

All Saints' Teaching and Learning Policy 2025-26

Approved by	Approval date	Review Date
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All Saints' Teaching and Learning Policy

Scripture

Proverbs 18:15 - An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.

Luke 6:40 - A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher.

Vision

Through Catholic Values and Principles, every person at All Saints' will achieve their full potential, spiritually, academically, socially, morally and physically. We aim to provide the best education and care for all members of our Living faith community.

At All Saints', our school motto 'We Shall Serve' is reflected in our desire to ensure that all students are able to maximise their academic potential and God given talents through consistent access to Quality First teaching. This will allow all children to develop as rounded, confident and socially aware citizens, embodying the virtues of Jesus Christ. Students will be provided with a rich, broad and balanced curriculum, and teachers will effectively adapt their teaching to ensure that students possess the knowledge, skills and understanding to succeed in their academic studies.

Values

The school All Saints' Way values underpin the learning process, and our teachers and students will exhibit these core principles to ensure that every child can realise their aspirations.

ARTICULATE	Teachers will explicitly teach new vocabulary and integrate opportunities for guided reading and oral debate throughout the curriculum to help develop articulate learners.
LEARN	Students will show a commitment to learning and will respond to the challenging and ambitious activities provided by their teachers within lessons.
LEAD	Students will behave in a manner that is respectful and conducive to the learning of all members of the class. Teachers will embody the values of respect that we want to instil within our students and plan inclusive lessons that are accessible for all.
SERVE	Students will contribute to the wider school community through their excellent behaviour, hard work and morality. Teachers will use adaptive and responsive teaching strategies to ensure that all students can make appropriate progress.
ASPIRE	Students show the desire to improve and respond to the feedback and guidance provided by teachers. Teachers believe that all students can succeed and create supportive and challenging classroom environments to help those of all abilities thrive.
INSPIRE	Students show resilience, initiative, engagement and proactivity in class to act as positive role models to their peers. Teachers act as role models through their dedication to supporting students, their excellent subject knowledge and professionalism.
NEVER GIVE UP	Students demonstrate resilience and perseverance when faced with moral and academic challenges. Teachers reflect on their teaching to consider how the curriculum can be taught in a way that is supportive and inclusive to all students
THINK	Students are proactive in engaging with retrieval practice to develop their knowledge and actively participate in class discussions linked to learning. Teachers show a commitment to developing their subject knowledge and classroom practice
SHOW PRIDE	Students are committed to presenting their work in a clear and logical format and always give their best in terms of focus and engagement in the classroom. Teachers use the school reward policy to demonstrate their pride in student performance

Aims of the policy

- Underline the importance of 'Quality First' teaching and a robust curriculum in allowing all students to demonstrate high levels of academic progress.
- Communicate the principles that underpin the approach to teaching and curriculum development at All Saints'.
- Provide clarity around the core components of lessons at All Saints' and the strategies that will be routinely employed by teachers to support, monitor and assess the progress of students.

All Saints' direct (explicit) instruction model

At All Saints' lessons are delivered following the school direct instruction model that is heavily informed by pedagogical research around the most effective methods of supporting student understanding including strategies to reduce cognitive load and aid student knowledge retention. Our model facilitates the delivery of the school knowledge curriculum, and it is expected that teaching staff reflect the principles outlined in each phase of an All Saints' direct instruction lesson through their everyday teaching and wider curriculum planning. The All Saints' direct instruction model is closely aligned to the Department for Education Teachers' Standards; therefore, school Quality Assurance measures monitor that the general principles outlined in the model are consistently evident within lessons across the school.

To support teachers in their delivery of lessons reflective of direct instruction principles we offer -:

1. A Teaching and Learning file (accessed through the school desktop) which provides the school lesson slide set, prompts to support lesson planning, clips of phases within the direct instruction model being delivered and academic research around strategies for effective delivery of the model.
2. An extensive CPD offer, which provides practical examples of how the direct instruction model is being delivered effectively across the school. The school calendar contains the full CPD offer linked to direct instruction and if you have any personal requests for developmental CPD, please contact Dawn Davis-Leigh (Assistant Headteacher – Teaching and Learning) on davis-leigh.d@allsaints.notts.sch.uk




Core expectations linked to the direct instruction model

There are a number of lesson characteristics that embody the ethos of direct instruction at All Saints', and these should feature prominently and frequently within lessons across the school -:

1. Strong routines at the start of lessons, including students lining up outside of the classroom, entrance to class in silence, students standing behind their chairs until told to sit and students having their packs of resources and knowledge organisers (All Saints' Absolutes) out on their desks.
2. Lessons starting with a retrieval activity which monitors the retention of student knowledge over short- and longer-term timeframes.
3. Clear learning objectives and clarification of the context of learning (e.g. links to past and future learning) shared in the 'initiate' phase of the lesson.
4. Clear articulation of the steps a student needs to take to produce a successful response in the 'guided practice' phase. This may include the use of the visualiser to model a process to learners, worked examples to demonstrate the learning steps or models / scaffolds used to support students with the initial steps in the learning process.
5. Opportunities for students to demonstrate their understanding through the provision of appropriately challenging activities, closely tied to the learning objective, with support adapted to the individual needs of students to help all students work towards a common learning goal. Homework will be set once per week in each subject to provide further independent learning opportunities.
6. Frequent assessment of student understanding on a whole class basis, to ensure that foundational knowledge is suitably secure before moving to the next phase of learning. Each student has a mini-whiteboard and pen, with the expectation that these are used regularly to allow whole-class response to questions. Cold calling, think-pair-share and exit tickets are also approaches that are used routinely to ascertain the security of student understanding.



