



LEARNING AND TEACHING POLICY

PURPOSE

This policy provides a framework for creating excellent teaching and learning 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 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) and Attainment 8 (A8) measures are used to inform, review and plan to ensure that all students make progress and achieve through their school career.

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 assessment and feedback
- Lessons are planned and effectively sequence the learning, developing mastery 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. Teaching is closer to an art than it is to science despite attempts to dress it in the clothes of science.



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

There is no magic solution, no ways of making learning occur without effort, and no revolutions, only the hard road of honest self-evaluation, review and improvement.

Staff are expected to keep their subject knowledge up to date and to use the best pedagogical evidence to evaluate their teaching.

Staff are as part of their performance development expected to complete a Professional Learning Plan (PLP) over 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 pupil 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 or generate answers, even before they have been taught the material

Specific practice, evidence says should not be used:

- using praise lavishly
- allowing learners to discover key ideas by themselves
- grouping students by ability
- presenting information to students based on their "preferred learning style"



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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 assessment.

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

SEND

- Information on students with SEND is available on SharePoint. This information must be entered in all mark books and targets discussed with students/families.
- Information regarding these students is required from teachers on a regular basis and should be returned promptly when requested.
- The Inclusion Resource Provision (IRP) will support staff in meeting the needs of students. This will include providing information and guidance on appropriate teaching strategies and the adaptation and provision of teaching resources (see Special Educational Needs Coordinator-SENDCo).

Aim Higher

- The SENDCo will provide updated information to Subject Leaders each academic year identifying the Aim Higher (gifted and talented students) in each year group – initially data driven using information from SATs/CATs.
- Subject Leaders will identify the Aim Higher students in their subject for each year group. This will be a minimum of 5% of the cohort. This information will be listed on SharePoint and updated annually.
- Each Subject Area is responsible for ensuring the needs of Aim Higher students are met.
- The Assistant Headteacher with responsibility for Aim Higher will also oversee a programme of activities for these students that will provide extension and enrichment activities beyond the classroom.

Teaching Assistants (TAs)

- The SENDCo will assign TAs to support the teacher in meeting the diverse learning needs of students.
- 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.
- There should be regular communication between teachers and TAs about how teaching can be structured to support students.
- TAs will often have in-depth knowledge of the student being supported.
- Teachers should refer to the latest guidance from the Education Endowment Foundation (EEF).



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Target Setting and Forecast Grades:

The purpose of target setting at Bishop Heber is to set challenging, ambitious goals to which students should aspire.

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

Forecast Grades:

Year 7 Benchmarking

Bishop Heber is in the unique position of having a significant proportion (10-25%) of our cohort without Key Stage 2 (England) assessment data. Therefore, we undertake a benchmarking exercise for all at the beginning of Year 7 using the CATs assessments.

Key Stage 4 (GCSE) Target Setting

In Year 7 the school calculates the end point, Year 11 GCSE Forecast Grade we expect the student to work towards. The GCSE Forecast Grade is calculated using the FFT database and the Department for Education Progression Matrix to place the student in the top 5% for English schools in terms of progress. The school uses an all through 9-1 grading system, S (Start Point) is used to represent a grade below a GCSE 1 (**Appendix B**):

- A standard pass = grade 4
- A strong pass = grade 5

Any in-year transfers to the school will take part in the CATs catch ups so that they can be added to the school's data base before the end of a student's first term at Bishop Heber.

Each student's GCSE Forecast Grade is used to calculate the end of year target. These end of year targets are fine grades (e.g. 5+; 5=; 5-) and will be checked and updated annually as the new GCSE qualifications and grading take effect.

All data and the in-year changes are placed on SISRA so that teachers and governors can access them. The Forecast Grades are communicated to students and parents in all school reports.

Key Stage 5 (A level) Target Setting

Alps Minimum Target Grades are used as the primary tool for target setting at Sixth Form. These are based on GCSE points scores which does not include other L2 courses e.g. BTecs. Minimum Target Grades are set at the top quartile of the Alps national dataset. Minimum Target Grades can be moderated upwards on a case-by-case basis, using teacher judgements.

Minimum Target Grades are re-evaluated for the Upper Sixth following that year's Alps update. The Alps Minimum Target Grades are communicated to students and parents in all school reports.



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Assessment & Feedback

What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal. 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.

Aims of Feedback

- To help students make progress
 - To motivate, celebrate and reward
 - To correct mistakes and challenge misconceptions
 - To provide strategies for students to improve
 - To give students dedicated time to reflect upon their learning and to make improvements
 - To inform teachers' planning and structure the next phase of learning and interventions
 - To facilitate effective and realistic target setting for students
 - To encourage a dialogue to develop between student and teacher
 - To encourage students to have a sense of pride in their work
 - To encourage students to aim for excellent presentation
1. Detailed formative feedback is given after each assessment; students receive targets on how to improve. A formative comment should:
 - be concise and accessible for students
 - highlight achievement
 - indicate how improvement can be achieved, usually consisting of one or two targets encouraging students to take ownership of their learning
 2. Opportunities to reflect on the feedback and to improve work will be provided after the return of assessments. In all Key Stages we will encourage students to amend and add to their answers in green pen.
 3. Peer and/or self - assessment is central and students will learn, over time, how to interpret and apply the assessment criteria effectively in order to improve their own work. The aim of self-assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning.
 4. Success criteria are made explicit to students before they embark upon a task.
 5. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate.
 6. Formal public exam guidance is detailed later in this policy.



