Teaching for Learning Policy

Version 3

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TEACHING FOR LEARNING FRAMEWORK

Learning Environment

- **Belonging**: *group cohesion, positive relationships*
- **Aspiration**: *challenge, quality, deadlines, standards*
- **Safety**: *low stress, ground rules, mistakes celebrated*
- **Independence:** *skills, techniques, support*
- **Collaboration:** *skills, tasks, roles*
- **Successful behaviours:** *beliefs, attributes, skills, knowledge*

Research-led Pedagogy

- **High challenge, low stress:** *teach to the top*
- **Big Picture:** *plan long*
- **Varied Practice:** *mix it up*
- **New Material in Small Steps:** *chunk it*
- **Ask Questions:** *plan, pose, pause, pounce, bounce*
- **Provide Models**: *simple to complex*
- **Deep Processing:** *elaborative encoding*
- **Retrieval Practice:** *input less, output more*
- **Distributed Practice:** *space it*
- **Metacognition:** *the how of learning*

Subject Knowledge

- **Inspire** & **enthuse** learners
- **Explain** clearly, precisely & simply
- Represent ideas in **multiple ways**
- Know common **misconceptions**
- Know **threshold concepts**
- **Assess** student understanding
- Link to **assessment**/exam syllabus
- Give **students confidence**
- **Plan** an effective course
- Use of appropriate **resources**

Assessment

Formative Assessment

- *Ascertain & activate prior knowledge*
- *Cause thinking & develop understanding*
- *Strengthen memory & future recall*
- *Elicit evidence of student learning*
- *Plan next steps & provide formative feedback*

Summative Assessment

- *Distinguish between different students*
- *Produce a shared meaning*

Just because we teach our students something, doesn't mean they have learned it. Believing in this input/output myth leads to mistaking performance for learning. The fact that students are able do something at the end of one lesson (i.e. perform) is due to a short-term chemical change in the brain and does not mean they will be able to do it next lesson. As a consequence, we believe that learning is the **long-term retention of skills and knowledge** that can be **applied to a new context,** and happens when the structure of the brain physically changes, rather than just chemically.

At New College we talk about **teaching <u>for</u> learning**: teaching that supports learning by altering the physical structure of the brain by changing and increasing the connections between neurons. This necessitates the interplay between the creation of **high challenge, low threat learning environments**, **deep teacher subject knowledge**, the use of **research-informed pedagogy**, and frequent **assessment and feedback** (see our Teaching for Learning Framework).

"The quality of teaching, learning and assessment is outstanding. All staff are fully committed to ensuring that the standard of provision remains at the highest level across all areas of the college." Ofsted NCP 2013/14

Teaching for learning the "New College Way" can be summarised under the following six strands.

1. Learning Environment

"Teachers and managers promote an ethos of mutual respect and tolerance very successfully. They ensure that all students are fully included in learning activities." Ofsted NCP 2013/14

The key feature of the teaching at New College is the creation of an inclusive, caring and welcoming learning environment to allow all individuals to flourish. Students will not learn if they are not in an appropriate physical and emotional state to learn. However, learning at its very best is about taking risks and going beyond a student's comfort zone. So great learning environments are those where personal challenge can extend the comfort zone without being undermined by overwhelming levels of anxiety.

2. Teacher Subject Knowledge

"Teachers' excellent subject knowledge and experience motivate and inspire all students. They set interesting and challenging tasks to provide stimulating lessons in which students develop a thorough understanding of complex ideas and theories." Ofsted NCP 2013/14

All our teaching staff are subject experts who only teach on A-level and BTEC courses. Many are also examiners or moderators for their respective examination boards. We believe that teachers with strong knowledge and understanding of their subject make a greater impact on students' learning for a number of reasons. A high level of subject knowledge is absolutely crucial if difficult concepts are to be explained clearly, precisely and simply. It is also important for teachers to understand how students think about content and be able to identify common misconceptions on a topic. Furthermore, a deep understanding of subject content allows teachers to represent abstract ideas in multiple ways to make even the most demanding concepts concrete and memorable.

3. Learning in Lessons

"Teachers in all subject areas use a wide range of interesting learning activities supported by high-quality resources that engage, motivate and challenge students. They ensure that all students are very active in their learning through participating in lively discussions, delivering presentations to the class and providing support to their peers. Teachers use learning technology extensively and creatively to enhance learning." Ofsted NCP 2013/14

Meaningful learning happens when students have to think hard; so at New College students are expected to do just that every lesson. Knowledge is entrenched in memory by extended practice, overlearning and frequent low stakes tests and quizzes every lesson (retrieval practice). To further enhance memory, teachers systematically review previous learning and deliberately create intervals between study to allow forgetting. Understanding is developed by: requiring students to explain their thinking in their own words; to make connections between concepts; to represent ideas in new ways; and to apply their knowledge to different contexts. The 12 teaching for learning principles our teaching staff follow are evidence informed and based on the latest neuroscience. They reflect the work of recent years in which NCLT leaders have developed a distinctive post-16 pedagogy across all our colleges. The golden thread running through these principles is the explicit development of each student's awareness and control of their own learning (metacognition).

4. Learning out of Lessons

"Teachers successfully develop students' independent learning skills, their ability to study intensively and their enjoyment of learning." Ofsted NCP 2013/14

At New College, teaching staff will set weekly directed independent learning tasks. These out of lesson independent learning tasks help students to develop lifelong learning and independent study skills, and to achieve their fullest academic potential. As such, directed independent learning tasks are a key tool in effective teaching and learning, and will include the following:

- **Current**: completing assignments (e.g. essays, projects or investigations)
- **Preview**: preparation for a lesson (e.g. pre-reading a textbook or watching a video)
- **Review**: re-capping learning (e.g. self-quizzing or past-paper questions)

5. Assessment

"Students receive outstanding assessment and feedback throughout their courses. Formal assessments successfully focus students on revision and progress. Following these regular assessments, students get support to improve, and many attend additional sessions to help them achieve their aspirational target grades. Feedback on assessed work is usually detailed and evaluative. It enables students to know precisely what they need to do to improve." Ofsted 2013/14

Spaced retrieval practice in the form of regular cumulative assessments is absolutely crucial if students are to succeed in the new linear qualifications at A-level and BTEC. As a consequence, every half term all our students are formally assessed using a mixture of knowledge tests, skills tests and past paper questions in each of their subjects. These assessments are marked at an appropriate standard and detailed feedback and targets for improvement are discussed with the students afterwards. The grades achieved in these assessments are recorded on our online student portal which students, parents and progress tutors can access to monitor the levels of progress in each subject. Students who are not progressing with their studies will be highlighted, leading to a wide range of supportive interventions being put in place.

6. Support

"Support for individual students is outstanding for the extent to which it focuses strongly on enabling students to achieve their targets. A wide range of very effective support arrangements ensures that the great majority of students make very good progress." Ofsted NCP 2013/14

The staff at New College pride themselves on the level of support they give each and every one of their students. For example, each college has a Teacher Access Periods (TAP) built into the timetable each week to support students. Teaching staff will decide who needs extra support each week and invite them to attend. Of course, if a student asks for extra support they can attend as many TAPs as they wish. Students who need even more support, especially when it comes to organising their study time, will be asked to attend a quiet work space in the Intervention and Support Centre (ISC). Those students who require less support out of lesson can work in the well-resourced Learning Resource Centre (LRC).

KEYSTONE HABITS

Keystone habits are small changes or habits that people introduce into their classroom routines that unintentionally carry over into other aspects of their teaching. They start a process that, over time, transforms everything because they support other good habits.

1. Talk to EVERY student, EVERY lesson.

Teachers talking to <u>every</u> student, <u>every</u> lesson (at least once) is a habit that has the potential to impact on the culture of our college's more than any other.

- It sets a culture that everyone is valued and appreciated. It makes students feel as though they belong and part of the college community.
- Staff and students get to know each other and build positive relationships; a central component of a high quality learning environment.
- It gives students an opportunity to speak and have a voice, either to improve the college or tell us something important in their lives that they wouldn't normally verbalise.
- It has the potential to improve the quality of teaching for the better. If every student needs to speak every lesson, teaching strategies must be adapted to facilitate this, such as through questioning, for example. Once we realise that we need to know if all students can answer a question, then we need to develop ways of allowing all students to answer and have a voice.

2. Challenge EVERY student to think hard, EVERY lesson.

Learning is a consequence of thinking. Making students think about information meaningfully (deep processing), means they are much more likely to remember that information than if they think about it at a superficial, meaningless level (shallow processing). And this is true regardless of whether they intend to learn the material or not. Challenging students to think about the material involves:

- Elaboration – explaining how and why concepts/ideas work to develop a deeper understanding of the material through self-explanation or teaching someone else
- Integration – making connections among ideas they are trying to learn; connecting new material to what they already know; and connecting new ideas to their own personal experiences
- Comparison - comparing the similarities and differences between concepts and ideas
- Transformation - changing new information into a different form (summarising, spatial summaries or diagrams)

3. Ensure EVERY student practises retrieving information from memory, EVERY lesson.

When we think about learning, we typically focus on getting information into students' heads. Research informs us that spaced retrieval practice is the most powerful learning tool we know. As a result, we need focus on getting information out of students' heads. The benefits of using retrieval practice every lesson include:

- Reminds students that effective learning is slow and effortful, and not quick and easy
- Makes material more recallable in the future
- Models to students how to revise in their own time outside of lessons
- Improves students' metacognition by highlighting gaps in knowledge and understanding

4. Make EVERY lesson a literacy lesson

Literacy isn't just a crucial skill for academic success, it's also a powerful method of teaching content. Writing, reading and thinking are indelibly linked. When teachers embed explicit literacy instruction into the content of their curriculum students' academic abilities improve, as they become better at understanding what they read, expressing themselves orally, and thinking critically. Every lesson should have elements of academic literacy embedded in them, such as:

- Teachers explicitly teaching tier 2 and 3 academic and subject specific words
- Students reading challenging texts and answering text-dependent questions about them
- Students processing academic ideas in writing that require complete sentences
- Students discussing ideas using technical language
- Teachers consistently asked stretch questions (why, how, evidence) when a correct answer is given
- Students being routinely asked to improve and develop their own and classmates' initial answers

Teaching for Learning the New College Way

TfL principles, based on neuroscience, reflecting the work of recent years in which NCLT leaders have developed a distinctive, evidence-informed post-16 pedagogy. The golden thread running through these principles is the explicit development of each student's awareness and control of their own learning (metacognition).

1 High Challenge, Low Stress

Teach to the top

Have the same high expectations of all students. Everyone is aiming for the same high level - it's just that some find it harder to reach. Plan everything with the highest attainers in mind but provide appropriate support and time for those who need it. Celebrate mistakes so that students feel emotionally secure & safe.

2 Big Picture

Plan long

Know the big picture and share it with the students. Plan lesson sequences before you worry about each lesson. Lessons are messy; you need to be responsive. Learning is a long-term process, not a short-term one. A lesson is then just the next part of a learning sequence that you adjust as you go along.

3 Varied Practice

Mix it up

Varying conditions of practice rather than keeping them constant and predictable can enhance recall at a later date. Mix up where students sit, periodically change the learning environment, incorporate variation in the way students think about material and interleave the teaching of separate but similar topics.

4 New Material in Small Chunks

Chunk it

New information is stored by relating it to, or linking it up with, what is already known. However, working memory is small, only handling a few bits of information at once. To avoid its overload present new material in small steps, using visuals, analogies and concrete examples. Proceed only when first steps are mastered.

5 Know Your Stuff

The subject material, the spec, the mark points

Expert teachers know their subjects, continually study them, know how questions will be set and what the answers should be. They can explain clearly, precisely and simply, representing ideas in multiple ways. This requires time and effort to keep up to-date.