All Saints' direct instruction model

Retrieval 	<ul style="list-style-type: none"> • Lessons start with an activity to review and secure learning from previous lessons and units (short and long-term retrieval). This may be in the form of knowledge quizzes, written summaries or questioning from the teacher. • Students will correct any misconceptions from retrieval quizzes in green pen and note topics that need revisiting to address any knowledge gaps. • Teachers circulate the classroom to check on retrieval performance and re-teach content to address any misconceptions, as required. • Teachers monitor the completion and quality of retrieval homework.
Initiate 	<ul style="list-style-type: none"> • Teachers share common learning objectives and how the learning links to previous and upcoming content. • Students learn new terminology in context and may be asked to pronounce the words in 'call and response' activities. • Teachers check the level of prior knowledge that students have about the content being covered in the lesson. • Students may be shown examples of what they will be working towards, so they can understand the purpose and direction of their learning.
Guided Practice 	<ul style="list-style-type: none"> • Teachers explicitly teach the knowledge needed to help students succeed. • Teachers will explain ideas in short, chunked steps and check pupil understanding at each point through questioning. • Worked examples or model responses may be provided and explored on the visualiser, to help students understand what success looks like. • Students will familiarise themselves with the steps to a successful response supported by teacher prompting and questioning.
Independent Practice 	<ul style="list-style-type: none"> • Students will be provided with opportunity to apply knowledge and demonstrate understanding. • Guidance (e.g. key words, scaffolds) is adapted to the needs of students. • Teachers will circulate the classroom to monitor student performance and provide verbal feedback to support students. • Student work will be shown on the visualiser to reinforce success criteria. • Homework will be set to help students practice skills or retain knowledge.
Assess Learning 	<ul style="list-style-type: none"> • There will be multiple formative assessment opportunities planned into lessons to check student understanding. • Teachers will use mini whiteboards, cold calling and targeted, active circulation to check the understanding of the class against the common learning goal(s). • When asked to peer or self-assess work, students will be supported through teacher modelling and checklists or clear assessment criteria. • Students will act on feedback to redraft and improve their work.

Evidence Informed Research

EEF - SEN Needs in Mainstream Schools: Evidence Review (2020:116) – 'Based on 38 systematic reviews reporting positive outcomes of teaching approaches for pupils with SEND, it is clear that high quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream school teacher or which can be relatively easily added to it. Compared to teaching other pupils of a similar age, effective teaching for pupils with SEND requires a climate of positive interactions between teachers and pupils and among peers; additional teaching (e.g. teaching more structured steps towards a learning goal); and/or the use of different strategies (e.g. the use of graphic organisers, of mnemonics, of learning scaffolds) or of different interventions (e.g. to support fluency in reading). That is, it requires nothing that is outside of a trained teacher's competence.'

Why don't Students Like School? by Daniel Willingham (p20) – 'Overloads of working memory are caused by such things as multi-step instructions, lists of unconnected facts, chains of logic more than two or three steps long, and the application of a just-learned concept to new material. The solution to working memory overloads is straightforward: slow the pace, and use memory aids such as written notes, checklists and worked examples that save students from keeping too much information in working memory.'

Why Learning Fails and What To Do About It by Alex Quigley (p88-89)

To explicitly teach a new independent learning strategy, the Education Endowment Foundation's 'Seven-step model' is a helpful guide. The seven steps can be exemplified as follows:

1. **Activate prior knowledge.** The teacher introduces the independent learning strategy and explores whether pupils may have encountered it before, for example, by asking pupils when and how they have summarised a text that they have learnt before.
2. **Explicit strategy instruction.** The teacher explores the strategy and clearly defines it in use, for instance, by explaining how a *summary sentence* identifies essential points that can be combined in a single sentence.
3. **Modelling of learned strategy.** The teacher exemplifies the strategy in use, such as modelling a single *summary sentence* to the whole class.
4. **Memorisation of strategy.** The teacher reviews the strategy and plans to reiterate and recall its use, that is, modelling the strategy more than once before questioning pupils about it.
5. **Guided practice.** The teacher selects an appropriate scaffold that supports the initial use of the strategy, for example, posing a *summary sentence template* and asking pupils to share their summaries for whole class feedback.
6. **Independent practice.** The pupils undertake the strategy without support, for instance, pupils summarise the text without using or referring to supporting templates or scaffolds.
7. **Structured reflection.** The teacher supports pupils in reflecting on the effectiveness of the strategy and considering if, when, and how they may use the strategy in the future, for example, the teacher discusses with pupils what type of texts lend themselves to *summary sentences* and what structures and templates may prove most useful.