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Marking

1. Assessments and internally set examinations will be marked by the teacher using the relevant mark schemes, offering formative feedback. Students will have time to reflect upon and refine their exam answers.
2. Non-examination assessment will be marked in accordance with the exam board guidance (see JCQ guidance).
3. At A-level and GCSE work will be marked in accordance to the Assessment Objectives given by the exam board to ensure students understand where marks are given and why. Some Subject areas may choose to extend this strategy across the full age and ability range.
4. Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. Folders/exercise books will be checked for maintenance of note-taking and organisation. Students failing to organise their books/folders properly will be monitored within the subject area more frequently.
5. Assessments will be marked in accordance with the school's Marking Policy for Literacy (**Appendix C**).
6. Teacher feedback to students should be in red pen. Students should feedback to peers or teachers in green pen.

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 and parents to view at:

www.insight.bishopheber.cheshire.sch.uk

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**).



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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 on time for lessons, ensuring a calm, ordered entry and prompt start to the lesson with an initial activity (starter/connector) ready.
- Each class must have a Pyramid of Inclusion which is available on SharePoint. This should be updated as necessary throughout the year.
- Teachers must have a seating plan which is entered on PARS and this should 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 EWO of any unconfirmed absence by e-mail. For specified students you 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 when 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 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**).



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Reporting

Parents and students receive Summary Reports twice a year. In Year 7-9 Bishop Heber report on a student's Attitude to Learning, Homework and Currently Working At (CWA) Grade. In Year 10-Upper Sixth Bishop Heber also include a Professional Predicted Grade (PPG) and include Mock Examination data where applicable.

In addition to Summary Reports, a Full Report is sent home (Year 7-10 and Lower Sixth) once a year which contains comments from each subject teacher. There are 2 targets given for each subject, which inform students what they need to do next to improve.

From Year 7, Bishop Heber uses GCSE grading S - 9. From the Lower Sixth, the school uses Grades A*-E. Refer to **(Appendix J)** for the descriptors.

Setting Targets and Evaluating Progress (STEPs) appointments are used to review students reports with their form tutor. Students set and review targets throughout the year. Report data is used to inform academic interventions and pastoral support.



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Monitoring of Learning and Teaching

Subject Area Reviews (SARS) are used to monitor aspects of Learning and Teaching and take four forms.

1. **External SAR** led by external observers (SLEs) from a local TSA. 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** led internally by a minimum of three members of the SLT on a subject or particular area identified from the Inspection Data Summary Report (IDSR) and the school Improvement Partner (SIP). These occur every two years and ensures that progress and development is monitored in key areas identified for improvement and prioritised in the Strategic School Development Plan (SSDP).

The reports produced are discussed with the SLT team, Subject Leaders, Subject Areas and Governors and are used to inform future development including Subject Area Raising Attainment Plans (RAPs)

3. **Work Scrutiny:** As part of the monitoring of the quality of educational experience for students, Subject Leaders will organise a Work Scrutiny within their Subject Areas using a common Work Scrutiny form (**Appendix K**). A report (**Appendix L**) of the findings will be passed to the SLT link. Dates for submission of these reports can be found on the school calendar. The findings of the Work Scrutiny report will be tested in the Learning Walks (as specified on the school calendar).
4. **Learning Walks** focus on whole school development areas. Three of these occur within the year, usually one per term. Reports with outcomes or actions are compiled and shared with SLT, Middle Leaders and Governors.

In addition, every teacher is observed annually as part of their Performance Development review. All lesson observations from September 2018 will be recorded on the lesson observation pro-forma on BlueSky (**Appendix M**). The school will support learning and teaching through a comprehensive package of continual professional development (**Appendix N**).

Lesson/Learning plans are not necessary. Teachers may wish to use a Learning Plan to inform any observer to a formal SAR observation, this should be uploaded to Blue Sky (**Appendix O**).



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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)

Making Best Use of Teaching Assistants (2015)

2018 Data Protection Act [gov.uk/guidance/data-protection-how-we-collect-and-share-research-data](https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data)

Signed: (Chair of Governors)

(Headteacher)

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	2018
Review:	Every three years
Date Reviewed Document Approved by SPA:	18 th November 2019
Date Reviewed Document Approved by FGB:	2 nd December 2019
Next Review Date:	November 2021
*Appendices Update	Appendix P - Added November 2020
	Appendix P - Updated January & October 2021

APPENDICES:

- A – Assessment Terminology
- B – GCSE Grading
- C – Literacy Marking
- 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 – Reports Attitude to Learning and Homework Descriptors Year 7 – 13
- K – Work Scrutiny Subject Report
- L – Work Scrutiny SAR Report