6 Ask Questions

Plan, pose, pause, pounce, bounce, stretch

Ask a large number of questions and check the responses of <u>all</u> students. Questions help students practise new information and connect new material to their prior learning. Questions allow the teacher to determine how well the material is learned.

7 Provide Models

Simple to complex; concrete to abstract

Students need cognitive support to help them learn complex and abstract concepts. Simple models, worked examples, teacher modelling and thinking aloud while demonstrating how to solve a problem are all examples of effective cognitive support.

8 Deep Processing

Learning happens when we think hard

Memory works best when we process material deeply, connecting it with our pre-existing knowledge (interpretation), and to other things we are trying to learn (elaboration). The more effort we expend, the better we remember.

9 Effective Feedback

Close the gap

If students do not use feedback to move their learning forward, it's a waste of time. Comments for improvement should be focused and helpful, and provide a recipe for future action. Feedback should be more effort for the student than it is for the teacher.

10 Independent Learning

Weekly DIL

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically.

11 Retrieval Practice

Input less, output more

Recalling information from memory makes it more recallable in the future. The more effort involved the more it is embedded into long-term memory. Begin a lesson with a short review of previous learning. Daily review can lead to fluent recall, freeing up working memory for problem solving and creativity.

12 Distributed Practice

Space it

Information that is practised repeatedly over spaced intervals is learned much better and for longer than information that is repeated without intervals (massed practice). Increasing the spacing between study sessions enhances learning and leads to better long-term retention.

newcollaborative LEARNING TRUST

METACOGNITION

"Teaching students how to learn is as important as teaching them subject content, as it promotes lifelong learning."

1. What is Metacognition?

Metacognition is best understood as learning how to learn. It is a self-reflective strategy that allows students to understand how to learn more efficiently and effectively. Research has shown that metacognition is the number one shared characteristic of high academic achievers. More importantly, extensive research evidence informs us that the explicit teaching and modelling of metacognitive strategies can help close the gap between high academic achievers and struggling students. At New College, we believe that metacognition is the key to becoming a successful learner and in our view this entails:

- Understanding key aspects of the functional architecture that characterises human learning and memory.
- Knowing the strategies and techniques that enhance the storage and subsequent retrieval of new information and skills.
- Understanding certain biases that can impair judgements of whether learning that will support later recall has been achieved.
- Knowing how to monitor the state of one's learning and to control one's learning strategies in response to such monitoring.

2. Principles of Metacognition

At NCLT, we believe that the following principles are fundamental to how we approach the teaching of metacognition.

- All students are capable of being metacognitive and developing their metacognitive knowledge and awareness.
- Metacognition should be taught explicitly in all subjects, every lesson, rather than in discrete add on sessions.
- Students' beliefs about learning, intelligence and ability must be addressed directly to enhance their metacognitive development.
- Students should be using metacognition both in lessons and outside of lessons, and be capable of articulating how and why they are being metacognitive.

3. How is Metacognition Embedded in the Curriculum?

Metacognition is embedded into everything we do at New College, whether it is training staff, teaching students or informing parents. The lists below highlight how and when aspects of metacognition are communicated out of lessons.

<u>Students</u>

- Y10 & 11 Marketing Assemblies
- Excellence Academy presentations (Jan-Feb)
- Y11 Induction Days (July)
- Y12 Induction Programme (September)
- Y12 & Y13 Metacognition Workshops (September – June)
- Revision countdown (Feb – June)

<u>Parents</u>

- Open Day presentations (September – March)
- Welcome Evening presentations (September)
- Parents' Evening leaflets (Y13 November & Y12 January)
- Revision Information Evening presentations (Dec - Feb)

<u>Staff</u>

- New Staff TfL Induction Programme (September – October)
- ITT, NQT and RQT Development Programmes (September – June)
- Weekly TfL Briefings (September – June)
- College CPD Programmes (September – June)
- Trust CPD Conferences (August, December & July)

Metacognition

The key to becoming a successful learner

Definition

The ability to:

- *think about thinking*
- *be consciously aware of oneself as a learner*
- *monitor and control one's thinking*
- *accurately judge one's level of learning.*

Peculiarities of Human Memory

- *Learn by linking to what we already know.*
- *Retrieving from memory is fallible.*
- *Retrieval modifies memory.*
- *Limitless capacity to learn and store info.*

1 Meta-memory

To help students understand how they learn and how their memory works:

- *Highlight the peculiarities of human memory.*
- *Outline the cognitive structures of the brain.*
- *Explain the key cognitive processes of learning.*
- *Describe differences between novices & experts.*

Cognitive Processes of Learning

- *Attention - getting information into memory*
- *Encoding - making information meaningful*
- *Storage - stabilising & consolidating info*
- *Retrieval - getting info out of your memory*

Cognitive Structures of the Brain

- *Working memory - limited capacity and duration for novel information, BUT limitless capacity and indefinite duration for information stored in long-term memory.*
- *Long-term memory - limitless capacity, indefinite duration, works by association and reconstruction.*

2 Meta-knowledge

To make sure that students know, and use, the strategies that will enhance learning:

- *Explicitly teach what the effective strategies are.*
- *Routinely explain why they work.*
- *Use the strategies as part of your teaching.*
- *Explain why other strategies are ineffective.*

Effective Learning Strategies

- *Retrieval practice - the testing effect*
- *Distributed practice - the spacing effect*
- *Interleaved practice - mixing up your practice*
- *Varied practice - varying your practice*
- *Elaboration - going beyond the info presented*
- *Dual coding - using images with words & text*

Ineffective Learning Strategies

- *Re-reading, copying & highlighting*
- *Massed practice*
- *Blocked practice*
- *Similar practice*
- *Memorization*
- *Shallow processing*

Effective Strategies to Assess Learning

- *After a Delay - to clear your working memory*
- *Test - from memory; no cheating!*
- *Draw - a concept map*
- *Explain - material in own words*
- *Teach - material to someone else*
- *Apply - knowledge to a new context*

Biases Impairing Judgements of Learning

- *Stability bias - that memory won't change*
- *Hindsight bias - that I knew it all along*
- *Foresight bias - that I will know it in the future*
- *Encoding fluency -easier to learn, better recall*
- *Retrieval fluency - easier recall, more learnt*
- *Perceptual fluency-more familiar, know more*

3 Calibration

To enable students to make accurate judgements about their level of learning:

- *Outline the biases that can impair JOL.*
- *Highlight effective strategies to assess learning.*
- *Provide regular opportunities for students to calibrate their level of understanding.*
- *Explain the benefits of desirable difficulties.*

Calibrating Level of Understanding

- *Predict - your score before attempting a test*
- *Test - from memory*
- *Evaluate - after a test, but before marking it*
- *Reflect - on the differences with actual scores*

Benefits of Desirable Difficulties

*Activities such as spacing and interleaving, testing oneself, and varying conditions of practice are known as **desirable difficulties**. They impair performance (and hence, apparent learning) during study, but enhance long-term learning.*

Metacognitive Skills

- *Assess - the task at hand*
- *Evaluate - one's own strengths & weaknesses*
- *Plan - the approach in light of these*
- *Apply - appropriate strategies*
- *Monitor - performance*
- *Reflect - if current approach is working or not*
- *Adjust - plan or approach if needed*

Effective Note-taking

- *Preview - overviews, headings & summaries*
- *Reflect - to activate prior knowledge*
- *Ask - what do I need to know?*
- *Select - what information is important*
- *Summarize - information in your own words*
- *Organise - notes for better remembering*
- *Connect - notes for understanding*

4 Self-Regulation

To encourage students to monitor and control their own learning:

- *Explicitly teach metacognitive skills.*
- *Provide opportunities to use these metacognitive skills with support, and then independently.*
- *Regularly model your own thinking as you teach.*
- *Explicitly teach how to organise, and effectively manage, their learning independently.*

Study Cycle

- *Preview - books, notes & videos before lesson*
- *Attend - every lesson & participate fully*
- *Review - notes after each lesson*
- *Study - purposefully in study periods*
- *Self-test - your knowledge & understanding*

Reading for Meaning - PQ6R

- *Preview - the general topics of the chapter*
- *Questions - you want the chapter to answer*
- *Read - one paragraph at a time, carefully*
- *Rewrite - the main ideas in your own words*
- *Relate - material to what you already know*
- *Repeat - for all the other paragraphs*
- *Recall - from memory what you have read*
- *Review - your recall to what you have read*

THE NEW COLLEGE STUDY CYCLE

The **Study Cycle** is a 5-step approach to learning designed to help our students become more efficient learners. It works the way our brains learn best. It reinforces new content and builds confidence. The study cycle can be easily adapted to any course.

On the surface, each step may seem obvious, but all too often students take shortcuts and miss important opportunities to benefit from the interplay of each step of the cycle. In the study cycle, each step builds on the previous one and distributes learning throughout the year, which is much more effective than waiting until the day before the exam to study. The five steps of the study cycle are:

Step 1: Preview

Students should take a look at what they will be covering in lessons before they actually go to the lesson. This will help them gain a sense of the big picture and anticipate how concepts fit together. Students will get more out of lessons if they already have some context for what they are about to learn. They can also come into the lesson with questions that they may want answered. The preview section of DIL is designed to get our students to do some pre-reading (or pre-watching, if we are using a video resource) of the content to be covered in lessons for the week ahead.

Step 2: Attend Class

Obviously, going to lessons is an important step in the study cycle, but just being physically present isn't enough. Being attentive and engaged will help students get the most out of the experience. Lesson time is important not just because this is when students get taught the content of the course, but because it's also a great opportunity to gain deeper understanding through asking questions and taking part in discussions. Training students how to take notes or annotate texts in lessons is also very important. Taking notes by hand (rather than digitally) can help students remember the information - especially if they try to paraphrase in their own words.

Step 3: Review

Students should be encouraged to take some time after lesson to go back over their notes. They don't have to spend a long time doing this, but the sooner they do it the better (ideally within 24 hours). By reviewing soon after a lesson, while the material is still fresh, they can fill in gaps and figure out what they might need help with.

When reviewing their notes, students should be actively engaging with the material and not passively letting their eyes scan over the material. They should explain the material to themselves, summarise the key points, ask questions, and think about the big picture. If they've followed steps 1 and 2, this will be the third time they would have engaged with the content. Repeated exposure to the material will help them remember and understand it more effectively.

A weekly review of about an hour is also incredibly effective, and is a technique the very best students use on a regular basis. In these weekly reviews, high achieving students will: check their notes are all up to date; summarise their learning into mind maps; and highlight material they are unsure of or don't quite understand yet.

Step 4: Study

Students have plenty of time in the college day when they are not in timetabled lessons. They should schedule several focused study sessions per week for each of their lessons. These sessions don't have to be long; in fact, brief but intense study sessions (30 minutes) tend to be more effective than trying to study for many hours at a time. By spreading their studying over time, they will be studying much more effectively (this is called distributed practice) and they won't have to try to do less-effective cramming study sessions before the exam (also known as massed practice). Distributed practice helps them learn the material at a deeper level because they have more time to process it, see connections, and ask questions.

When students are using their "free" study periods, it's important that they plan what they want to learn, they focus 100%, without distraction, and actively engage with the material. By using the look, cover, write, check strategy, students can learn very effectively the material they need to, before taking a break and testing themselves one final time to make sure it has started to sink in. Short, focused study sessions like this are incredibly effective.

Step 5: Assess

The last step is the one that a lot of students forget about. It's an important metacognitive skill to check whether they are studying effectively and have actually leaned the material, i.e. it has been transferred into long-term memory. They can do this by self-testing (known as retrieval practice), explaining their understanding to others and applying their knowledge by doing past paper questions.