<p>Rosenshine Principles of Instruction: Tom Sherrington</p>	<p>The All Saints’ direct instruction approach is influenced by the principles of explicit instruction summarised from Barak Rosenshine. This research prioritises the need for frequent retrieval episodes, clear articulation of learning goals, the chunking of explanations in small steps, the use of models and worked examples to demonstrate successful responses and the need for frequent questioning and whole class checking to ensure students have secured foundational knowledge. The core ideas shared within this book are integrated within the phases of the All-Saints’ direct instruction lesson model (please refer to page 4).</p>
<p>Making Good Progress? Daisy Christodoulou and Dylan Wiliam</p>	<p>The book provides a thorough overview of the core considerations and principles linked to the idea of assessment design. The All Saints’ formative assessment expectations have been heavily influenced by the research in this book with short and long-term retrieval quizzing, frequent episodes of whole class checking and the use of teacher circulation to provide ‘live feedback’ and identify success and misconceptions all being approaches advocated in the book. The following extract from the book, written by Dylan Wiliam, underlines the importance of adaptive teaching through formative assessment -: ‘In having high expectations for all learners, ‘teaching to the middle’ becomes ‘teaching to the top’, where challenging and measurable intended learning outcomes are clarified and shared, with scaffolding for those who might require additional or supportive progression steps to access the same ambitious curricula. The adaptations involve effective planning prior to the lesson, as well as the continual adjustments made to learning and teaching throughout the lesson. Good adaptive teaching is thus rooted in, and reliant upon, good formative assessment so that the instructional decisions that are made are better, or better founded, than decisions made in the absence of it’.</p>
<p>Responsive Teaching – Cognitive Science and Formative Assessment in Practice – Harry Fletcher-Wood</p>	<p>The need to incorporate responsive teaching approaches to frequently assess the progress that students are making and inform our approach to the delivery of lesson content is writ large throughout the book. Reflecting principles in the book, the ‘Assess Learning’ phase of our school direct instruction model encourages the use of targeted questioning to check understanding, the use of the visualiser to facilitate quality ‘live’ feedback and formative assessment (through methods such as hinge point questioning or exit tickets) to help teachers gain useful information on student progress against intended learning outcomes.</p>
<p>Cognitive Load Theory in Action by Oliver Lovell</p>	<p>To allow all learners to progress, cognitive load needs to be optimised to ensure that student working memory is not overloaded. The All Saints’ direct instruction model encourages teachers to reflect on the five principles on page 18, which should support student knowledge retention and provide the foundation for deep learning. The explicit teaching of key vocabulary, use of worked examples and chunked instructions within lessons, plus the interleaving of key content across our subject curricula are important means of managing cognitive load within the All Saints’ teaching model.</p>
<p>Teach Like a Champion 2.0 and 3.0 by Doug Lemov</p>	<p>This book provides several techniques that inform the adaptive and responsive teaching approaches that we expect to see routinely in our classrooms at All Saints’. The school CPD programme provides training and exemplar clips of how to use the following strategies as part of our teaching -: Cold-calling – Targeted questioning to ensure that student knowledge is secure. Do Now - An activity to test or aid knowledge retention and provide an orderly start to lessons. Show Me – The use of whole class checking to ensure that knowledge has been successfully retained by students. Those who need further support are identified. Show Call – The modelling of successful or part-successful responses to build a common understanding of the path to a high-quality response. Active Observation – The importance of having clarity around desired learning outcomes and the targeted circulation around the classroom to hunt for success</p>

	and find evidence that students are learning what is intended, whilst providing 'live' support to those who need further guidance.
EEF – SEN Needs in Mainstream Schools – The '5 a day' essentials to support SEN students in the classroom (see extract below)	The Education Endowment Fund in its 2021 guidance report 'Special Educational Needs in Mainstream Schools' summarised five key areas where provision in the classroom could support all learners, but particularly those who may need extra guidance to facilitate their progress. The All Saints' direct instruction model promotes explicit instruction through expectations of phases of guided practice led by the teacher and supported by students (including the use of worked examples and narration of models) followed by opportunities for students to demonstrate their understanding in the independent practice and assess learning phases. The 'Scaffolding' and 'Using technology' guidance is also reflected in our direct instruction model, as the expectations that students are provided appropriate support in the form of models, worked examples and scaffolds in the guided practice phase should ensure that all students have the necessary support to work towards a common learning goal. Visualisers should be used routinely in All Saints' classrooms to help narrate the steps to success and support students in understanding the features of quality examples and identifying common mistakes to avoid within the learning process.

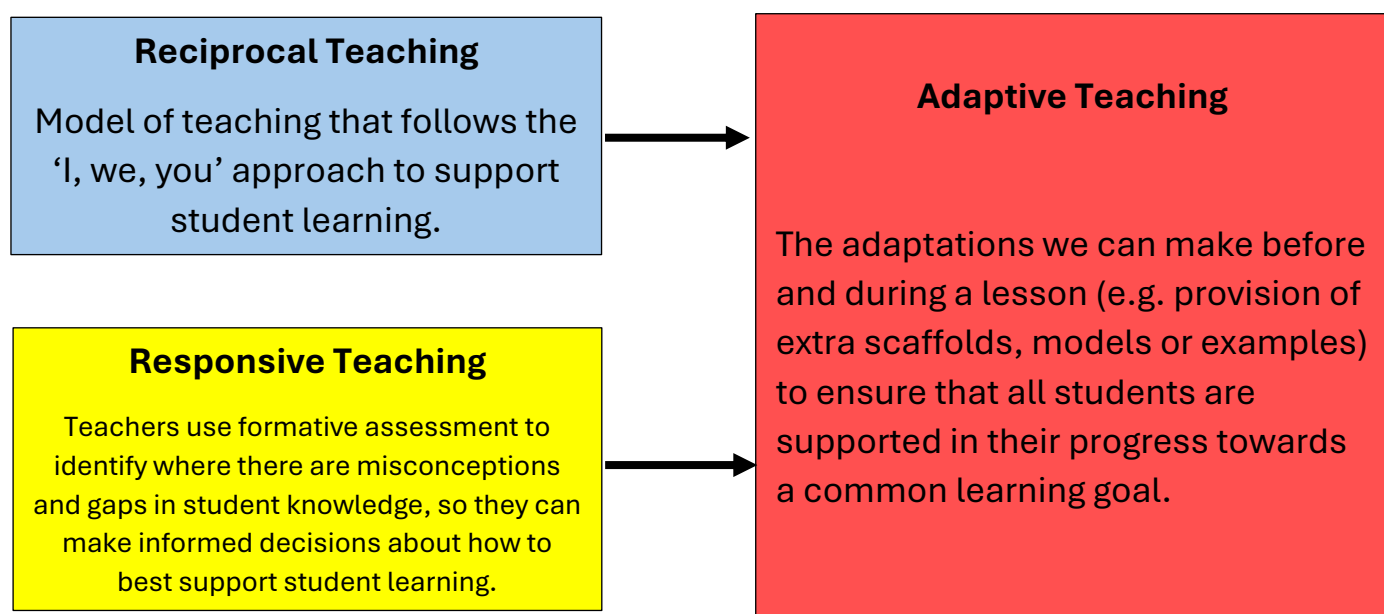


Adaptive Teaching

Adaptive teaching reflects the belief that every student can learn and succeed if they are taught in a way that aligns with and supports their individual needs and abilities.