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- M – Teacher Observation Proforma
- N – Continual Professional Development
- O – Teacher Learning Plan Proforma
- P – Blended Learning

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Appendix A – Assessment Terminology

Years 7 to 11	
Working at	This is the Grade Amy is currently working at in Year 10 in each subject. This assessment is qualified by a symbol which indicates how secure this grade is within the Grade descriptor. For example: 5+: Amy is working at the upper end of a Grade 5 5=: Amy is working in the middle of a Grade 5 5-: Amy is working at the lower end of a Grade 5
Forecast Grade	The Forecast Grade is an estimate of the Grade Amy might achieve at the end of Year 11, based on her previous performance in Primary school or other data. The Forecast Grades have been calculated to ensure Amy is challenged to be in the top 5% of her ability profile nationally, and are therefore very aspirational.
PPG	This is the Professionally Predicted Grade the class teacher expects Amy to achieve at the end of Year 11, if she continues to work at a similar rate and with a similar Attitude to Learning. This prediction is qualified by a letter which indicates how secure this grade is. For example: 5a: Amy is highly likely to achieve a Grade 5, but has the ability to achieve a Grade 6 5b: Amy has a good chance of achieving a Grade 5 5c: Amy is not a secure Grade 5, but is highly likely to achieve at least a Grade 4
BTEC	'Business and Technology Education Council'- grades are awarded (highest first) as: Distinction*, Distinction, Merit, Pass and Fail.
%	This is the Mock Exam result expressed as a percentage
Mock Grade	This is the Grade awarded by Amy's teacher following the internal Mock Examinations
Sixth Form	
Working at	This is the Grade Amy is currently working at in Upper Sixth in each subject. This assessment is qualified by a symbol which indicates how secure this grade is within the Grade descriptor. For example: B+: Amy is working at the upper end of a Grade B B=: Amy is working in the middle of a Grade B B-: Amy is working at the lower end of a Grade B
Minimum Target Grade	The Minimum Target Grade is an estimate of the Grade Amy might achieve at the end of the Upper Sixth, based on her previous performance at GCSE level. The Alps Grades have been calculated to ensure Amy is challenged to be in the top quartile of her ability profile nationally, and are therefore aspirational.
PPG	This is the Professionally Predicted Grade the class teacher expects Amy to achieve at the end of the Upper Sixth, if she continues to work at a similar rate and with a similar Attitude to Learning. This prediction is qualified by a letter which indicates how secure this grade is. For example: Ba: Amy is highly likely to achieve a Grade B, but has the ability to achieve a Grade A Bb: Amy has a good chance of achieving a Grade B Bc: Amy is not a secure Grade B, but is highly likely to achieve at least a Grade C
BTEC	'Business and Technology Education Council'- grades are awarded (highest first) as: Distinction*, Distinction, Merit, Pass and Fail.
%	This is the Mock Exam result expressed as a percentage
Mock Grade	This is the Grade awarded by Amy's teacher following the internal Mock Examinations



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Appendix B – GCSE Grading

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

Previous Schools
Good Pass

New Strong
Pass

New Standard
Pass

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



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Appendix C – Literacy Marking

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.



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Appendix D – Homework

Year 7

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



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Homework advice to students

Note:

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

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 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.



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Year 8

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		

Notes:

- In addition, both Computing and RE homework will be set once per fortnight.
- On rare occasions, subject teachers may set homework on a different day to the one stipulated.
- 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



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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 2 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.



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Year 10 & 11

Subject	Minimum Time allocated (minutes)
English	120
Maths	120
Science	120
Option A (Language)	120
Option B	90
Option C	90
Option D	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 2 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.



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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.

UNDER REVIEW FOR



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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.

	AM REG	PM REG	Other
Must be completed	✓ Meet and greet, check & sort uniform on arrival and departure. ✓ Students <u>seated according to a plan</u> (which is on PARS) ✓ Coats off, bags on floor, no phones. ✓ Register taken with <u>students in silence.</u> ✓ 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. <i>If no note in planner then follow up with a reminder in planner or phone call.</i>	✓ Meet and greet, check uniform on arrival and departure. ✓ Students <u>seated according to a plan</u> (which is on PARS). ✓ Coats off, bags on floor, no phones. ✓ Register taken with <u>students in silence.</u> ✓ 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 PP 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.