The New College Study Cycle

Focused Study Session

Plan 1-2mins
Decide what you want to learn or accomplish in your study session

Focus 100%
Don't get distracted! Turn off your phone and find somewhere quiet to study

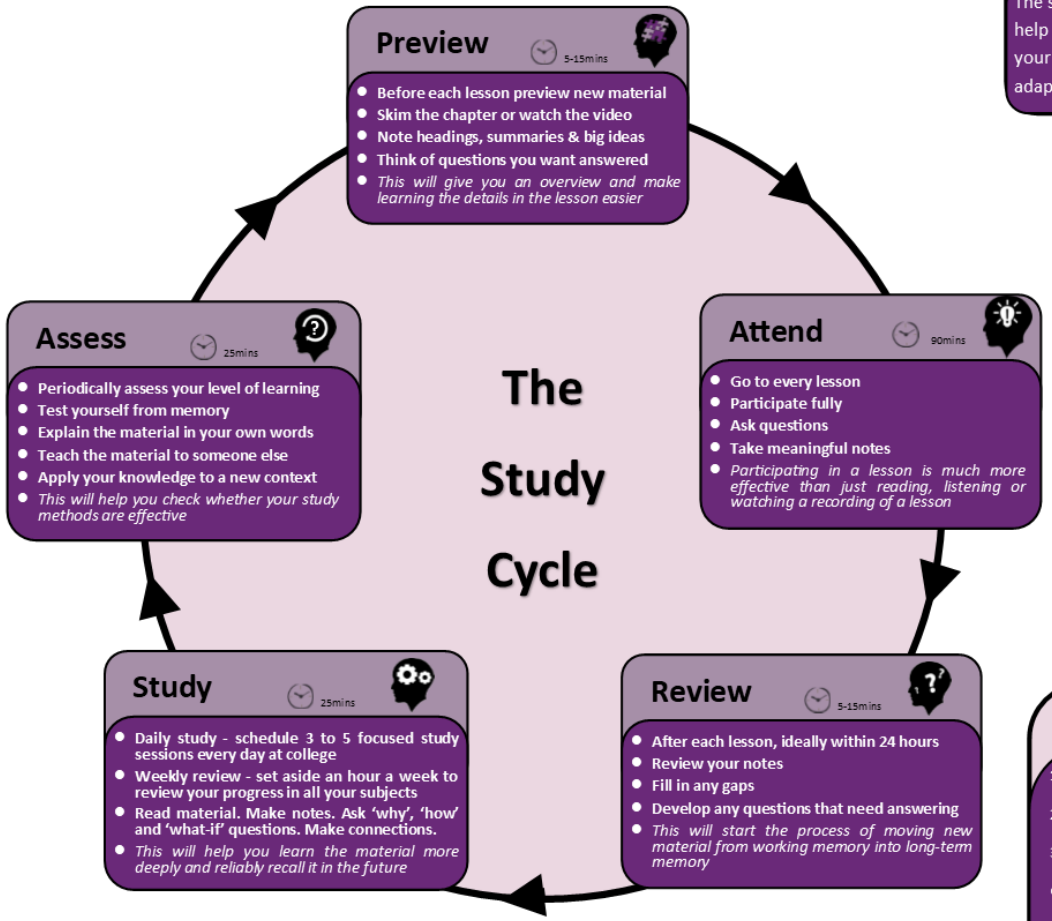
Study 25mins
Interact with the material: organise, concept map, reflect, summarise, connect & elaborate

Break 5-10mins
Clear your working memory by taking a short break

Learn 25mins
Learn the material - look, cover, write, check

Break 5-10mins
Clear your working memory by taking a short break

Test 5mins
Test yourself from memory to see what you can remember



The Study Cycle

The study cycle is a 5-step approach to learning designed to help you become a more efficient learner. It works the way your brain learns best. The study cycle can be easily adapted to any course at college.

Weekly Review

1. Set aside an hour a week. No distractions!
2. Split up the hour evenly. 20 mins per subject
3. For 20 mins, review the week's work in that subject by:
   - *Checking your notes are clear, legible and in order.*
   - *Summarise your learning in a quick diagram, mind-map or a few lines of notes.*
   - *Highlight or circle material you found hard this during the week. This is the material you will need to work on during your study periods.*
   - *Go through the DIL you have been given and any deadlines you have been set. Make a prioritised list for the week.*
4. Once you've done this for one subject, repeat for the others.

FORMAL ASSESSMENT

1. Purpose of Formal Assessment

The purpose of our regular formal assessments is to:

- Improve the students' **long-term retention** and **flexible use of course content**.
- Allow teachers to be able to **gauge student understanding** and progress within their subject, whilst putting in place the support required for the next steps needed.
- Allow middle leaders to track the progress of subjects within their areas and put in place any necessary **interventions**.
- Allow Senior Leaders and Governors to monitor and assure the quality of the teaching, learning and assessment provided at each college.

2. Timing of Assessments

- Formal assessments occur **once every half term**.
- Refer to the published agreed ADD dates on the **Formal Assessment Calendar**.
- At the start of the course, all students should be given a **Programme of Study** (to indicate when topics will be taught and reviewed for each subject) and an **Assessment Planner** (to indicate when the assessment window will be for each assessment, how it will be assessed and what possible topics might be included). This will help students to fully and effectively prepare for the formal assessments.

3. Types of Formal Assessment

- **College assessments** are those that are **set by each individual college** across the Trust. After the October assessment, it is highly recommended that College assessments should be **cumulative** in nature (i.e. assess previously studied topics) to reap the benefits of spaced retrieval practice. College assessments can either be marked electronically or by the teacher.
- **Trust assessments** are those that are **set collaboratively in each subject area across the Trust** in order to create a consistent experience. All Trust assessments must be **cumulative** in nature (i.e. assess previously studied topics) to reap the benefits of spaced retrieval practice. All Trust assessments must be graded by the teacher.

4. Practical Arrangements for Formal Assessments

- The formal assessment must be conducted under **exam conditions** in the classroom rather than in an external setting.
- Students should not be allowed to utilise their notes, and therefore, reflect the conditions of the **external exams.**
- Any **study support arrangements** in place for the external exams should be also accommodated within the monthly assessment practice.

5. Coursework and Practical Subjects

- Where students are undertaking subjects which contain **both examined content** in addition to **coursework** or **practical** modules, wherever possible, the formal assessment should be based upon the examination element of the course.
- Where this is not possible then the formal assessment grade added to the system should reflect **student progress** on the **practical element.**
- Ultimately, it is an expectation that the vast majority of students will be sitting an **examined piece** of assessment even where practical elements or coursework options are taking place.

6. Marking and Standardisation Processes

- **Moderation** between subject areas in the 3 colleges must take place on all Trust assessments.
- Staff within a subject area should agree a set of **guidelines** to deliver to each of the groups – ensuring **consistency** in the quality of the instruction.
- **Before marking** commences, staff should discuss and **agree** the **mark points** for the assessment.

- It would be considered good practice for HoS to facilitate the **pre-marking** a **range** of scripts which will act as the **standards** for the assessment.
- For **CPD purposes** and **quality assurance**, it is expected that wherever possible HoS make arrangements for work across the team to be sampled.
- For **quality** of the **feedback**, please refer to the feedback and marking guidance in this policy.

7. Results Analysis

- All formal assessment data needs to be **inputted into Cedar** by each individual subject teacher before the deadline published on the Formal Assessment Calendar.
- Once the data has been inputted it will be made available on **Alps Connect** (accessible via Moodle) to allow teachers and subject areas to track and monitor student performance.
- An **Act on Data** meeting, chaired by the Head of School, will follow in order to put in place interventions (see section on Interventions in this policy) to improve student performance.
- The HoS is responsible for **analysing** the results for each qualification and ensuring **consistency** across groups / classroom teacher. **Anomalies** should be **examined** and **resolved** where issues are identified.
- The HoS will also have a meeting with their **Senior Link** to go through their School's data and the interventions put in place.

8. Assessment Planner

Each subject area will produce an **assessment planner** outlining what will be assessed over the year, how it will be assessed and when (see Appendix). This will be given out to all students at the beginning of term and kept in their subject folders. Each assessment planner needs to have the following information on it:

- **Assessment Type** - initial, formal, progression exam or mock exam.
- **Assessment Date** – the week in which the assessment will be conducted.
- **Cedar Date** - the date the assessment data will be inputted into Cedar, again see Formal Assessment Calendar.
- **Assessment Details** - length, written or practical, number of questions, MCQ, short-answer or extended writing
- **Content** - possible Y12 and Y13 topics that might be included

FORMAL INTERVENTIONS

1. Interventions Overview

After each formal Cedar assessment, interventions must be:

- **Timely** and **appropriate** in order to swiftly tackle underperformance.
- Backed by **evidence** to show what has been done to raise achievement levels and improve student performance.
- **Clear, targeted and consistent** to outline a concern and then describe the action to be taken.
- **Accurate and professional** so that they can be viewed on Cedar by parents, students, HoS, PTs and SLT.

2. Quality of Interventions

Posts should be concise as possible by including a **concern** and then an **action**. e.g.

Concern: *Jack has significantly under-performed in his last formal Cedar assessment*
Action: *Parents notified by phone. Jack will re-sit his assessment in Monday's TAP session. Jack has been added to the ISC for 3 extra periods each week to support him with his progress.*

- Cedar posts that offer advice are NOT interventions. e.g. *'I would suggest that Jack attends TAP this week'.*
- Cedar should not be used as a way of communicating to students, as it is best not to assume that the student reads their pastoral log frequently.
- Cedar posts such as; *'You need to re attempt essay 2 for DIL' a*re ineffective, even if you have informed the student of this in person, it is very difficult for a quality assurer to know this.

3. Acknowledge All Strategy

A pastoral log should follow every formal Cedar assessment for every student. This is known as the **'acknowledge all strategy'**. The rationale behind this strategy includes:

- Students and parents will benefit from being more informed about performance in formal assessments.
- Up until the March Cedar assessment, Y12 students will receive a percentage, rather than a grade. As a result, it will be difficult for PTs to know whether a student has underperformed or not from each student's assessment data, unless a pastoral log is completed.
- Y12 students are unlikely to achieve their MTGs initially, so if the teacher judges this as not a concern, an information log must then be completed.
- PTs will know not to chase teaching staff up on interventions if there is underperformance but an information thread has been completed.
- HoS and SLT will have a fuller picture when quality assuring interventions.
- A note should be made in the markbook section of Cedar if an assessment has been completed late or at home.

4. Intervention for Y12 Students

- On or above MTG **= commendation log** (no intervention needed)
- **Student of the Month** per class
- Below MTG but not concerned with progress at Y12 = **information log** by using a **group pastoral log** (no intervention needed)
- For some students an intervention will be required if they are 2 grades or more below, for others it may be more or less than this. Teachers know their students, so they should use their professional judgement.

5. Intervention for Y13 Students

- On or above target = **commendation log** (no intervention needed)
- **Student of the Month** per class
- One grade below or more is classed as **underperformance**. An intervention needs to be put in place to support the student (TAP, Y12 lessons, ISC etc.)

6. Formal Intervention Stage System

The next page outlines the 7 stages of the **NCLT formal intervention system**. The first 4 stages are **supportive** in nature but stages 4 to 6 are much more serious and are referred to as **contracts**.