On Adaptive Teaching, the Early Career Framework states that:

- Students are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand students' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting your teaching in a responsive way, including by providing targeted support to students who are struggling, is likely to increase student success.



Adaptive teaching does not involve creating separate learning outcomes or resources for individual, or groups of students, as was the expectation with traditional differentiation. It relates to the adaptations we can make before and during a lesson to ensure that all students are supported in their progress towards a common learning goal. The approaches to adaptive teaching that we expect to see in classrooms at All Saints' are outlined within this section. Adaptive teaching is supported through reciprocal teaching, or the 'I, we, you' sequence where a teacher guides students through the learning steps and gradually fades the level of support provided to promote independence. In addition, responsive teaching through the setting of lesson objectives, assessing against the objectives, then responding within the lesson to address barriers to learning, further support adaptive teaching practice. The All Saints' approach to reciprocal and responsive teaching to feed into the broader context of adaptive teaching will be discussed further within this section.

In Summary:

	Adaptive Teaching	Responsive Teaching
When	Before and during lesson planning	During the lesson in real time
Based on	Anticipated student needs	Observed student responses and performance
Nature	Proactive	Reactive (but intentional)
Goal	Provide access and challenge for all learners	Ensure understanding and adjust to misconceptions

Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

ADAPTIVE TEACHING

Anticipate barriers

- different levels of prior knowledge
- vocabulary
- a particular production skill such as writing
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- inherent complexity of resources/information

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

Plan to address them

- read a text in advance
- supply background knowledge
- use pictures/video to contextualise upcoming information
- teach vocabulary
- introduce a concept via discussion
- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)
- plan to scaffold
- prepare a model to share with, for example, a visualiser
- plan targeted support from a TA

Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers?
There's a trade-off between quality of information and practicality - be aware of this.

Use assessment to elicit evidence of learning

- questioning
- tests
- production tasks (e.g. writing, setting up an experiment, painting, performing)
- talk
- hinge questions
- labelling diagrams
- answers on sticky notes or mini-whiteboards

Examples of in-the-moment adaptations

- adjust the level of challenge
- change your language
- clarify a task or provide steps
- clarify what 'good' looks like
- highlight essential content
- re-explain a concept or explain it in a different way
- give additional (or revisit) examples and non-examples
- use peer tutoring
- elicit via questions
- allocate temporary groups provide an additional scaffold
- use assessment as a teaching method
- use an analogy
- set an intermediate goal
- provide a prompt
- structure a group attempt before an individual attempt
- improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

BEFORE TEACHING

DURING TEACHING

TELS US WHAT TO ASSESS

The All Saints' Eight – Features of Adaptive Teaching routinely used in lessons at All Saints'

Before the lesson – Effective planning to consider what all students need to learn and how they will do this.		
1. Set common learning outcomes.	<ul style="list-style-type: none"> - Teachers will plan and share common learning outcomes with students and link to the big picture. - An approach to monitoring and assessing success for all students is planned. 	Plan backwards. What do you want students to have learned by the end of the lesson? How will you know? What support will be needed for all students?
2. Know your students and how to address potential barriers to learning.	<ul style="list-style-type: none"> - Teachers have seating plans for each class, with vulnerable and disadvantaged students identified. - Teachers will refer to guidance in student profiles when planning to meet the needs of all students. - Barriers that students may face during the learning process are considered in the planning phase. 	Use the student profiles to make decisions on: <ul style="list-style-type: none"> - Seating - Styles of communication - Scaffolding / modelling - How to provide feedback
3. Have high expectations of all students and clarity on how you will support progress.	<ul style="list-style-type: none"> - Teachers plan challenging lessons reflecting high expectations of all students within the class, considering the contexts of students with special educational needs. - There is a plan for how support will be adapted (e.g. using scaffolds, worked examples, word banks) to help all students progress and meet common learning goals. 	Demonstrate high expectations through: <ul style="list-style-type: none"> - Supporting students to reach challenging goals - Consistency in standards - Use of praise and rewards
During the lesson – Use of the direct instruction cycle to deliver lessons adapted to the needs of students, incorporating frequent formative assessment.		
4. Consistent routines for learning.	<ul style="list-style-type: none"> - Meet and greet students at the door, if possible. - Students have their learning packs on tables. - All lessons start with a retrieval activity. - The school reward policy and behaviour ladder are used consistently and in line with student profiles. 	Lesson includes: <ul style="list-style-type: none"> - Student resources on desk - 'Do now' retrieval activity, ideally supporting with this lesson's learning - Learning goals shared
5. Consideration of student cognitive load.	<ul style="list-style-type: none"> - Key knowledge is secured through short and long-term retrieval activities. - Key terminology explained and engaged with. - Instructions are chunked to limit passive learning. - Teachers use reciprocal reading strategies. - The guided practice phase involves students being supported through teacher modelling, worked examples and step-by-step instructions. 	Cognitive load supported through: <ul style="list-style-type: none"> - Short, chunked instructions - Key terminology explored - Steps to success narrated - Worked examples provided - Engagement with models - Reciprocal reading strategies used – predict/question/clarify/summarise
6. Adapting the support provided to allow all students to progress, informed by formative assessment.	<ul style="list-style-type: none"> - Teachers use frequent formative assessment (whole class checking through mini-whiteboards, hinge point checks, cold-calling) to ensure knowledge is secure for all pupils. - Teachers make informed decisions on the next learning steps, reshaping the lesson and/or providing additional support to groups of students. - Communication with Teaching Assistants allows them to support student progress effectively (see pgs 36-9 of T&L policy booklet). - Support (e.g. scaffolds, exemplars, vocabulary lists) is faded out during the independent practice phase - this may be at different points for different learners. - Visualisers are used to show examples of high-quality student work and/or misconceptions to help all students improve through live formative feedback. 	Monitor student learning: <ul style="list-style-type: none"> - Responsive circulation - Questioning sequences - Low-stakes quizzing - Whole class checking Adapt support as needed through: <ul style="list-style-type: none"> - Use of verbal/peer support - Using worked or extra examples - Revisiting prior teaching - Providing key vocabulary - Giving step-by-step guidance - Flexible grouping (e.g. – giving a further example/model to a group to support understanding whilst the others work independently) - Visualiser use
7. Promote a climate of student engagement and accountability.	<ul style="list-style-type: none"> - A 'No opt out' culture is built with all students involved in learning activities. - Questioning involves cold calling*, thinking time and paired discussion to support pupil engagement. - Teachers circulate the room and provide live feedback to all students and celebrate their success. 	Engage through: Ensuring that all students participate in thinking, class discussion and questioning. (*For students who have on their support plan not to cold call, check understanding in other ways, e.g. whiteboards, monitoring think-pair-share discussion.)
After the lesson		
8. Evaluating the lesson and planning forwards	<ul style="list-style-type: none"> - The teacher reflects on the lesson and evaluates whether students are ready to move on to the next learning step. - The teacher may select some books from different ability levels to quickly look over to be secure on progress. - Forward planning considers the needs identified. 	<ul style="list-style-type: none"> - Plan the next lesson's retrieval based on what students found challenging within the lesson. - Use the information to adapt planning, scaffolding and support next lesson.