BISHOP HEBER HIGH SCHOOL

RESPECT • OPPORTUNITY • ACHIEVEMENT



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Appendix G – PSHCE Outline

PHSCE Curriculum Map BISHOP HEBER HIGH SCHOOL

	YEAR 7	CURRICULUM	YEAR 8	CURRICULUM	YEAR 9	CURRICULUM	YEAR 10	CURRICULUM	YEAR 11	CURRICULUM	YEAR 12	YEAR 13
Autumn Term 1 September / October	Citizenship and starting school Mental Health Developing Resilience	Citizenship- Magna Carta and the origins of Parliament and Democracy in the UK. (History) e-safety (ICT) Reproduction, Puberty/ Pregnancy and birth (Science) Costing of materials/ ingredients used in the manufacturing of the products being produced. (DT) Taking responsibility for recognising hazards in a range of products, activities and environments (DT) What Makes Britain Great (Geography)	SMSC Prevent/ British Values, democracy and British parliament	Healthy Lifestyle - Conditions in the Industrial Revolution and improvements in Public Health (History) Citizenship- Slavery and extended into modern day slavery and racism e.g. Stephen Lawrence, Civil Rights Movement in the USA, Apartheid in South Africa (History) Nutrition and Deficiency diseases (Science) Enslavement of materials/ ingredients used in the manufacturing of the products being produced (DT) Role of the community in the development of safe and environmentally friendly designs e.g. recycling (DT) Britain as a Super Power (Geography)	Citizenship	The Role of women on the home front in both World Wars (History) The Suffragettes and the campaign for women to get the right to vote (History) Extremism in the inter-war period (Communism/Fascism). (History) Modern day terrorism/extremism - 9/11, 7/7, Al-Qaeda, ISIS. (History) Drugs- clinical trials, legal/illegal/ recreational and performance enhancing Drugs (Science) Costing of materials/ ingredients used in the manufacturing of the products being produced (DT)	Financial Education	Medicine Through Time. (History) Types of reproduction- sexual V asexual (Science) Animal and plant cloning- Ethics (Science) Diet and Exercise and cholesterol (Science) Living in the UK today (Geography)	Information advice and guidance	Stem cells- ethics of using embryonic stem cells and genetic screening (Science) The World Around Us (Geography) Futures Meetings (SLT) Revision Conference	IAG / SMSC	IAG / Financial Education
Autumn Term 2 November / December	Relationships Bullying Conflict Resolution Healthy Lifestyle		Drug & Alcohol Education		Sex and Relationship Education		Sex and Relationship Education		Drug Education		SMSC	IAG/ Healthy Lifestyle
Spring Term 1 January / February	Drug, Smoking and Alcohol education		Healthy Lifestyle & Mental Health <u>Wellbeing</u>		Information advice and guidance		Drug & Alcohol Education		Mock Exams Healthy Lifestyle		IAG Revision/ Exam technique	Revision/ Exam Technique IAG
Spring Term 2 February / March / April	E-Safety and social media Puberty and SRE		Financial Education		Financial Education		SMSC (Faith & Discrimination)		Revision/ Exam technique		Mock Exams IAG/SMSC	Mock Exams Road Safety / IAG
Summer Term 1 April / May	SRE/Self-esteem and Injustice Education		Revision Exam Technique		Revision Exam technique		SMSC (Citizenship & British Values)		EXAMS		IAG/SMSC	Revision/ Exam technique EXAMS
Summer Term 2 June/ July	Residential prep + Information advice and guidance -		Citizenship & Information advice and guidance		Healthy Lifestyle		Information Advice & Guidance Financial Education		EXAMS		IAG Careers Day and UCAS prep	n/a



LEARNING AND TEACHING POLICY

Appendix H - Careers, Work Related Learning and Enterprise Education

1. Principles

Bishop Heber High School is committed to providing a comprehensive Careers Education Information and Guidance (CEIAG) programme. In this, 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 CEIAG programme to ensure that the needs of all stakeholders are met.
- the requirement for equality of opportunity in respect of gender, race, disability, value placed on diversity and challenging stereotypes.
- the need for confidentiality and impartiality within the CEIAG programme.
- the school's commitment to CEIAG and the 8 Gatsby Benchmarks in line with statutory guidance.

2. Aims of the CEAIG programme

- To enable students to understand themselves and the influences on them, their strengths, limitations, skills, motivation, values and personal qualities (Self Development).
- To enable students to investigate and raise aspirations for opportunities in learning and work, developing a knowledge and understanding of employment trends, labour market information, society and the range of options and routes available to them (Career Exploration).
- To enable students to make and adjust plans to manage change and transition effectively from one stage of education, training or work to the next (Career Management).
- To establish best practice in line with statutory guidance for CEAIG and the Gatsby Benchmarks.
- To work in close co-operation with external partners to further the objectives above.
- To recognise that those children with a range of additional needs require a more tailor-made approach. All careers guidance in the school treats youngsters as individuals and caters to their individual needs and aspirations. As a school we prioritise additional support as per the Additional Needs Register, the SEN Support Record and Pupil Premium. Liaison with Cheshire West and Chester Council Specialist provision to support students with Educational Health Care Plans.



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3. Statutory Requirements

- The statutory requirements for Year 8 to 13 are delivered through and are part of the school's PHSCE programme with designated curriculum time allocated. Students do however study Careers Education units at Bishop Heber High School from Year 7 onwards.
- CEG booklets are issued with accompanying learning outcomes are in the Practice/Content – see Section 4.1
- Details of Learner and Parent/Carer entitlement are listed in Section 4.2.
- Impartial and independent Careers Guidance is accessed through external careers professionals such as Cheshire West and Chester Youth Service, Apprenticeship Providers, Universities and Colleges.
- The school has designated Careers Leader post holders in charge of CEIAG and Work Experience (Miss C Johnson – Careers Lead and Mr T Roberts - Work Experience).