Stage 0: Enrolment Watch List
This intervention is put in place during enrolment and is used when staff have slight concerns regarding a student's programme of study. Students are informed that they are being placed on the intervention and that a review will take place in their first 4 to 6 weeks of college. If there are significant concerns following the review staff may suggest a change of course.
Stage 1: Subject Support Intervention
Intervention strategies at this point may well include various techniques from the low level menu, but will also involve the use of Stage 1 intervention, subject support to monitor the student's achievement and attainment more closely and for a specified period of time. The subject teacher will meet with the student to discuss the issues. Targets will be agreed, the necessary interventions put in place, and all recorded and visible on Cedar. It would be expected that staff members are able to account for these interventions when discussing their actions with Progress Tutors, Senior Progress Tutors or Head of School. It is essential at this stage to try and establish the underlying cause(s) of the student's breach of unacceptable behaviour, if this has not already been determined.
Stage 2: Head of School Intervention
A student with repeated attendance, behavioural or achievement concerns, who has not responded to Stage 1 interventions, should be placed on a Stage 2 Head of School intervention and areas for improvement should be identified and targets set. The Head of School will work with the student for an agreed time with subject teachers continuing to provide further support. Parents/carers may be invited into College. Any formal interventions such as a Stage 2 Head of School intervention will be recorded and visible on Cedar.
Stage 3: Progress Tutor Intervention
A student with repeated attendance, behavioural or achievement concerns, who has not responded to Stage 2 interventions or there are concerns across subject areas, should be placed on Progress Tutor Intervention as a more formal attempt to address their behaviour. Areas for improvement should be identified and targets set. Progress Tutors will work with the student for an agreed time with subject teachers continuing to provide further support. Parents/carers will be notified and may be invited into College, depending on the circumstances. Once again any formal interventions such as a Stage 3 Progress Tutor intervention will be recorded and visible on Cedar.
Stage 4: Senior Progress Tutor Contract
If a student fails to meet the targets agreed with their Progress Tutor, the student will escalate to Stage 4 of the College's formal intervention procedures and their place in College will be under more scrutiny; parents/carers will be notified and may be invited into College depending on the circumstances. The Senior Progress Tutor now sets out targets, which the student must adhere to in order to demonstrate their commitment to studying at the College. Individual circumstances should be considered when making decisions as to how to proceed at this stage. Issues such as signs of poor progress by the student, changes in personal circumstances and/or their likelihood to successfully complete the course should be considered. If a student fails to respond and it is felt that there are no mitigating circumstances, the student should progress to stage 5 of the College's formal intervention procedures.
Stage 5: Senior Management Contract
A formal meeting will take place with the student and a member of Senior Management. Parents/carers will be notified and may be invited into College along with other parties, including the Progress Tutor, Head of School, Senior Progress Tutor and subject teachers. The decision to call a meeting and who to invite will be at the discretion of the Senior Manager, depending on the circumstances. The Senior Manager will lay out the terms and conditions with which the student must comply with in order to remain in College and these will be monitored closely by the Senior Manager with the support of the Progress Tutor and subject teachers. In all cases the Senior Manager will record the contract on Cedar so the student, teachers, Head of School and parents/carers are all aware. Failure to comply with the terms of the contract will result in an immediate temporary exclusion from College for a set period, pending a review meeting with the student, parents/carers and relevant staff before being escalated to a final Stage 6 contract. If a student is receiving a College Bursary, we may decide to withdraw this depending on individual circumstances and at the discretion of the Senior Manager. The bursary will be reinstated once the agreed targets have been met.
Stage 6: Principal Permanent Exclusion Notification
The student must now earn back their right to remain within College. A panel meeting maybe arranged, where the Principal and relevant staff will be in attendance, the terms and conditions of return will be agreed and the student will be given a final, official warning. However, in some cases an individual one-to-one meeting between the Principal

and the student may be more appropriate, depending on the circumstances, where the Principal will set targets for the student to adhere to in order to remain in College. Any breach of the terms set out at this meeting will result in the immediate permanent exclusion of the student from College.

N.B *Students can escalate through the formal intervention stages systematically from 0 to 6, but equally can progress through stages depending on individual circumstances and at the discretion of Senior Managers.*

7. Progression Contract – for Y13 students only

Where students have been allowed to progress to the following academic year after completing Y12 on a Stage 5 or 6 contract and/or serious concerns have been raised with regard to attendance/achievement/behaviour etc., they will be placed on a Progression Contract to start Y13, with strict targets that they must adhere to. Parents/carers will be notified by letter and invited into college to discuss the seriousness of the situation. Failure to adhere to the targets will result in the student being permanently excluded.

The Progression Contract will be in place for the first term and then reviewed. All students (and their parents/carers) who are placed on a Progression Contract at the start of Y13 should be informed that failure to meet the targets agreed will result in permanent exclusion from College. After the successful completion of the contract period in Y13 a Senior Manager will decide the appropriate level contract for the student to be moved to for further monitoring and target setting.

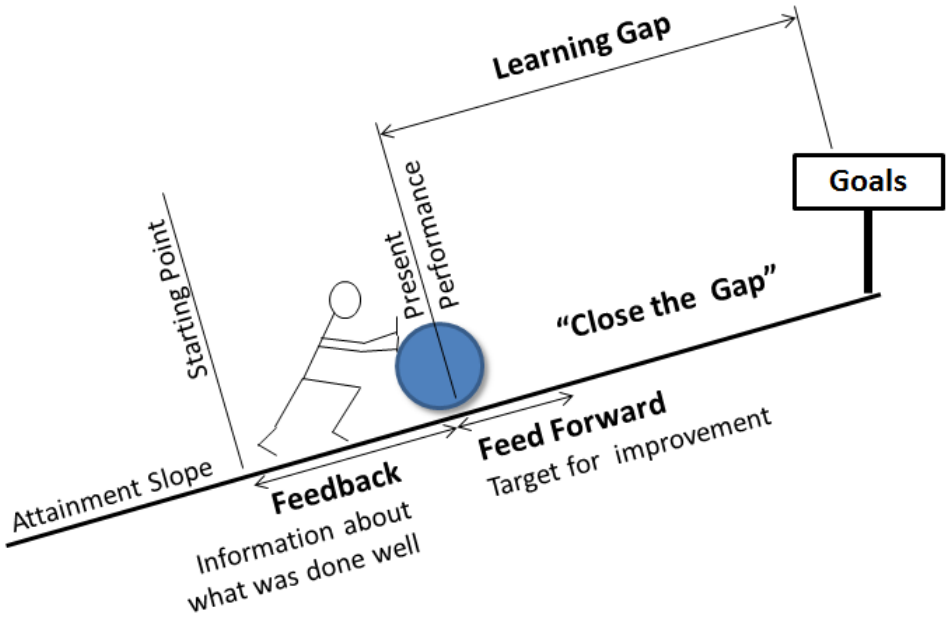
EFFECTIVE FEEDBACK

"The simplest prescription for improving education must be dollops of feedback". Hattie, 1992

Feedback is the process of reducing the gap between what students currently know or can do and what they need to know or do to make further progress. However, students can only close this gap if they act on feedback they are given. Unfortunately, much of the feedback that students get has little or no effect on their learning, and some kinds of feedback are actually counterproductive. Below are ten principles that should be applied across all subject areas at college to make feedback and marking effective.

1. Effective Feedback Principles

- The key purpose of feedback and marking is to move learning forward ("**close the gap**").
- Feedback should be just enough to get the student unstuck and to make progress ("**scaffolding**").
- Feedback should be more work for the student than the teacher ("**icon & targeted marking**").
- Feedback should relate to the learning goals or success criteria that have been shared with the students ("**feed up**").
- Any positive feedback comments made should relate to the task, or the techniques, and not the person ("**task feedback**").
- Any comments for improvement should be focused, specific and helpful, and provide a recipe for future action ("**feed forward**").
- Grades should be separated from the learning ("**student engagement with feedback**").
- Feedback should cause students to think ("**cognitive reaction to feedback**").
- Feedback should increase the extent to which students are owners of their own learning ("**metacognition**").
- Time in lessons should be made for students to work on their feedback to improve their work ("**DIRT**").



2. Exam Wrappers

All formal Cedar assessments should involve student reflection on how they think they will do, how they think they did do, how effective their preparation was and how they will improve their learning strategies in the future. This should be achieved through an "exam wrapper" (see Appendix for an example). A "wrapper" is an activity that surrounds a pre-existing learning or assessment task and fosters students' metacognition. The exam wrapper should be attached to the front of every formal Cedar assessment.

- After studying for the formal Cedar assessment, but before actually starting the assessment, students should complete the first question on the exam wrapper – "What grade do you expect to achieve?"
- Immediately after completing a formal Cedar assessment, students should complete the second question on the exam wrapper – "What grade did you think you had achieved?"

- These initial questions are designed to enable students to improve their accuracy in their judgements of learning.
- Once the Cedar assessment has been marked and graded, students should complete the rest of the exam wrapper sheet by reporting on the study strategies their used, analysing the errors they made and identifying new approaches as needed.
- Before the next Cedar assessment, the exam wrapper sheets are reviewed by the students to enable them to make, and implement, an improved study plan.

MARKING

While there's no doubt that marking and feedback are *connected*, they are not the same. Marking each student's monthly assessment with detailed corrections, additions and feedback comments is exceptionally time consuming, and whilst there are mountains of research findings supporting the giving and receipt of feedback to support students' learning, there appears to have been little or no research specifically into the effects and impact of teachers marking students work. Marking in this way is not effective. What is effective is reducing the "marks" teachers put on a script, whole-class feedback and student-initiated DIRT. The three elements to effective marking and feedback are as follows:

1. Feeding Back on the Task

Firstly, students need to get **feedback on what went well** and **what didn't go so well** with regard to the subject content and skills, and also specific assessment skills (e.g. the skills required to write a timed essay or a short answer question). Giving this sort of feedback to students can be done in many different ways, and will vary from subject to subject, but must always be more work for the student than the teacher by making them do the cognitive work, and not the teacher! The use of symbols or codes when marking reduces the time spent writing on each script. By simply putting an asterisk or cross when there is an error or a tick when there is something really good, and then getting the students to say why it is wrong or why it is good is so much more effective than the teacher doing this for the student. A key to these marking codes, with the actions students have to undertake with each, should be given to students at the beginning of term. For common mistakes or misconceptions, it is much easier to make a note of them when reading the scripts and then re-teach the whole class later. With regard to common spelling mistakes, it is more efficient make a note of them on a separate sheet whilst reading the scripts and then test all the students on them in the lesson, rather than writing on each individual script.

2. **Providing the Correct Answers**

Secondly, students need to know **where to go to get the correct answers to improve their work**. This could be a dictionary, a mark scheme, a success criteria grid, a textbook, a video or a knowledge sheet. As mentioned earlier, common misconceptions should be re-taught to the whole class, but other errors need to be corrected by the students themselves, so that they are doing the thinking and, as a result, the learning.

3. Acting on Feedback

Lastly, and most importantly, students need to **act on the feedback given**. This is when students are compelled to make improvements on their work. Use DIRT (Dedicated Improvement and Reflection Time) in lessons to make sure this happens. Whilst improving work and changing mistakes, the students should also have to identify the mistake. This could be done on an exam wrapper feedback form. This focused editing could be done in test conditions to encourage the students to concentrate, and allows time for you to go around the class giving more personalised feedback verbally (get the students to record this verbal feedback so that they can act on it afterwards). Once the DIRT tasks have been completed the students should make a note about how they have improved their understanding. The recording of improvement points can be formalised on an exam wrapper feedback form. Students should also reflect on what they can do to improve for next time. These improvements could include self-testing, completing practice questions, making detailed notes or flash cards or putting more effort into their studies, and should be written down on the exam wrapper feedback form.

ASSESSMENT REPORTING TO PARENTS

Parents will be able to track real-time attendance and achievement on their son or daughter using Cedar, our web-based student tracking portal. Parents will be able to access formal assessment data for all subjects, measuring performance against qualification targets. Any problems will be highlighted by staff using the texting and email facility in Cedar, allowing the College to notify parents on the day if a student misses a lesson or fails to complete assignments. Mid-way through the year, parents will be invited to a consultation evening where they can discuss their son or daughter's progress with teaching staff. Staff will continue to keep in touch with parents, providing updates via Cedar and texts highlighting commendations as well as concerns.