How is adaptive teaching structured at All Saints'?

When planning lessons...		
	<h3>Examples of effective adaptive teaching approaches</h3> 	
Know the individual needs of students in your class.	<p>Use the student profiles to look at information specific to a child or area of need. There will be useful guidance shared around seating locations, font size, resource colour, communication tips and considerations for setting homework. The information shared should inform how you present and explain ideas.</p>	<p><u>Example</u></p> <p>Take note of the student profile guidance and use the information to help you consider when lesson planning -:</p> <ul style="list-style-type: none"> • Where to sit a student. • How to organise resources (font and colour). • How to communicate with the child if they are distressed. • How to build relationships.
Set challenging and realistic learning goals.	<p>Adaptive teaching involves teaching to the top and adapting support to allow all students to work towards success. Whilst challenging learning goals for the class to work towards are appropriate, if there is a large differential in group ability, adapting the level of challenge for some is acceptable with consideration of their needs and ability.</p>	<p><u>Example</u></p> <p>Having an overall goal for the lesson, such as being able to solve simultaneous equations or provide examples of sustainable actions at different scales but adapting the expectations of the number of problems students solve, or the level of knowledge application based on your experience of the child.</p>
Have a clear vision of what success looks like and how you will check that all students have met your expectations.	<p>When planning the steps that students need to take to reach a learning goal, opportunities need to be built into the lesson to allow for both individual and whole class checking of understanding. This will ensure that students are secure in their knowledge and understanding and that any misconceptions are addressed before moving to the next phase of learning.</p>	<p><u>Example</u></p> <p>When planning a lesson, 'start at the end' and consider what you want students to have learned and how they will demonstrate this. Break the lesson into two or three cycles of teacher explanation – guided practise – independent practise and assessing learning. Whole class checking (e.g. Mini whiteboards, hinge point questions) takes place after each cycle.</p>
Identify barriers that students may face in the learning process.	<p>To help understand where students may find difficulties in accessing a learning activity, attempt the activity yourself. This may highlight vocabulary that may be challenging, time consuming elements of an activity or aspects that require prompting to support students. This will help inform how you adapt support during phases of the lesson.</p>	<p><u>Example</u></p> <p>After considering the barriers to learning that students may face, consider -:</p> <ul style="list-style-type: none"> • How information can be presented in the simplest form. • How explanations are broken down. • How challenging words are introduced • Format of checks on understanding. • Which examples / analogies to use. • Where precise guidance is needed.
Plan how your support and challenge will be adapted to allow all students to work towards a common learning goal.	<p>Depending on the activity, there may be variations needed relating to the amount of key terminology introduced, the amount and format of information shared, the number of worked examples provided, the level of thinking and planning time afforded and how much scaffolding is needed to help students. The support should allow all students to work towards a common goal.</p>	<p><u>Example</u></p> <p>Adaptive teaching for support and challenge may be achieved through -:</p> <ul style="list-style-type: none"> • Offering vocabulary lists. • Providing step-by-step examples. • Adapting the number of questions or interleaving content into an activity. • Changing how knowledge is applied. • Providing optional support e.g. scaffolds or extra examples.

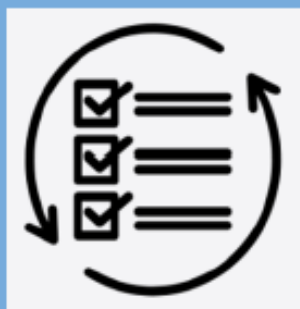


Examples of effective adaptive teaching approaches



Starting the lesson in a consistent manner...

Building consistent routines.



Students benefit from consistent routines and expectations in lessons. Starting from students lining up, greeting students and entering the classroom in a calm manner, the start of lesson routines are a chance to welcome students and set the tone for learning. Students should have their absolutes and resource packs on their desks, ready for learning to start.

Establishing prior knowledge and building vocabulary.



We can adapt our starting points in lessons by ascertaining the level of student knowledge on a topic. The greater the initial knowledge, the more we can expect of students earlier in a lesson. Introducing new vocabulary in context, using choral response (I say.. You say..) and practising use in a sentence, can help students build confidence in using newly acquired language.

Retrieval and interleaving to embed knowledge.



Foundational knowledge is key in helping students build schema and understand connections between concepts. Our students articulate that they find regular reviews of previous learning and the opportunity to return to topics throughout the curriculum, is helpful to them retaining knowledge. Retrieval checks knowledge retention on a whole class level.