4. Implementation of Careers Education and Guidance

4.1 Personal Development

CEIAG is delivered using curriculum time in Years 7 to 11 through CEG booklets and in the Sixth Form Progression Programme with resources and courses which are constructed by the Director of Sixth Form in conjunction with the Careers Adviser, and delivered by Form Tutors. The three areas, Self Development, Careers Exploration and Careers Management are included.

4.2 Careers Delivery:

- Opportunity for individual interviews with Year 11 students (CWCYS)
- Individual interviews with Year 9, 10, 12 and 13 by school referral and self-referral.
- Interviews with Year 12 and 13 by self-referral and students seeking employment opportunities. UCAS applications are coordinated by the Director of Sixth Form and supported by the Sixth Form Tutors
- Group sessions and talks to year groups as arranged by the Careers Adviser. (Example: Apprenticeship Provider – Total People)
- Attendance at Parents/Carers' Consultation Evenings, guidance sessions, assembly presentations, open events, careers fair
- Recommending resources for the library, Sixth Form Common Room
- Collating information on behalf of the school for reporting Destinations Measures data
- Support for students with additional needs and liaison with local specialist Careers Adviser (CWCYS)



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4.3 Learning Resources

The Careers Office and a range of careers resources are situated next to the library which is open all day for students. Sixth Form students have access to post 16 resources in the Sixth Form Common room. Years 7-11 students have access to the library before and after school, break times and lunch times. Students are also given information and advice on a wide range of websites which help with careers information such as option choices, choosing Higher Education, labour market information, the job application process. This information can be accessed using the Work Related Learning Section of the School website.

4.4 Personal Guidance

Individual guidance interviews are available via self-referral for any student in Years 7 to 13.

4.5 Work Experience

A week's optional programme is organised in Year 10 and a compulsory week in Year 12. Students complete a week's placement in July. This provides opportunities for students to gain valuable employability skills and experience of the world of work.

4.6 Employer Encounters

- The Careers Education Programme at BHHS is enhanced by support from a range of visitors throughout the year who participate in activities such as the Careers Fair, subject related presentations and events during National Careers Week and National Apprenticeship Week.
- All students are encouraged to have the opportunity to meet and talk with a wide range of employers as all students from Years 9-13 are invited to the biannual Careers Fair.
- There are opportunities for individual access to guest speakers from universities, professions, armed services and voluntary organisations to increase awareness and knowledge in specific areas.

4.7 Transition and 'Futures' Meeting

- Specific strategies for providing information and advice at transition points such as Year 9 options, 16+ and 18+ choices:
- Talks, advice sessions to individuals, discrete groups and whole years by SLT, Year Leaders, Sixth Form Team, and external careers advisers.
- Careers Fair held at Bishop Heber High School every two years for students and their parents in Years 9 – 13.
- Handouts and suggested resources available on websites provided by national bodies are internally promoted with students to support their choices and career planning.



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5. Glossary of abbreviations:

CWCYS: Cheshire West and Chester Youth Service

CEIAG: Careers Education Information and Guidance

CWBEP: Cheshire and Warrington Business and Enterprise Partnership

CRC: Chester Race Company

Gatsby Benchmarks: <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



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CEIAG 2019-2021 Mapping				
	Subject Area	Autumn Term	Spring Term	Summer Term
YEAR 7		CEG Booklets	CRC Assembly - careers presentation with literacy focus. Date 28th March 2019. JC and CF from CRC to plan.	Menai Residential During Activity Week
	Business			
	D&T			Link between D&T and industry throughout each school year
	Maths	Area – use in designing rooms. Percentages – use in business e.g. VAT		Scale drawings linked to architecture and engineering
	Music		The orchestra – role of an orchestral musician	Composing work on Lord of the Rings – the role of a film composer
	PE	Developing healthy and active life styles	Developing personal interpersonal skills	Addressing needs of each pupil, responsibility for leading warm ups and parts of PE sessions to develop knowledge of healthy life style
	PSHCE			Raft building challenge – decision making and leadership skills/team working
	Science	Science Club Science Fair	Science Club Science Fair	Science Club Science Fair



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CEIAG 2019-2021 Mapping

	Subject Area	Autumn Term	Spring Term	Summer Term
YEAR 8		CEG Booklets		Visit to Chester Race Company and Racing to School work book. Monday 1st July. Packed lunch. 8 tutor groups - 8 activities to rotate
	Business			
	D&T	STEM Day – outlines different jobs in engineering		
	Maths	Percentages e.g. VAT and commission	Map scales – linked to architecture	Pythagoras – linked to construction
	Music			
	PE			
	PSHCE		Money management income vs outgoings	Chester Race Company visit – insight to hospitality industry. Literacy and numeracy activities
	Science	Science Club Science Fair	Science Club Science Fair	Science Club Science Fair
YEAR 9		CEG Booklets PSHCE Day - Thursday 8 November 2018 - Enterprise Activity in Main School Hall P1 Remembrance Assembly 10.10 - 15.20 Teams of 6 - 4 x 1 hr sessions	Options Presentation	
	Business			