INTERIM ASSESSMENTS

1. Benefits of Retrieval Practice

The aim of interim assessment is to encourage students to engage in **spaced retrieval practice**, perhaps the most powerful learning strategy there is. Research shows that there may be 10 key benefits of retrieval practice, some are direct benefits (benefits that arise from the test itself), whilst others are indirect benefits (additional effects that result from testing).

- Retrieval practice aids later retention
- Retrieval practice highlights gaps in knowledge and understanding
- Retrieval practice causes students to learn more from learning episode
- Retrieval practice produces better organization of knowledge
- Retrieval practice improves transfer of knowledge to new contexts
- Retrieval practice can facilitate retrieval of material that was not tested
- Retrieval practice improves metacognition monitoring
- Retrieval practice prevents interference from prior material when learning new material
- Retrieval practice provides feedback to teachers
- Frequent retrieval practice encourages students to study

Roediger et al, (2011) *Ten Benefits of Testing and their Application to Educational Practice*

2. Principles for Interim Assessments

Based on the benefits outlined above, interim assessments should be:

- **Specific** – allows the diagnosis of exactly what a student's strengths and weaknesses are.
- **Frequent** – develops and strengthens memory, and checks if students have really understood something.
- **Repetitive & spaced** – helps to consolidate memory and prevent students from forgetting.
- **Recorded as raw marks** – easier to track lesson-by-lesson improvement and identify next steps.
- **Planned** into Programmes of Study and Directed Independent Learning tasks throughout the year.

Interim assessments that are specific, frequent, repetitive and recorded as raw marks will help students and teachers to see if learning is happening, and enable teachers to adapt their teaching based on this formative feedback. As an added benefit, interim assessments that follow these aims will help students learn as well.

3. Types of Interim Assessments

A variety of interim assessments should be set on a regular basis and could include the following:

- **Frequent, low-stake tests**, which are marked by the students themselves, should be used to recap previous learning every lesson. These tests must ensure that students retrieve key information from memory alone. Incorporated into these tests should be some assessment of previous learning. For example, for a test with ten questions, questions 1-4 would retrieve key knowledge form last lesson; questions 5-7 would retrieve key knowledge from last week; and questions 8-10 would retrieve key knowledge from last term. These short tests help fix content knowledge into students' long-term memory and should be repeated over the term. Spaced retrieval practice has been shown to be one of the most powerful learning strategies we can use. Short recap tests also indicate to the students which parts of the course they need to review again.
- **Multiple choice questions (MCQ)** are particularly useful as they are very specific, easy to analyse, can assess difficult material in a range of subjects, and make it easy to give meaningful feedback. Twenty MCQs on a topic can give a teacher a far better understanding of a student's specific strengths and weaknesses than one essay, for example.
- **Short-answer past paper questions** (or parts of questions), covering recent material, should be used to test for knowledge and understanding on a weekly basis. These would initially be marked by the teacher; however, as the students become more proficient, peer assessment and then self-assessment marking strategies could be introduced.

- **Essays** (or parts of essays) and other pieces of **extended writing**, covering material which has been covered over a sequence of lessons, should be given every few weeks. These would initially be marked by the teacher using icon marking and targeted marking techniques. However, as the students become more proficient, peer assessment and then self-assessment marking strategies could be introduced.

Using a variety of interim assessments on a regular basis enables teachers to identify where students need extra support or additional stretch, and can substantially improve student achievement.

LESSON PLANNING

Each subject area will produce a **programme of study** outlining the order in which specific topics will be taught and reviewed (see Appendix). This is the "big picture" of when topic areas will be covered and reviewed in each subject, and should be shared at the beginning of term with all students. It is encouraged that teachers plan sequences of lessons, rather than worrying about individual lessons. Lessons are messy and teachers need to be responsive to the formative feedback they receive from their students through their on-going use of interim assessments. Learning is a long-term process, not a short-term one. A lesson is then just the next part of a learning sequence that teachers adjust as they go along.

All subject teachers should continuously consider their selection, sequencing, testing and revisiting of facts and concepts. They should overview lesson sequences, text choices, recaps, questions extensions, knowledge organisers, interim assessments – everything. Candid conversations are how to drive up the quality of instruction from teachers and the quality of memory retention from students. Below is a list of powerful questions for evaluating and improving what students study in each subject.

1. Selecting Knowledge

- Do you decide and organise every piece of knowledge in advance of every unit you teach?

2. Specifying Knowledge

- Do you meticulously specify every concept that students will master in each year, along with precise definitions?

3. Sequencing Knowledge

- Do you sequence knowledge explicitly and systematically over a year?

4. Transmission of Knowledge

- Do you tell students facts and explain concepts with the limitations of working memory in mind?

5. Thinking and Applying Knowledge

- Do you give time in lessons for students to process their knowledge and apply it to new situations?

6. Testing Knowledge

- Do you test students' knowledge of all of these facts multiple times, even after a unit has ended?
- Do you assess whether students have remembered those facts even a year later?
- Do you know to what extent students have remembered or forgotten the precise definitions of those concepts?

7. Revisiting Knowledge

- Do you revisit every fact you've taught to students several times over the following years?
- Do you do this explicitly and systematically?

8. Subject Knowledge CPD

- Do you use CPD and department meeting time to improve the teaching of facts?
- Do you focus students on the facts and concepts that are vital to mastering the subject discipline?
- Do you think you've identified the volume of knowledge required for the development of expertise?
- Does your department collectively and continuously interrogate your sequence of knowledge, in order to improve it?
- Do you have feedback and critique from the wider community of subject experts on the knowledge in your curricula?

DIRECTED INDEPENDENT LEARNING

1. Benefits of Directed Independent Learning

Out of lesson directed independent learning (DIL) activities help students to develop **lifelong learning** and independent **study skills**, and to achieve their fullest academic potential.

2. Elements of Directed Independent Learning

Out of lesson directed independent learning activities are a key tool in effective teaching and learning, and should include the following:

- **Current application** of knowledge (assessments, assignments & past-paper questions)
- **Previewing** new material before a lesson (read or watch a video, summarise the key headings, think of questions)
- **Reviewing** after each lesson (preparing revision notes & self-testing)

3. Standards of Directed Independent Learning

In general, it is best not to set anything more difficult than the students have practised in class, as doing so will mean some will get stuck, and others will use the difficulty as an excuse for not doing the work even when they could. These independent learning tasks do not need to be marked, however, the students must see the use of them if they are to be meaningful. These types of activities support the College's aim of raising student achievement, and provide further opportunities for 'stretch and challenge'.

4. Time Commitment for Directed Independent Learning

Students need to understand that academic success requires large amounts of effort, which is measured in hours per week of purposeful practice (focused study sessions) through regular independent study. Research has shown that the top performing students put more effort into their studies and commit more hours per week than others. For high achieving A-level students in Y12 this is 5 hours per subject per week on independent study outside of lessons. For high achieving A-level Y13 students (those aiming for three As or A*s) this is 10 hours per subject per week. The hours of effort of independent study per subject per week, outside of lessons, should be built up gradually from the first half term to the last half term in order to slowly take the students out of their comfort zones. The table below sets out these guidelines to show what the **top performing students** do, and is certainly not a requirement for all students to replicate. Students need to know what the high levels of effort that are required to achieve highly at A-level and BTEC.

DIL	Y12 – Exam Courses	Y13 – Exam Courses	Non-Exam Courses
	Number of hours/subject/week	Number of hours/subject/week	Number of hours/subject/week
1st Half Term	**2 hours**	**5 hours**	**2 hour**
	October Half Term Break		
2nd Half Term	**3 hours**	**6 hours**	**2 hours**
	Christmas Holiday		
3rd Half Term	**4 hours**	**7 hours**	**2 hours**
	February Half Term Break		
4th Half Term	**5 hours**	**8 hours**	**2 hours**
	Easter Holiday		
5th Half Term	**5 hours**	**10 hours**	**2 hours**
	May Half Term Break		
6th Half Term	**5 hours**	**Exams**	**2 hours**

Effort is a habit. What seems impossible can quickly become the new normal. The development of the students' capacity to put in high levels of effort will enhance their productive independent study habits.

It is good practice for subject areas to produce a **DIL Record Sheet** on which the students enter the DIL they receive each lesson. This should either be kept at the front of each student's subject folder or accessible digitally. The Programme of Study will also outline which topics will be reviewed each week for DIL (see Appendix).

However, effort alone is not enough to guarantee success. Academic progress is as much about **how students work** as it is about **how long they work** for. For this reason, teachers need to guide students on the most effective study strategies to use in their subject, and it is these students complete as part of their weekly directed independent learning.

This process will have been introduced to the students during their **Summer Independent Learning** activities.

SUMMER INDEPENDENT LEARNING

Summer Independent Learning (SIL) is a task set by each subject area for students complete before they start their respective courses in Y12 and in Y13. The content of the SIL will be assessed through a short **initial assessment** in the first week of term, and is very much an indication of the attitude a student has with regard to learning.

1. Purpose of Summer Independent Learning

The Summer Independent Learning (SIL) task will form a key element of the 'Green Light to New College' probationary period and the basis for the BTEC Introductory Module. It will provide the foundation and support for the initial assessment of students in September. Summer Independent Learning is an opportunity to:

- Get students used to the Trust's teaching for learning approach and independent learning culture
- Establish early interest and engagement
- Provide challenging yet realistic and interesting content
- Use as a way of finding out which students will require early interventions and support
- Establish if any students are unquestionably on the wrong courses via their initial assessment marks
- Give students the opportunity to decide if the subject content is not of interest and they actually want to explore other subjects

2. **Structure of Summer Independent Learning**

There should be two elements to SIL:

- **Subject content** relevant to the course.
- Information about **metacognition** and the **study skills** required to be successful on the course.

3. Standards of Summer Independent Learning

In order to make sure that the SIL is fit for purpose and does the job it is required to do, the following standards need to be adhered to:

- The level of challenge is expected to be at GCSE standard in the majority of subjects.
- Where this is not possible, a topic from the A-Level specification that isn't too difficult and naturally builds on previously learnt knowledge should be used.
- For A-Level subjects that are not GCSE subjects, an easier topic should be selected.
- For BTECs, a range of identified criteria from a specific module (e.g. P1 / M1 / D1) should be selected.
- An appropriate learning activity should be chosen with the information required being presented via: video, PowerPoint, written material, worksheet or internet link.
- The total learning hours should be between 4-6 hours per A-Level equivalent. e.g. D90 courses should set 12 – 18 hours. This should include watching / listening or reading the content and learning / revising / practising / completing set task ready for the initial assessment in September.
- All the tasks should be accessible through a link on the front page of each college's respective website.

LESSON OBSERVATION

Internal lesson observations have two functions: basic quality assurance and, more importantly, teacher development. Lesson observations can only improve practice if they are formative and involve proper conversations about what might be done to secure improved learning, and what support might be on offer to make this happen. All learning walks and lesson observations are ungraded.

1. Quality Assurance Learning Walks

Duration and Scope: Usually last less than **5 minutes** and include **all teaching staff** across the College throughout the year.

Observers: Senior Leadership

Focus: Quality assurance and checking student behaviours. Examples include: student attendance, punctuality, registers being taken within the first 10 minutes, praise and recognition, attitudes and behaviours in the lesson, wearing of ID, completion of DIL, bringing the appropriate materials to lesson, marking and feedback, exposure to college-wide initiatives such as viewing College Videos, promotion of awareness weeks, OPTIC, FBV etc.

Frequency: All members of Senior Leadership will allocate at least one period a week to conduct these walks in their respective across College and in their respective Senior Link areas. The Principal and Assistant Principal for TfL will conduct college-wide quality assurance learning walks.

I**mpact**: Any concerns recorded and fed immediately back to the Head of School/Curriculum Leader. These will be followed up in Senior Link meetings. General findings will be used to support College-wide TfL CPD initiatives.