Explaining ideas to meet the needs of your students ('I' phase)



Research suggests that teachers will start to lose the focus of their class if they are talking for more than 4 minutes at a time (Cowley 2025). Explanations should be chunked, link to prior knowledge, include concrete examples and support verbal input with images to support student understanding. Teacher narration of the steps to take and worked examples support the explanation.

Presentation of information ('I' phase).



Research shows that 'dual coding' can support students in retaining information. Combining images and text or using visual images alongside key terminology to present it contextually can be effective. Integrating key vocabulary within an image (as opposed to presenting annotations or labels separately) and avoiding verbal explanations whilst expecting students to read text is considered effective practice.



Examples of effective adaptive teaching approaches



Responsive teaching approaches to ascertain student understanding using formative means...

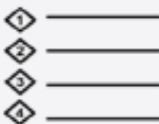



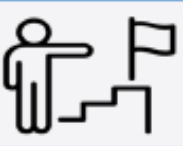
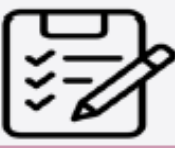

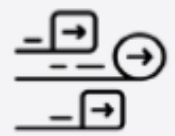


Accountability through questioning.	Cold calling should involve all students and monitoring who you ask questions to and the type (open/closed questions) of question asked, should help ensure that all students are accountable. Asking a question, then pausing to allow students to consider a response before cold calling is effective.	Example Question types (open/closed) can be targeted at certain students or adapting the amount of thinking time given, pre-warning students of questions or using MWB to plan responses may help students.
Whole class checking.	It is vital that the understanding of all students is monitored before students embark on independent practice, or before a new phase of learning begins. Every student can be engaged in the activity through mini whiteboards or think, pair, share.	Example Engaging all students in activities such as mini whiteboard quizzing, cold calling a range of students or encouraging think-pair-share on a hinge point question.
Active circulation.	Having a clear picture of the criteria needed for a successful response can help teachers 'hunt' for quality responses and give specific verbal feedback to students. Student engagement is higher when teachers actively check on progress made, and they have a clear understanding of success criteria.	Example Having a specific focus for students during independent practice (e.g. use of commas, a key term in context, or accurate exemplification of a concept) to help guide teacher feedback.
Checking in with targeted students.	Vulnerable students should be checked in on early in the guided and independent practice phases. Have students repeat instructions back to you or verbally reflect on their work against a model or checklist, to ensure they are clear on success criteria.	Example Asking targeted students to repeat the activity / instruction back, name three features of a successful response, or ask how they intend to start their response.
Scanning all areas of the classroom.	Teachers can often have a preferred location to teach from or areas of the room where they ask more questions to. We should ensure that all areas of our classroom are involved in questioning and accessible, so we can check the progress of all students through active circulation.	Example Making a conscious effort to monitor who you ask questions to and where you circulate the room to ensure that all students are held accountable in their learning.
Thinking and preparation time.	To allow for a considered verbal response to be provided, students can be supported with thinking time (with the purpose of the time narrated), think-pair-share time to discuss ideas and the use of mini whiteboards to form a response in a 'low threat' environment.	Example Giving a student a 'tip off' that they will be asked a question, so they have time to craft a response. Giving students the chance to practise a skill or sentence on a mini whiteboard.
Use of the visualiser to provide 'live' feedback.	Students articulate that verbal feedback on how to improve their work is helpful. When they can see why a response is successful or deconstruct examples of variable quality with the teacher on the visualiser, they have a greater understanding of the steps needed to refine their own work.	Example After active circulation, selecting a student response that demonstrates (or not) the success steps or criteria you set before questioning the students on why the example is effective (or not).
Checklists to support student self-monitoring.	Checklists are a vital tool in communicating to students the features of a quality response and the steps to take to solve a problem. Using checklists in 'student friendly' language, it is easier for students to self-assess and find the strengths of their work and improvements that are needed, particularly when the use of the checklist is modelled by the teacher.	Example Allowing students to create a response or solve a problem by offering an optional checklist or scaffold to help students monitor their progress. The support could be gradually removed over time.



Examples of effective adaptive teaching approaches



Ten practical ideas to adapt teaching and provide students with support or challenge...