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CEIAG 2019-2021 Mapping

	Subject Area	Autumn Term	Spring Term	Summer Term
	D&T		Options evening – outline careers linked to D&T	
	Maths	Compound/simple interest – linked to finance		
	Music			Aspects of music technology – functions of recording studio
	PE	Sports Leaders Award. Visit to Edge Hill University to raise aspirations and experience of a working university campus and its sports facilities	Supporting PE staff in running primary school competitions	Supporting PE staff in organising sports day
	PSHCE	Chester Race Company – Enterprise Day in school – activities linked to developing a new soft drink for the company. Teambuilding, leadership and decision making skills		
	Science	Science Club Science Fair Unilever Bright Futures Programme (new to 2019/2020)	Science Club Science Fair Unilever Bright Futures Programme (new to 2019/2020)	Science Club Science Fair Unilever Bright Futures Programme (new to 2019/2020)



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CEIAG 2019-2021 Mapping

	Subject Area	Autumn Term	Spring Term	Summer Term
YEAR 10		CEG Booklets		CRC Marketing/HR/Hospitality focus activity in Activity Week Tuesday 2 July, plus Work Placements 1 - 5 July 2019 - 100 students in school - 4 x 70 min sessions ROA - Audit
	Business		Recruitment and Selection – job adverts, job descriptions, job specifications	
	D&T	Changing job roles in industry linked to automation of production	Arkwright Scholarship promoted in Year 10 and 11	
	Maths	Pythagoras/trigonometry linked to construction, engineering. Plans and elevations linked to architecture.		
	Music			
	PE		Teambuilding activities	Watersports PGL trip Work experience in PE department, linking curriculum to careers
	PSHCE			Chester Race Company – Marketing and HR activities. Work experience



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CEIAG 2019-2021 Mapping

	Subject Area	Autumn Term	Spring Term	Summer Term
	Science	Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated (new to 2019/2020)	Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated Oxford Physics Olympiad (new to 2019/2020)	Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated Oxford Physics Olympiad (new to 2019/2020)
YEAR 11		SLT – Futures Meetings CEG Booklets Apprenticeship Talk - Thursday 6 December 9.40 - 10.10. Follow up talk tbc for students interested. MW from CRC	SLT – Futures Meetings Careers Convention - Wednesday 13 March 2019 6 -8 pm Y11 - Conference	ROA Leavers Assembly National Citizen Service
	Business			
	D&T			
	Maths			
	Music	Composing work – working to a commissioned brief replicates roles of the composer		
	PE		Teambuilding activities	



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CEIAG 2019-2021 Mapping				
	Subject Area	Autumn Term	Spring Term	Summer Term
	PSHCE		Apprenticeship opportunities workshop – Chester Race Company	
	Science		Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated (new to 2019/2020) GCSE Oxford Physics Olympiad British Biology Challenge (new to 2019/2020)	Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated (new to 2019/2020) GCSE Oxford Physics Olympiad British Biology Challenge (new to 2019/2020)
YEAR 12		Menai Residential – Bangor University. CRC Careers Talk - any Thursday (not 1st November) tbc by HR Manager. Will include Work Exp placements and application	Carousel – Degree Apprenticeships (TRo) Careers Convention - Wednesday 13 March 2019 6 - 8 pm	Carousel – Interview Skills (AWH) UCAS introduction Work Experience Placements during Activity Week 1 - 5 July



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CEIAG 2019-2021 Mapping

	Subject Area	Autumn Term	Spring Term	Summer Term
		procedure. MW from CRC		
	Business			
	D&T		Work experience placements	Development of portfolios linked to interviews and matching industry standards
	Maths	Statistics – use in modelling in multiple careers – throughout Years 12/13		
	Music			HE opportunities for students – assistance with UCAS/Music courses
	PE	Work experience in free lessons to support PE lessons	Linking curriculum to careers	
	PSHCE	Trip to Bangor University. Teambuilding and induction to Sixth Form. EPQ – pre-task on value of university education	Enrichment – interview skills, debating and presenting skills	HE conference in Liverpool. Work experience, UCAS, apprenticeship day. HE information evening by Glyndwr and Chester University
	Science		Oxford Physics Olympiad British Biology Challenge (new to 2019/2020) Medical/Science Society – meet once	British Biology Challenge (new to 2019/2020) Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated (new to 2019/2020)



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CEIAG 2019-2021 Mapping				
	Subject Area	Autumn Term	Spring Term	Summer Term
			a month, guest speakers and current topics and issue discussed and debated (new to 2019/2020)	Year 12 A Level Biology Field Trip to Anglesey Cambridge Chemistry Challenge (new to 2019/2020) Medics and Dentists – UCAT training – new to June/July 2019
YEAR 13		UCAS Support CRC Interview skills - any Thursday (not 1st November) tbc by HR Manager	Careers Convention - Wednesday 13 March 2019 6 - 8 pm	
	Business	Recruitment and Selection – students produce documents for interviews; CVs, cover letter, job description, person specification. Mock interviews	Assessment of their overall course	
	D&T			
	Maths	Decision making based on statistics – linked to economics, F1 Teams / sport, game theory, engineering, computing		