2. Teacher Development Walks

Duration and Scope: Usually last between **15 - 20 minutes** and include **all teaching staff** across the College throughout the year.

Observers: Senior Leadership and Head of School/Curriculum Leaders

Focus: The 12 Teaching for Learning Principles, in order to celebrate outstanding practice and suggest areas for development. There will be an opportunity for observers to take notes from discussions with students and from student files either during or after the learning walk.

Frequency: There will be an expectation that **all teachers** will have a teacher development learning walk at least **twice a year**, conducted by a member of the Senior Leadership team and the Head of School/Curriculum. There may be occasions where the member of the Senior Leadership team and Head of School/Curriculum complete a joint observation to ensure a consistent approach to the observation of TfL across the College.

Impact: All feedback will be recorded on an electronic form and shared within 48 hours with the teacher. The feedback will include key strengths, and possibly ideas/suggestions to consider and/or key areas to develop. The Assistant Principal responsible for Teaching for Learning will have access to all electronic forms completed to ensure consistency of the observation in terms of approach, execution and feedback comments provided. The electronic form will be shared with the Head of School/Curriculum and the Senior Link. Any serious concerns observed will be discussed immediately with the teacher and the Head of School/Curriculum and a plan of action put in place to support the teacher. The Senior Leader with responsibility for Teaching and Learning will also need to be notified.

General findings from teacher development walks will be used to support College-wide TfL CPD initiatives. Outstanding practice will be recognised and teachers may be asked to contribute to briefings and/or TfL CPD.

3.(A) Formal Lesson Observations (New Staff)

Duration and Scope: All **new members of staff** will be part of a coached observation process. Prior to each observation the teacher will present their lesson plans to their observer and be supported in a developmental manner. The teacher will then be observed on a nominated lesson for the first observation and then during a three-day window

for the subsequent lesson observations. Formal lesson observations for new staff will usually last between **30 - 40 minutes**.

Observers: SLT and Head of School/Curriculum Leaders

Focus: Coaching and training on how to teach the "New College Way", including the 12 Teaching for Learning Principles and metacognition. There will be an opportunity for observers to take notes from discussions with students either during or after the learning walk.

Frequency: There will be an expectation that **all new teachers** will have at least **two formal lesson observation**, one per term.

Impact: All feedback will be recorded on an electronic form and shared with the Head of School and the Senior Leader with responsibility for Teaching for Learning. Teachers will also receive their own personalised feedback on areas to share and/or develop. There will be an opportunity to record 'next steps' for areas described as 'tweaks'– which may range from a TfL discussion with the Member of Senior Leadership, further discussions with the Head of School/Curriculum, external CPD, peer learning walks and peer observations etc. Any concerns recorded will be discussed immediately with HoS and a plan of action put in place to support the member of staff. The Senior Leader with responsibility for Teaching and Learning will also need to be notified. General findings from teacher development walks will be used to support College-wide TfL CPD initiatives. Outstanding practice will be recognised and teachers may be asked to contribute to briefings and/or TfL CPD

3.(B) Formal Lesson Observations (Underperformance)

Duration and Scope: Coached observation process specifically designed to support members of staff who are receiving support to improve.

Observer: Senior Leadership and Head of School/Curriculum

Focus: Observational process aimed to be supportive and developmental manner to improve student outcomes or the student experience

Frequency: The amount and frequency will be at the discretion of the senior leader leading the improvement process

Impact: Verbal and written feedback which will include the next steps to be taken. If the next step is a re-observation then the teacher is given time to reflect and practise. After a sufficient time a second observation occurs to measure the impact of the coaching. This process will continue until the coach decides that significant improvement has occurred.

*Each year Senor Leaders conduct a moderation process following student results; teaching staff with a 3 year trend of under-performing student outcomes will be taken into account. If a member of staff is deemed as requiring support this will be communicated to them and the appropriate level of support will be put in place. This may involve the coached observation process mentioned above.

4. Peer and Paired Observations

Duration and Scope: Peer and paired observations will usually last between **30 - 40 minutes** and involve all teaching staff, Progress Tutors and Senior Progress Tutors.

Observers: All teachers, Progress Tutors and Senior Progress Tutors.

Focus: For all teaching and tutorial staff to share good practice, promote consistency, provide quality time for reflection and to stimulate professional discussion.

Frequency: Minimum – once a year (Nov/Dec or Feb/Mar), however, it will be encouraged that staff take part in regular informal learning walks throughout the year.

Impact: All staff will complete an evaluation of the process and reflect on how they can personally develop following the walks. During the APR process, staff will be encouraged to use peer and paired observations as a way of further developing their own teaching and learning skills.

5. Student Focus Group Meetings

Duration and Scope: Student focus group meetings can be used at any time of the year and should be organised by School/Curriculum Leaders and/or a member of SLT. Student focus groups provide a great opportunity for a 'deep dive' into analysing student perception of progress, metacognitive skills development, transferable employability skills and an opportunity to assess student files - feedback and work. There will be an expectation that schools/subject areas which are being supported with specific SLT interventions (due to concerns over student outcomes/retention/staffing issues etc.) have student focus group meetings. In this instance, the relevant HoS will be asked to select a representative sample of students across their school/Subject to take part in a student focus group. The focus group may be conducted with or without SLT presence.

Staff Involved: Heads of School/Curriculum Leaders and/or Senior Links.

Focus: Standardised questions will be asked with regard to student progress and development. Students will be required to bring their files/access to electronic files during the meeting. Relevant specific school/subject questions will also be asked during the meeting.

Frequency: The frequency of the student focus group meetings will be established between the HoS and the member of SLT

Impact: A brief report will be written on the feedback received by the HoS and later discussed in senior Link meetings. School targets will be set following the findings and Quality Improvement Plans updated etc.

INCLUSIVE PROVISION

At New College we believe all students can achieve and reach their potential. Care is taken through open evenings, interviews, transition, enrolment and ongoing assessments, to identify students who may need something different or extra to help them reach their goals.

Once students begin their learning journey with us they are carefully monitored, both academically and pastorally in order that support can be put in place when needed. This support could range from: extra time with teachers during Teacher Access Points; 1:1 sessions with a member of the Study Support team; or group interventions around a particular skill or social support out of lesson times. For those students needing ongoing support, the study support team use a graduated support plan tailored to the individual student.

We support students with a whole range of needs, from specific learning difficulties like dyslexia and dyspraxia, to those on the Autism spectrum, those with medical needs and students who may have physical /sensory difficulties. As well as students needing general support with study skills like organising their study timetable or proof reading. Our Study Support team is responsive and adaptive to meet the needs of our young people.

Where students experience barriers during assessments and examinations, exam access arrangements are continued from secondary schools as well as being assessed for here when needed.

The Study Support team is here for ALL students and we work closely with the progress tutor team as well as teaching staff to ensure a comprehensive support package.

Many of the ways we can support students with additional needs is actually not very different from supporting any other student. Any strategy that aligns with the way the brain works will help ALL students.

Are you regularly using the following strategies to accommodate how all students learn, including those with additional needs?

Top 10 Strategies to Help ALL Students Learn

1. Make activities/presentations **multisensory** (visual, practical, aural).
2. Present content in **small chunks.**
3. **Reduce** the amount of **written material** on presentation slides.
4. Explain abstract concepts using **concrete examples**.
5. Check for understanding using **think-pair-share** activities.
6. Encourage students to engage in **preview reading tasks** before lessons.
7. Use frequent **spaced retrieval practice** to boost long-term memory (self-testing, flash cards).
8. **Train students** to take notes and read for meaning effectively.
9. Develop students' **organisation skills** (planners, folders, notes).
10. Encourage the use of **assistive technology** (Read & Write, audio books, audio notes).

1. Dyslexia

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills.

Students with Dyslexia have difficulties in their phonological awareness, verbal memory and verbal processing speed. Many students with Dyslexia will show strengths in areas such as verbal reasoning, problem solving and in visual and creative fields.

Visual Stress (Irlens Syndrome) is a perceptual processing condition that causes reading difficulties, headaches and visual problems and is often linked with Dyslexia. Encourage students with this condition to wear their coloured lenses in lessons.

You can support your students by:

- Encouraging students to use all entitled access arrangements. Allowing additional time to process information and to complete tasks.
- Using fonts such as Arial and Comic Sans as letters can appear less crowded. Use larger fonts for headings and use bold for emphasis rather than underlining or using italics.
- Ensuring that the student has access to resources/information slides prior to the lesson. Avoid activities that involve the student having to copy notes from the board whilst also listening to new information.
- Some students will have their own colour preference but avoid using a white background on PowerPoint slides or resources as it can be too dazzling.
- Present instructions one at a time.
- Use images to support text and consider using bullet points and numbering rather than continuous prose.

2. Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is a lifelong developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them.

Autism is a spectrum condition and the characteristics of autism vary from one person to another. In order for a formal diagnosis to be made, a person will usually be assessed as having persistent difficulties with:

- *Social Communication and Interaction*
- *Restrictive Patterns or Repetitive Patterns of Behaviour or Interests.*

For our students at New College Doncaster with an Educational, Health and Care Plan, ASD is the most predominant primary need.

As part of the *Too Much Information* campaign by The National Autistic Society, people with autism and their families wanted the public to understand that people with autism can:

1. *Need extra time to process information.*
2. *Experience anxiety in social situations.*
3. *Experience anxiety with unexpected changes.*
4. *Find noise, smells, bright lights painful and distressing.*
5. *Become overwhelmed and experience a 'melt down' or 'shutdown'.*

You can support your students by:

- At the start of the lesson, provide the student with a list of the tasks that they can methodically work through one by one.
- Allowing additional time to process information and to complete tasks. Ensure the student uses all entitled access arrangements as their normal way of working in lessons.
- Prepare them for any changes to their routine.
- Use visual cues to support learning.
- Provide clear and concise instructions and present them one at a time.
  Provide specific feedback and check the students understanding of this.
  Breakdown units/assignments into smaller parts. Set weekly deadlines for the student to achieve.

- Ensure that they have access to all learning resources prior to the lesson.
- Signpost them to the quieter areas in college, if required.
- Discussing with your student which strategies work best for them.

6. Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is a behavioural condition that includes symptoms such as inattentiveness, hyperactivity and impulsiveness. Students with ADHD may also experience sleep and anxiety disorders and have greater difficulties with organisation, concentration and social interactions with their peers and staff at college.

You can support your students by:

- Establishing clear and consistent routines and expectations.
- Repeat instructions individually.
- Directing them to work with students that are less distractible during group tasks.
- Break lesson activities into small chunks.
- Allow the student access to learning resources prior to the lesson.
- Avoid activities that involve the student copying information from the board and encourage alternative methods of recording information.
- If required, allow a short break at an appropriate point during the lesson.

7. Developmental Co-ordination Disorder (Dyspraxia)

Dyspraxia affects movement and coordination and students with this condition may have difficulty with tasks requiring fine motor skills such as handwriting or typing.

Students with Dyspraxia may also have greater difficulties with time management, planning, organisation and in social situations.

You can support your students by:

- Allowing additional time to process new information.
- Present instructions one at a time.
- Encouraging them to present information in a different format.
- Breakdown units/assignments into smaller parts. Set weekly deadlines for the student to achieve.
- Support them with understanding the sequencing of information. Consider using mind-maps, flow charts etc., where possible.

8. Visual Impairment

- Use **larger fonts** on all resources.
- Plan **multi-sensory** activities where possible.
- Keep all resources in an accessible place and keep **classroom spaces clear** and tidy.
- Encourage the use accessible **IT** devices.

9. Hearing Impairment

- Use **captions** on all audio/video clips.
- **Visual cues** to support learning.
- Ensure the student can see your **face** clearly when you are talking.
- Support the student with understanding **subject specific terminologies & new vocabulary**
- Keep unnecessary noise to a minimum.