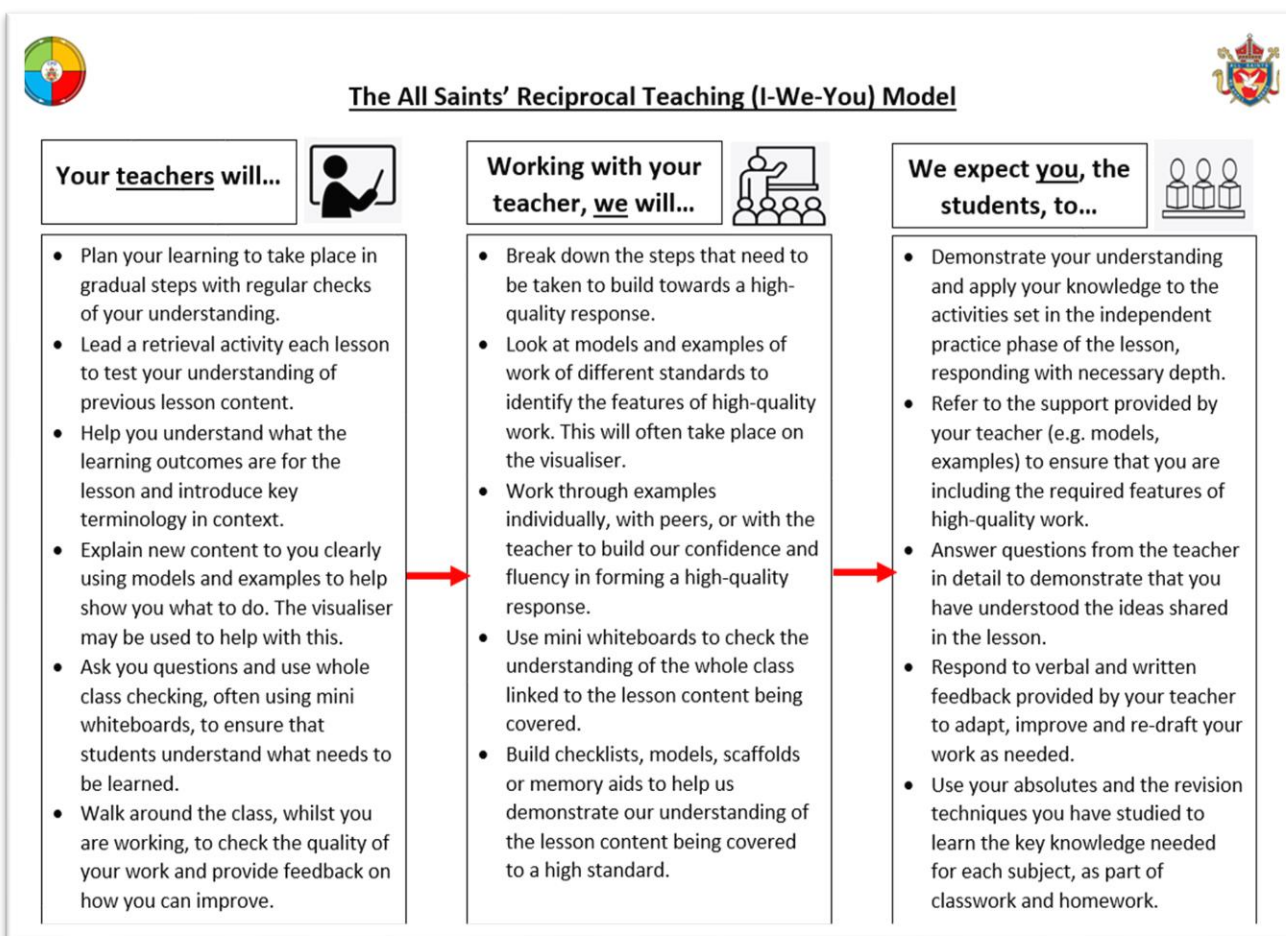
Step-by-step chunking of explanations.		Considering student attention is shown to drop after 4 minutes of listening, explanations should be broken up with targeted questioning involving a range of students to check for understanding, and opportunities provided for students to engage with practical examples, to reduce passivity.
Break down learning activities into manageable chunks.		Students often struggle when asked to read long sections of text on an activity sheet or PPT slide. Consider breaking worksheets up into a paragraph of text, then a question to check understanding. This 'chunking' of the reading (or video clips, if used) can help reduce cognitive load for students.
Time to build verbal and written responses.		To provide an informed verbal or written response, we need our students to think. Support students in developing responses through the provision of thinking time (with the specific purpose of the time articulated), planning responses on mini whiteboards and allowing think-pair-share time.
Flexible grouping.		Always have an extra model or explanation up your sleeve! Ascertain whole class understanding and if most students are secure, they can commence independent practice. For the rest, create a small group for whom you can provide a further explanation or example to secure their understanding.
Build ambition into activities.		Questioning or vocabulary grids can be easily adapted into activities where students can choose the difficulty of question they engage with or select the vocabulary that reflects their ambition and level of understanding. This allows students to build confidence progressively.
Fading out support (e.g. scaffolds, checklists and models).		Giving students support to engage with independent practice, including worked examples, feedback models (examples of work to improve or refine their own against), scaffolds and vocabulary lists, forms part of adaptive teaching. As students develop confidence and mastery, it is vital to fade out support at a rate reflective of the performance and confidence of the child.
'Top and tail' your lesson activities.		In its simplest form, adapt each lesson activity by having a challenge that makes students think, apply knowledge in a different way or build on a response (Top) and a form of support that students (Tail) can use if they need help to access an activity (scaffold, worked example, vocab list).
Adapt the volume of student work, but not the challenge.		Students work at different speeds, particularly if they have processing difficulties. Consider ordering questions by progressive challenge and have targeted students attempt the odd or even questions only, so they answer fewer questions, but still engage with the most challenging.
Monitoring student progress.		As you gain experience with your classes, you will know the students you need to check in with regarding their security of knowledge and understanding. Support student self-assessment with non-negotiable checklists of what the work should include before students can claim to have completed an activity.
Setting homework.		Support students when setting homework by giving enough time to explain the homework and model what a successful outcome looks like (particularly in relation to self-quizzing and retrieval). Ensure homework is set early enough in the lesson to allow for student recording.

Reciprocal Teaching

Why does All Saints' encourage the use of reciprocal teaching?

Evidence informed research, ranging from the EEF 'SEN Needs in Mainstream Schools' report, through to Alex Quigley's critically acclaimed 'Why Learning Fails?' place high quality teaching as the most impactful means of supporting student success. To support all students, particularly disadvantaged students and those with Special Educational Needs, in reaching their potential, the reciprocal teaching (I, we, you approach) is expected to be regularly employed in classrooms at All Saints'. Cognitive Science suggests that reducing cognitive load through learning steps broken into small chunks, explicit guidance using an I-we-you approach and frequent use of retrieval, models, worked examples and whole class checking can support students in making accelerated academic progress.

The All Saints' reciprocal teaching approach should see the teacher support students in the foundational stages of the learning process by ensuring that the knowledge of key terminology is secure and the steps to a high-quality response are sufficiently broken down and modelled to students. The 'we' phase of learning should involve teachers providing worked examples and models for students and the shared deconstruction of these examples, before the teacher closely monitors the progress student progress in the early phases of learning through whole class checking. The 'you' phase of learning should see the amount of support for students reduced to a level that affords them the opportunity to attempt learning activities independently, to demonstrate their understanding. The teacher should be circulating the classroom to closely monitor student success and both providing live feedback to students on the progress and using the visualiser to help students review the features of high-quality responses, to afford them the chance to improve or re-draft their work to facilitate a successful response.