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CEIAG 2019-2021 Mapping

	Subject Area	Autumn Term	Spring Term	Summer Term
	Music	Assistance with UCAS/Music courses as they arise		Final brief in composing- working to a commissioned brief
	PE	Work experience in free lessons to support PE lessons	Linking curriculum to careers	
	PSHCE	PSHCE Day – talks from Lancaster University		
	Science	Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated (new to 2019/2020) A Level Chemistry- University of Liverpool – Spectroscopy Day (tbc new to 2019/2020)	Medical/Science Society – meet once a month, guest speakers and current topics and issue discussed and debated (new to 2019/2020) Oxford Physics Olympiad A Level Physics trip to CERN, Switzerland UK Chemistry Olympiad (RSC) (new to 2019/2020)	



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.

Management of provider access requests:

Procedure:

A provider wishing to request access should contact either:

Miss C Johnson, Head of Careers

Mr T Roberts, Enterprise and WRL 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:

	Autumn Term	Spring Term	Summer Term
Year 8	Progress File – fact sheet and activity Work Skills booklet Office Duty	Life skills – assembly and tutor group opportunities Work Skills booklet Office Duty	Life skills – assembly and tutor group opportunities Work Skills booklet Office Duty
Year 9	Assembly by an apprenticeship training provider Business/enterprise challenge	KS4 options event – Technical Colleges and FE Colleges invited Careers Convention with over 100 organisations present – speed networking	Visit to FE College for students who opt for courses Life skills assembly – University to present work / life balance opportunities
Year 10	Life Skills – work experience preparation sessions	Assembly by an apprenticeship training provider Careers Convention with over 100 organisations present including F.E. and H.E. – speed networking	Life skills – assembly and tutor group opportunities Work Experience opportunity



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	Autumn Term	Spring Term	Summer Term
Year 11	Life Skills – assembly on opportunities at 16 1-2-1 Futures meetings with SLT 1-2-1 meetings with CWaC Young People's Service Apprenticeship vacancies emailed to students and apprenticeship Open Day information e.g. Airbus available on the Notice Board	Post 16 evening – Sixth Form Options Evening – Technical and Colleges of FE invited to attend 1-2-1 Futures meetings with SLT Support with applications for Post Year 11 Courses 1-2-1 meetings with CWaC Young People's Service Careers Convention with over 100 organisations present including F.E. and H.E.– speed networking	Life Skills – external exam preparation and final applications for post Year 11 1-2-1 meetings with CWaC Young People's Service
Year 12	Post 18 assembly – apprenticeships Apprenticeship application information emailed to all students e.g. Airbus, Bentley, plus government website information 1-2-1 Careers Meetings with Head of Careers	Small group sessions: future education, training and employment options Careers Convention with over 100 organisations present – speed networking	Small group sessions: future education, training and employment options. Higher Education Fair Work Experience
Year 13	Workshops – HE and higher apprenticeship applications Small group sessions: future education, training and employment options Guest speakers from different career routes 1-2-1 Careers Meetings with Head of Careers	Guest speakers from different career routes Apprenticeship applications 1-2-1 Careers Meetings with Head of Careers	Applying to training providers and businesses for apprenticeship vacancies – support available from Head of Careers and Sixth Form Support Team

Please speak to our named Head of Careers or Enterprise and 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 (please refer to the School website for a copy of this policy).

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 Head of Careers 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.



LEARNING AND TEACHING POLICY

Appendix J – Reports Attitude to Learning and Homework Descriptors Year 7-13

Attitude to Learning and Homework	
A - Excellent	
- You are hardworking, highly motivated, fully equipped and contribute fully to learning - You are enthusiastic and co-operative with staff and collaborate effectively - You take full responsibility for your own learning, show perseverance and complete work to the best of your ability	
You complete research, preparation and Home Work tasks thoroughly and meet all deadlines	
B - Good	
- You work hard, are well prepared and present a positive attitude to learning - You are willing, co-operative with staff, and collaborate with others - You complete work to the best of your ability	
You complete Home Work tasks appropriately and meet the majority of deadlines	
C - Passive/Inconsistent	
- You do not always work to the best of your ability and sometimes need encouragement to stay on task and think for yourself - You are coasting and putting in variable effort - You are not always fully prepared for lessons and do not have all the required equipment	
You do not always complete Homework tasks by the deadline set OR your work shows minimal effort	
D - Unsatisfactory	
- You need frequent reminders to stay on task and do not meet the expected standards of behaviour or effort - Your lack of effort and focus has a negative impact on your learning and sometimes that of others - You are not prepared for lessons and need to accept more responsibility for your learning	
You do not complete Homework tasks and your work is regularly sub-standard with little or no effort demonstrated	



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Appendix K – Work Scrutiny Subject Report