10. Social Emotional and Mental Health Needs

Our collaborative and caring approach in supporting all our students means that mental health and wellbeing is at the core of what we do. Whether a student joins us with an existing support plan for their SEMH, or whether they are faced with adverse life events while they are with us, students are supported. We work closely with outside agencies and other professionals as well as providing mental health and wellbeing support within college. We have our own counsellor, as well as a designated wellbeing space, a student mentor system, and a dedicated Mental Health Champion.

Students struggling with their social emotional and mental health may:

- need rest breaks to self-regulate and manage their emotions
- prefer a quieter/ calmer work environment
- need a smaller room for assessments and exams
- need rest breaks in exams
- be sensitive to certain topics/ be triggered
- behave out of character if they are struggling
- have difficulties processing information/ take longer to digest new learning
- need to talk/ be left alone

GIFTED AND ABLE PROVISION

The Excellence Academy is a dedicated tutorial system for students with an average GCSE score of 6.7 or above (i.e. mostly As and A*s at GCSE). This tutorial system is led by specialist tutors in each college, and is designed specifically to develop, engage and support this group of learners in their applications to the Russell Group of Universities (a group of 24 leading universities in the UK), as well as to Oxbridge.

Entry to the best universities can be highly competitive and students need the correct advice and support when it comes to preparing their applications to them. Obviously, exam results are vitally important, but they are only one of several factors the top universities will take into account when they consider student applications.

1. ***Wider Reading*** - Simply following the specification in Years 12 and 13 and doing the minimum a teacher requires really won't cut it if a student has ambitions to apply for the top universities. The Excellence Academy tutors, and subject teachers, will encourage students to read widely around their subjects. Reading widely will mean they will have more relevant information to talk about in their personal statement; they will be able to talk more widely about their subject during an interview; and they will also be better prepared for the pace of reading expected at university.

2. ***Communication Skills*** - What often sets the top universities apart is that any application may well involve an interview with an admissions tutor, and to be offered a place they will need to perform strongly during that interview. It is helpful to think of these interviews as being like an exam, but out loud. So, part of the Excellence Academy programme will involve activities that will develop their verbal communication skills, their thinking skills, and their interview skills, as well as their confidence in speaking publicly.

3. ***Extra-curricular Activities*** - The factor that often sets candidates apart is their genuine enthusiasm and commitment for their subject. The Excellence Academy tutorial programme will help students develop examples that can demonstrate this enthusiasm and commitment. For example, they will be encouraged to complete some work experience in a related field, as well as undertake an extended project (Extended Project Qualification) or a MOOC (Massive Open Online Course) linked to their chosen course, and apply for a Summer School or Masterclass (Cambridge) or Study Day (Oxford).

4. ***University Visits*** - Making a decision on which university to attend is not an easy one and as part of the tutorial programme the students will be encouraged to do plenty of research before they decide on which university will suit them best. The most effective way to do this is in person at one of the university's open days and as part of the Excellence Academy programme they will be encouraged to attend as many as they can.

5. ***Aptitude Tests*** - A number of top universities, such as Oxford, as well as for those applying for medicine, dentistry and veterinary science, ask students to take a pre-entry test. The Excellence Academy tutor will discuss these with the students, and clearly outline what the nature of the test is and what will be tested. Specialist support and tutoring will be made available to allow the students to show their potential.

6. ***Oxbridge Programme*** - If a student decides to apply to Oxford or Cambridge, they will have access to an individual guidance programme to prepare them for the more demanding interview and selection process distinctive of these two prestigious universities. Also, as part of the Oxbridge Programme, they will be invited to attend a number of trips, including the Cambridge University Residential in February, the North East Oxbridge Conference in March and the Oxford University Open Day in July.

7. ***Medic, Dentist and Vet Group*** - Similarly, if a student wishes to apply for a highly competitive course such as medicine, dentistry or veterinary science, they will be given specific, individual advice, guidance and information,

NEWLY QUALIFIED AND EARLY CAREER TEACHER SUPPORT

1. Introduction

Early Career Teachers (ECTs) represent an exciting opportunity to bring new ideas and a fresh outlook into the organisation. However, they do require a planned induction programme if the initial years are to be successful ones. All staff have a role to play in supporting teachers new to the profession. Heads of School and members of the senior management team have a particular role to play in the process of ensuring high quality provision. This guidance aims to clarify the roles and requirements necessary to support ECTs.

New Collaborative Learning Trust has a strong track record in the recruitment, retention and development of newly qualified teachers (NQTs) and ECTs. We have teamed up with University College London (UCL) Institute of Education as our lead provider.

In May 2018, the Department for Education (DfE) set out a range of commitments including: ensuring all new teachers have the right support in place at the beginning of their careers by increasing the length of the induction period from one year to two years; developing an Early Career Framework (ECF) of support and mentoring for all NQTs; and supporting the development of new specialist qualifications for experienced classroom teachers. [ECF Exploratory research doc 2018]

With the roll out of the Early Careers Framework from September 2021 this guidance outlines our approach to supporting teachers in the first five years of their career.

2. Rationale

In order to maintain high levels of retention of our early careers teachers, we will provide high quality, individualised support based on evidence informed continuing professional development (CPD) for all teachers in the first 5 years of their career. This policy will support the needs of staff and the Trust's vision.

3. Intent

Research shows that CPD plays a crucial role in helping to support and develop teachers (Cordingley et al., 2015), including Newly Qualified Teachers and Early Career Teachers. There is evidence that CPD can help to manage the stress and difficulty often experienced by teachers in this phase of their career (e.g. Ashby et al., 2008, Day and Gu, 2010). Within NCLT, there is a strong tradition of CPD based around evidence based teaching for learning principles. Our supportive Trust culture underpins our commitment to support all staff. We intend to ensure that all NQTs and ECTs are provided with the additional support needed in their first critical years in the profession.

4. Support

All NQTs and ECTs will receive regular review of practice with subject specific mentors and/or experienced teachers. This will be based on need and linked to the Trust's quality procedures and appraisal process. Mentors will be trained with reference to the DfE Mentor Standards. Within each college there will be one dedicated mentor who will support the work of NQT and Early Career staff across the Trust. There will be an online forum community for informal communication between all Trust NQTs and ECTs.

5. Entitlements

The needs of a teacher will change over time and the levels of support will reflect this, please see table over leaf. The common theme is for Trust wide CPD based on the NCLT 12 principles of teaching for learning alongside individualised training based on the Early Career Framework.

Newly Qualified and Early Career Teacher Entitlements at NCLT

	ECT Y1	ECT Y2	ECT Y3	ECT Y4	ECT Y5
Teacher Standards evidence	Reduced timetable 10% Weekly mentor meeting focus on NCLT TfL principles CPD programme based on ECF materials Termly progress reports to Appropriate Body Termly visits / observation of best practice End of year event	Reduced timetable 5% Weekly mentor meeting focus on NCLT TfL principles CPD programme based on ECF materials Termly progress reports to Appropriate Body Termly visits / observation of best practice End of year event	No remission ECT 'buddy' ½ termly catch ups to discuss: • Wellbeing and workload • Evidence based pedagogy • Personal inquiry progress • Career development Coached lesson observation, peer observation programme and team teaching developed as desired/needed Online Trust ECT community	No remission ECT 'buddy' ½ termly catch ups to discuss: • Wellbeing and workload • Evidence based pedagogy • Personal inquiry progress • Career development Coached lesson observation, peer observation programme and team teaching developed as desired/needed Online Trust ECT community Enhanced opportunities for job shadowing	No remission ECT 'buddy' Termly catch ups to discuss: • Wellbeing and workload • Evidence based pedagogy • Personal inquiry progress • Career development Coached lesson observation, peer observation programme and team teaching developed as desired/needed Online Trust ECT community Enhanced opportunities for job shadowing
Suggested Focus	End of Year 1 Teacher Standards review	End of Induction final review of Teacher Standards / link to career targets in APR	Career progression focus point Subject mentoring opportunities	Career progression focus point Shadow to course leadership	Career progression focus point Opportunities for course leadership
	Regular forum for dialogue	Regular forum for dialogue Shadow tutorial team	Work shadowing in another department	Work shadowing across Trust	Talent management
	Development of subject knowledge	Development of subject knowledge	Develop as a subject mentor		Develop as an ECT mentor

APPENDIX

COVID-19 Secure Lesson Observations/Learning Walks Protocol for All Colleges

Allowed	Not Allowed
Reduced number of learning walks, but continue with the usual number of full lesson observations.	Large number of learning walks.
One observer in a classroom at a time.	No paired observations.
Observer should keep to periphery of the room or behind the yellow line. (Observer advised to wear a face covering or visor, but not mandatory).	No moving around the room.
2 metre social distancing must be maintained. (In a full lesson observation, random selection of folders should be left by the door for the observer to check.)	No encroachment of the 2 metre distance to look at student folders or talk to students.
Observers can view student work if hands are sanitised before and after looking at each folder check.	No viewing of student work/folders without hand sanitising first.
Student work can be viewed through Notebooks and Assignments on Teams.	Reduced physical student folder checking.
Student voice panels can be conducted through a digital questionnaire or in another room where a minimum 2 metre distance can be maintained.	No close face to face conversations with the students.

NB. Each college will assess the level of risk in their context and use the stated protocols as they see fit.

NCLT Remote Education Provision: Information for Parents/Carers and Students

This statement is intended to provide information to students and parents or carers about what to expect from remote education in the following circumstances:

1. Whole-college closure or entire cohorts studying from home
2. Individual students self-isolating
3. Teachers self-isolating
4. Teacher absent and unwell

1. Remote Education for Whole-College Closure or Entire Cohorts Studying from Home

Where there is a local or national lockdown requiring students to remain at home, NCLT will immediately offer them access to remote education. The remote learning offered will be of high-quality and aligned as closely as possible with in-college provision, including our 12 teaching for learning principles.

Lessons will be delivered via Microsoft Teams at the same times as on the normal college timetable. Students will be invited to join these sessions via their Microsoft Teams calendar. Teachers will remain on Teams for the duration of the lesson for 1:1 tutorials or to answer questions while students complete any work set. Cedar registers will be completed to record attendance in remote lessons.

Over the course of a week, and where practicable, online lessons will provide:

- Meaningful and challenging work provided in all subject areas
- Frequent, clear explanations of new content, delivered live or through previously prepared videos or PowerPoints with a voiceover
- Opportunities to monitor student progress through questioning, retrieval practice tests/quizzes and other assessments
- Feedback to students on completed assignments or tasks using digitally facilitated methods or whole-class feedback where appropriate
- Opportunities for students to complete some of the lesson activities independently
- Support for students during lessons through the use of the Chat and Breakout Room functions on Microsoft Teams
- Assignments and tasks to be completed for Directed Independent Learning (DIL) outside of lesson time set for DIL
- Systems for checking whether students are engaging with their work, and inform parents immediately where engagement is a concern.

To make the learning experience more engaging, as well as make it easier to check levels of understanding, students could be asked to:

- Answer questions or contribute to class discussions using their microphone where possible
- Move into virtual breakout rooms using the Breakout Room function on Teams
- Turn on their cameras, when appropriate, and use the Together Mode function on Teams
- Respond to live quizzes and questions using e.g. Socrative, Quizizz or Microsoft Forms/Quizzes
- Organise and manage their workloads using apps like Microsoft To Do

Please refer to the Emergency Closure Policy to cover remote education under circumstances other than Covid-19 such as snow days.

2. Remote Education for Individual Student(s) Self-isolating

Where a student or students are unable to physically attend a lesson in college they will be able to access the lesson through Microsoft teams.

Remote students will be active participants and contribute either to the Chat feature or by unmuting themselves on Teams during the lesson at suitable points. The teacher will include student(s) in questioning to check understanding and give them opportunity to ask questions during the lesson.

