Cover Supervisors are invited to the lesson and can access resources	Have their CORE 4 and bring any additional equipment as indicated as by the teacher
Start the lesson with talking through PowerPoint slide of expectations.	Normal school behaviour expectations apply to any session
Check communication with the Cover Supervisor in the room	
Set clear timings for lesson tasks.	
Use your microphone to encourage students and remind them how long they have to complete lesson tasks.	
Use Heber common icons to make it clear to students what they should be doing: ✋ Hand – students should contribute to the lesson by microphone 💬 Bubble – students should contribute to the lesson by typing via the chat function 👂 Ear – listen to teacher and no talking ✏️ Pen – complete activity e.g. writing task/painting 👀 Eyes – silent reading or observation task	Respond to the Heber common icons

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

School partial, tiered or full lockdown

There are several approaches the school will adopt which will depend on the local impact (community), national guidance (DfE) and our staffing availability:

1. Live lesson via MS Teams broadcasting live from the classroom
2. Pre-prepared PowerPoint with embedded video shared on MS Teams Assignments
3. Workbook or worksheets with instructions shared via MS Teams Assignments or post
4. Online resource (e.g. BBC Bite size or Oak Academy shared via MS Teams Assignments

Live Lessons Expectations:

Teachers	Students
Teacher inform students in advance of the lesson what they will need for the lesson in addition to the CORE 4 e.g. reading book so the lesson is not disturbed by students collecting their resources.	Arrive on time to the lesson, are accessing the live lesson in an environment suitable for learning and are wearing their school uniform so they are in the correct mindset for work.
Start the lesson with talking through PowerPoint slide of expectations.	Have their CORE 4 and bring any additional equipment as indicated as by the teacher
Set clear timings for lesson tasks.	Students should be in school uniform working in an appropriate space
Use your microphone to encourage students and remind them how long they have to complete lesson tasks.	Normal school behaviour expectations apply to any session. We expect all student at remain in attendance for the full session and behave appropriately.
Use Heber common icons to make it clear to students what they should be doing: ✋ Hand – students should contribute to the lesson by microphone 💬 Bubble – students should contribute to the lesson by typing via the chat function 👂 Ear – listen to teacher and no talking ✏️ Pen – complete activity e.g. writing task/painting 👀 Eyes – silent reading or observation task	Respond to the Heber common icons.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

LEARNING AND TEACHING POLICY

BTEC Specific Curriculum and Assessment Aims

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this Bishop Heber High School will:

• Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
• Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
• Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
• Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
• Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

LEARNING AND TEACHING POLICY

Appendix N – Alternative Provision Procedure

Alternative Provision	Reduced Timetable
Request for an AP is passed to the relevant Senior Leadership Team (SLT)/Year Leader (YL)	Request for an RTT is passed to the relevant Senior Leadership Team (SLT)/Year Leader (YL)
SLT/YL discuss in 121	SLT/YL discuss in 121
SLT agrees with Quality of Education (QoE) lead that it is appropriate to investigate options	SLT agrees with Quality of Education (QoE) lead that it is appropriate to investigate options
YL & SLT, (inc SENDCo or Inclusion Manager where appropriate) link meeting with student and parent. At this meeting, the key contact is agreed. **Complete: 1a School – Student – Parent Alternative Provision Planning Meeting Form**	YL & SLT (inc SENDCo or Inclusion Manager where appropriate) link meeting with student and parent. At this meeting, the key contact is agreed. **Complete: 1b School – Student – Parent Reduced Timetable Planning Meeting Form**
SLT/YL discuss in 121	SLT/YL discuss in 121
SLT agrees with QoE lead that it is an appropriate AP to apply for – application for availability made	SLT agrees with QoE lead that it is appropriate RTT
SLT/YL/Key Contact **Complete: 2a AP Personal Plan Form**	SLT/YL/Key Contact **Complete: 2b RT Personal Plan Form**
The Key Contact and Education Welfare Officer (EWO) **Complete: 3 PT-Reduced TTAP Form and the AP_RTT_log 2021-22 Form**	The Key Contact and Education Welfare Officer (EWO) **Complete: 3 PT-Reduced TTAP Form and the AP_RTT_log 2021-22 Form**
Once approved and once all the relevant AP safeguarding and compliance information has been checked, the student starts the AP	Once approved student the student starts RTT
Ongoing review (1/2 termly) using **2a AP Personal Plan Form**	Ongoing review (1/2 termly) using **2b RT Personal Plan Form**