Work Scrutiny Report Bishop Heber High School

Student / Department:	Teacher	Class	Date	Teacher	Class	Date	Teacher	Class	Date
What are we looking for?	Evident	Not Evident		Evident	Not Evident		Evident	Not Evident	
1. Evidence of consistently high quality formative feedback provided by the teacher using WWW / EBI / Action									
2. learners actively engaging with feedback, responding to specific targets by making amendments &/or additions to their work									
3. There are consistently high standards of presentation evident (classwork, homework, date, underlined titles, tidy, sheets stuck down etc.)									
4.. Work is marked for Literacy and corrections are made									
5.Where appropriate, work is marked using 9-1 scale									
6. Forecast grades are on the books									
Overall RAG rating									

UNDER 1



LEARNING AND TEACHING POLICY

Appendix L - Work Scrutiny SAR Report

Subject Area	
Work scrutiny conducted by	
Teacher	

General

Detail	Yes	No	Comment
FFT Evident			
Headings and Dates Underlined			
Homework labelled			
SPAG errors indicated			
Presentation of work in general			

Overall

	Comment
Is the Feedback Policy consistently applied?	
Is the Marking for Literacy Policy consistently applied?	
Are there helpful summative comments?	
Does written feedback give students specific advice on how they can improve their work?	
Is there evidence of student response to feedback?	

UNDER REVIEW

LEARNING AND TEACHING POLICY

Appendix M – Teacher Observation Proforma

BISHOP HEBER HIGH SCHOOL LESSON OBSERVATION FORM – LESSON OBSERVATION FEEDBACK FORM 2018				
Person Observed: _____		Observation By: _____		Date: _____
Subject: _____		Lesson/Period: _____		Class: _____
Linked to management reports? _____		Linked to CPL? _____		
Focus: _____				
1 High expectations which inspire and motivate and challenge	1 ☐ Excellent	2 ☐ Good	3 ☐ Meets the standard, would benefit from some additional support	4 ☐ Development needed
<i>Comment</i>				
2 Good progress and outcomes	1 ☐ Excellent	2 ☐ Good	3 ☐ Meets the standard, would benefit from some additional support	4 ☐ Development needed
<i>Comment</i>				



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3 Good subject planning and curriculum knowledge	1 ☐ Excellent	2 ☐ Good	3 ☐ Meets the standard, would benefit from some additional support.	4 ☐ Development needed	
<i>Comment</i>					

4 Planning and delivery of well-structured and paced lessons	1 ☐ Excellent	2 ☐ Good	3 ☐ Meets the standard, would benefit from some additional support.	4 ☐ Development needed	
<i>Comment</i>					

UNDER REVIEW FOR APPROVAL



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5 Teaching adapted to meet the needs of all	1 ☐ Excellent	2 ☐ Good	3 ☐ Meets the standard, would benefit from some additional support.	4 ☐ Development needed	
Comment					

6 Accurate and productive use of assessment and feedback	1 ☐ Excellent	2 ☐ Good	3 ☐ Meets the standard, would benefit from some additional support.	4 ☐ Development needed	
Comment					

UNDER REVIEW FOR APPT



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7 Behaviour well managed in a good and safe learning environment	1 ☐ Excellent	2 ☐ Good	3 ☐ Meets the standard, would benefit from some additional support.	4 ☐ Development needed	
<i>Comment</i>					

Overall Rating	1 ☐	2 ☐	3 ☐	4 ☐	
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Overall Comment

Strengths Areas where practice was identified as good or outstanding. To help the person being observed it is always useful to give concrete examples illustrating how this was demonstrated during the observation.

Areas for development indicate with concrete examples where areas for development were observed. Identify support measures and timescales for implementation here explaining what strategies and procedures will be actioned to provide the necessary support/training/well-being coaching etc. offered to take this teacher's practice forward.



LEARNING AND TEACHING POLICY

Appendix N – Continual Professional Development

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 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 takes 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 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:

- Five CPD Day /twilights
- Subject area networks/cluster meetings with local TSA/SLEs
- PiXL meetings
- New staff induction
- Safeguarding (Level 1 and 2, Safer Recruitment, Prevent training)
- First aid training including mental health.
- SEND
- 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.

There is a separate programme for NQTs, ATs, RQTs co-ordinated by the ITT co-ordinator when they appropriate.

Following professional 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.



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Appendix O – 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						
Homework (if applicable, attach a printout from PARs)						
Any other information						



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Appendix P - Blended Learning Policy

Remote Education Provision: Information for Parents

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 pupils 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 appropriate. 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:



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<i>Full school remote learning</i>	<i>5 lessons of 50-60 minutes per day</i> <i>** PE lessons might not take place in the same format</i> <i>#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</i>
<i>When school is fully open but you are isolating</i>	<i>5 lessons of 60 minutes per day, normally these will be a live broadcast from the classroom</i>
<i>Home learning</i>	<i>For the wellbeing of students at Key Stage 3 Homework will be suspended during a full lockdown</i> <i>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</i>

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)*
- *Printed paper packs produced by teachers (e.g. Workbooks, worksheets)*
- *Textbooks and reading books students have at home*



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- *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 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 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.*



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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.



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Context

Blended Learning is part of 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  Pen – complete activity e.g. writing task/painting	Respond to the Heber common icons



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 Eyes – silent reading or observation task	
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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



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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 (eg 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.



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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.