For group work in lessons, students may be asked to join Breakout rooms on Microsoft Teams to work with others and allow the teacher to “drop in” to support them.

For students unable to attend or are too ill, then the lesson will be recorded on Microsoft Teams for them to watch back on Stream when they are able to.

3. Remote Education When a Teacher is Self-isolating

Where a teacher has to self-isolate and cannot attend college the teacher will deliver the live lesson from home via Microsoft Teams at the same time as on the normal college timetable. Students will be invited to join the session via their Microsoft Teams calendar.

The teacher will start off the lesson with all students together to introduce what they are going to be working on and will remain on Teams for the duration of the lesson for 1:1 tutorials or to answer questions while students complete the work set. They then meet together again just before the end of the lesson. Cedar registers will be completed to record attendance in remote lessons.

4. Remote Education When a Teacher is Absent and Unwell

Where a teacher is unwell and unable to deliver a remote lesson online through Microsoft teams, work will be set and distributed via email and Microsoft Teams.

Using Microsoft Teams to Teach Safely from Home

These guidelines are provided to ensure that all members of staff and students can remain safe online while using Microsoft Teams to deliver remote lessons from home. They should be read in conjunction with, and in addition to, the NCLT Social Media Policy and Acceptable Use of IT Policy.

1. **Safeguarding Teachers and Students During Remote Teaching**

- Wherever possible, staff should use college devices and systems to communicate with students.
- Students should only be contacted via their student email address and **academic platforms** which are provided by the Trust (i.e. Microsoft Teams), where students are identified and secured by their college email or login.
- Personal email or social media accounts should **never** be used to communicate with students. When communicating via email with more than one student, staff should use the 'bcc' option so that students' college emails are not shared.
- Staff should take care that students' personal details and safeguarding records are not displayed when sharing screens. In order to reduce any possibility of this happening, staff must ensure that tabs with such details have been closed.
- It is particularly important that student details cannot be viewed by others, including household members. Devices displaying such information must be shut down or locked when not in use.

2. **Virtual Lessons**

- Virtual lessons should be timetabled and follow the usual scheduled time for students and staff unless otherwise arranged and agreed with their line manager.
- Senior staff and Heads of School should be able to drop into any virtual lesson at any time – the online version of entering a classroom.
- Only registered NCLT students and staff should be invited to live virtual lessons.
- Students must only access a lesson through the lobby.
- Staff should only admit from the lobby those students registered to that particular lesson.
- Attendance for every live lesson on Microsoft Teams should be recorded on Cedar as normal.
- The default setting for all lessons on Microsoft Teams will only allow the organiser to present. Students will be limited to speaking, showing their webcam video and using the chat function.
- During a virtual lesson on Microsoft Teams, a teacher can easily promote students to the presenter role when needed and then remove this again later when not.
- Should any student attempt to join a lesson which is not on their timetable, share lesson invites with others or seek to disrupt lessons in any way, then appropriate action will be taken by SLT in line with the Trust Behaviour and Attendance Policy.

3. **Cameras and Microphones**

- Staff should ask students to **turn off their microphones** and encourage them to use the text chat function to ask and answer questions. Students can temporarily switch on their microphones when required to respond to questions asked by the teacher.
- Students should use the hand up function to ask a question.
- The degree of interaction teachers have with students using Microsoft Teams very much depends on the subject matter to be taught, the students and the teachers' own personal circumstances at home.
- If cameras are used, staff and students engaging in online learning should display the same standards of language and conduct that they would when participating in lessons at college.
- Lessons should be delivered in an appropriate location, ideally with a plain background without personal items on view. Staff and students are encouraged to use tools which allow the background to be blurred.
- Whilst using the video conferencing tool, staff and students should ensure they are dressed appropriately.
- Teachers can **record a video conference/lesson**, but must warn the students in advance if this is about to happen. The recording can then be shared with anyone who missed the live event and additionally acts a safeguarding check.

4. **Student Conduct During Remote Lessons**

- Students need to treat remote learning online in the **same way as a lesson in college**.
- Students should be **respectful** of other users in the language that they use and in their onscreen behaviour.
- Students should only discuss the work which has been set and nothing of a personal nature. This remains the case during any group work exercises.
- Any lesson delivery is for the use of the students only and **must not be shared inappropriately**.

- If students are asked to use any feature other than the whiteboard or chat function whilst working in a breakout room, the session should be recorded.
- Students should report any concerns about behaviour to the teacher.

5. **Staff Conduct During Remote Lessons**

- One-to-one meetings can take place with students on Microsoft Teams, much as they do in college for pastoral and subject specific reasons. However, one-to-one meetings in some instances are best conducted by telephone.
- Staff can give feedback to students on Microsoft Teams using recorded audio files and written text on OneNote in order to reduce one-to-one meetings.
- If there are any breakout rooms being used, the teacher should visit these rooms regularly and inform students that this will happen.
- It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the student immediately and end the online interaction if necessary.
- If a staff member believes that a student is recording the lesson on another mobile device or on screen capture software, it is important to request that this is stopped. If it continues, the lesson should be brought to an end or that student should be logged out immediately and the appropriate action taken in accordance with the Trust Behaviour and Attendance Policy.
- If a colleague needs to contact a student or parent by phone and does not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use “caller withheld” to ensure the student/parent is not able to identify the staff member’s personal contact details.
- During remote learning, our safeguarding obligations continue as usual. Please report any safeguarding concerns or incidents in the usual ways according to the Safeguarding/Child Protection Policy.

6. **Wellbeing for Staff During Remote Lessons**

- Make sure your computer and chair are set up to promote good posture.
- Adjust your monitor to about an arm's length away from your eyes.
- Keep the top of the screen at or just below eye level.
- Follow the 20-20-20 rule (every 20 minutes look into the distance at least 20 feet away for at least 20 seconds) to give your eyes the chance to focus both near and far away.
- Remember to blink frequently to minimise the chance of your eyes becoming dry and uncomfortable.
- Minimise any distracting reflections on your screen.
- Protect your eyes against screen glare
- Regular rest breaks are critical. Make sure to get out of your chair at least every 30 to 45 minutes – if only briefly, to move around, stretch and change position. This will reduce strain on your back and neck. Short, frequent breaks are better than longer ones less often.
- In between lessons, at morning break or lunchtime get outside and get some fresh air.
- Set students independent work to stop you presenting for long periods of time.

newcollaborative Learning Trust

A Level, WJEC, Applied General RQF with exams
Programme of Study – Year 1 Y12 (2020-21)

Week	Date	Current Topic The main topic you will cover this week.	Retrieval Topic(s) Your teachers will give you additional tasks or mini-assessments in lessons to support long-term learning of earlier topics	DIL Current Preview Retrieval Your teachers will set DIL to support the learning of current topics, future content and the long-term learning of earlier topics	Formal Assessment
0					
1	7/9				
2	14/9			**Current** **Preview** **Retrieval**	**Initial assessment**
3	21/9			**Current** **Preview** **Retrieval**	
4	28/9				**Cedar ADD IA**
5	5/10				
6	12/10				
7	19/10				**Cedar 1 ADD Date**
Half-term Holiday: Monday 26th October to Friday 30th October					
8	211				
9	9/11				
10	16/11				
11	23/11				
12	30/11				
13	7/12				
14	14/12				**Cedar 2 ADD Date**
Christmas Holiday: Monday 21rst December to Friday 1st January inclusive					
15	4/1				
16	11/1				
17	18/1				
18	25/1				
19	1/2				
20	8/2				**Cedar 3 ADD Date**
Half-term Holiday: Monday 15h February – Friday 19st February inclusive					
21	22/2				
22	1/3				
23	8/3				
24	15/3				
25	22/3				**Cedar 4 ADD Date** **TRUST Assessment**
Easter Holiday: Monday 29th March – Friday 9th April inclusive					

26	12/4				
27	19/4				
28	26/4				
29	4/5				
30	10/5				**Cedar 5 ADD date**
31	17/5				
32	24/5				
Half-term Holiday: Monday 31st May – Friday 4th June inclusive					
33	7/6				
34	14/6				
35	21/6				**Progression Exams**
36	28/6				
37	57				**Cedar 6 ADD Date TRUST Progression Exams**

A Level Assessment Plan – Year 2 (2020-21)

Assessment	How will you be assessed	Possible Y12 content that might be included	Possible Y13 content that might be included
1			
2			
3			
4			
5			
6			
7			

Exam Wrapper (Assessment Reflection)

This activity is designed to give you a chance to reflect on your monthly assessment performance and, more importantly, on the effectiveness of your preparation for monthly assessments. Please be honest in your responses. Answer in the grey boxes.

After studying for the assessment, what grade did you expect to achieve?	
After completing the assessment, what grade did you think you had achieved?	
What grade did you achieve?	
Approximately, how many hours did you spend studying for this assessment?	
Did you study enough?	
Could you have studied “smarter”?	

Approximately, what percentage of your assessment preparation time was spent in each of these activities?

Reading textbook sections for the first time	
Re-reading textbook sections	
Highlighting sections of the textbook	
Making notes from the textbook	
Answering end-of-section questions	
Reviewing your own notes	
Making mind maps or concept maps	
Making flashcards	
Retrieval practice or self-testing	
Completing past paper questions	
Discussing course materials and questions with classmates	
Studying the relationships between concepts and ideas	
Explaining your ideas to someone else	

Carefully look over your assessment and estimate the percentage of points you lost to each of the following:

From careless mistakes	
From not being familiar with key terms	
From not understanding the question	
From not knowing facts	
From not understanding concepts	
From not being able to apply concepts in new contexts	
From not seeing connections between concepts or facts	
From not recognising that information or ideas were important	

From other reasons (please specify):

Based on your responses to the questions above, describe at least **three** things that you plan to do differently in preparing for the next assessment. Please describe:

1.

2.

3.

What can I do to help support your learning and your preparation for the next assessment?

Psychology Assessment

Month/Year

Name: MTG:

Feedforward

Continuing Area for Development (CAD):		

Revision techniques: What did you do to prepare? Tick each one that applies.			
Most effective techniques:		***Least effective techniques:***	
Testing (e.g. flashcards, quizzes)		Reading through the booklets	
Seneca		Summary notes	
Practice exam questions		Highlighting	
Practice exam questions from memory		Acronyms	
Transforming info into another form		Other (specify:)	
Ebook activities			

Did you cover every topic area on your revision list? If not, state what you didn't cover and explain why:

Immediate reflections

Grade I'm now expecting: Above MTG/ On MTG/ Below MTG (circle)

What do you think went well, and why:

What do you think went badly, and why:

Feedback

Overall Teacher Comment:

Action Required:

My expected grade was: Accurate / An overestimation / An underestimation

Evaluate your exam technique: tally each time on the paper you lost marks because of the following:			
Muddled understanding of concept		Didn't focus on the question	
Insufficient recall of information		Didn't know how to answer the Q	
Insufficient evaluation		Misread/misinterpreted question	
Lack of accurate terminology		Ran out of time	

Identify patterns: Look at the above part of your previous feedback sheets. What are the common features?

Topic(s) assessed on this specific paper:		
Continuing Area for Development (CAD):		

Policy Status			
Policy Lead (Title)	Trust Teaching and Learning Lead	**Review Period**	Every 2 years (every year for assessment dates)
Reviewed By	Trust Executive Team	**Equality Impact Assessment Completed (Y/N)**	N

POLICY AMENDMENTS					
Version	**Approval Date**	**Page No./Paragraph No.**	**Amendment**	**Audience**	**Plan for Communicating Amendments**
Version 1	24/05/2018				
Version 2	01/04/2020				
Version 3	04/05/2021	Page 33 - 37	Newly Qualified and Early Career Teacher Support Covid-19 addition	NCLT College Staff, Students and Parents	Policy uploaded onto moodle and staff will be notified in HR newsletter