Responsive Teaching at All Saints'

Strategies which embody the responsive teaching approach, represent a core component of the All Saints' direct instruction teaching model. To adapt teaching to meet the needs of all students, teachers need to identify where there are misconceptions and gaps in student knowledge, so they can make informed decisions about how to address any issues within the learning process. We expect teachers to use a range of the strategies outlined below, as part of continual formative assessment, to inform them about student knowledge security and progress. Teachers would then be expected to adapt the support provided to students to address learning gaps through means such as re-teaching, providing further examples, targeted verbal feedback or use of the visualiser to model successful responses.

<p>Knowing our students so we can tailor our guidance and feedback to their needs.</p>	<p>Teachers will use seating plans and student profiles to identify vulnerable students and strategies that are effective in providing guidance and feedback that supports progress.</p> <ul style="list-style-type: none"> - Check-ins with vulnerable students and regular teacher circulation are used to provide frequent verbal feedback to students. - Students are supported in the provision of self or peer assessment through teacher exemplification of the process, specific criteria and purpose for assessment and teacher checking that students are clear on what success looks like. - Students are given time to reflect on feedback provided and improve their work. - Communication with Teaching Assistants allows them to support in the monitoring of the features of successful responses and the provision of 'live' feedback to students.
<p>Promoting a culture of accountability in the classroom.</p>	<p>Teachers use a variety of approaches to ensure that all students are engaging with the learning process and cannot 'opt out' -:</p> <ul style="list-style-type: none"> - 'Cold calling' is used to question a range of students about their understanding of concepts, so knowledge gaps can be identified and addressed. - 'Think, Pair, Share' and 'Wait time' are used to allow students to have thinking time after a question, or discussion with a partner, to build a strong response. - Students who provide 'don't know' responses are given time to think about a question, ask a peer, or listen to other student answers before being given another opportunity to show their understanding, as part of a 'no opt out' approach.
<p>Frequent use of whole class checking.</p>	<p>Teachers will build in opportunities frequently throughout a lesson to ensure that after each step of the learning process, students have a strong collaborative understanding.</p> <ul style="list-style-type: none"> - Mini whiteboards are used frequently to check student understanding with a countdown of '3,2,1' before students show their boards simultaneously. - Hinge point questions are planned into the lesson to allow the teacher to monitor that core aspects of the learning goals are secure. These may take the form of multiple-choice questions, generative responses, or cold calling interactions. - Teachers may ask students to repeat back instructions or learning steps to check their understanding and reinforce these to other students.
<p>Active circulation to find evidence of learning.</p>	<p>Active circulation around the classroom to find evidence of student learning is a key element of responsive teaching.</p> <ul style="list-style-type: none"> - Teachers will have a clear idea of what success looks like and will articulate to students what they are looking for evidence of when they circulate. - Checks will occur with identified vulnerable students at the start of an independent learning phase to ensure that students are clear on how to progress. - Teachers will identify successful responses, or examples of common misconceptions and share these on the visualiser to consolidate student learning.
<p>Identify and address misconceptions and knowledge gaps.</p>	<p>Students need to have strong foundational knowledge to allow them to access learning activities and build schema to help them make sense of the curriculum.</p> <ul style="list-style-type: none"> - Retrieval activities that interleave content learned more recently, with that covered much earlier, are used to test the security of student knowledge. - Student performance is monitored in low stakes quizzing through teacher circulation, questioning and reviews of retrieval homework. - Re-teaching, provision of examples and teacher narration of steps to success with the visualiser are used as means to address any knowledge gaps that are evident. - If students provide inaccurate or incomplete verbal responses, they are encouraged to develop these ('Say it again better').

Approaches used at All Saints' to help optimise cognitive load for students as part of an adaptive teaching approach

What are the key considerations for cognitive load and explicit guidance?

Summarised from 'Sweller's Cognitive Load Theory in Action' by Oliver Lovell

Strategies to optimise intrinsic load (level of challenge that students face during the process of learning).

Principle	What this looks like in the classroom
1. Pre-teaching	Where time is used to teach core foundational knowledge to students before they embark on more challenging aspects of learning where they need to make connections with prior learning. Pre-teaching can involve the teaching of new subject-specific (tier 3) vocabulary in context, introducing the relationships between characters in a novel using visual aids or using timelines to arrange key events chronologically.
2. Segmentation	The process of breaking a task down into manageable chunks, so as not to overload students. A useful approach is to build a skills hierarchy, where we move back from the end product and think about the requisite stages that feed into students showing evidence of mastery. Each stage should be introduced following an I-we-you approach, with whole class checking to ensure learning is secure before moving on.
3. Variation	Where we weave in previously learned content into student practice to reinforce their learning. <i>Interleaving</i> could involve a set of questions that not only tests students on the work from the current lesson, but also reviews content from last week, last month etc. The <i>spacing</i> of content would involve the planned revisiting of a concept across a unit, or multiple units, within a curriculum to reinforce it, potentially in new contexts.

Strategies to reduce extraneous load (elements of the manner and structure of teaching that draws student attention away from the core information to be learned).

4. Reducing redundant information	By ensuring that we have 'bullet-proof definitions' (very precise learning objectives) of what we want students to demonstrate they have learned, we can ensure that the information we present on our PPT slides, or verbally, is completely focused on those objectives. Images and texts together represent redundancy if they communicate the same thing, so do not read information off slides that students can read themselves.
5. Worked examples	<p>Less effective teaching would entail a teacher giving an example of how they want students to complete a task and then expecting students to understand immediately as they attempt problems independently. In reality, we should follow an I-we-you model, where we work through progressively more difficult examples <u>with</u> students, checking their understanding and providing support with scaffolds and models before they engage with problems independently. Adapting support based on student need and re-teaching elements that are not secure is vital.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>Common view of worked examples</p> </div> <div> <p>Worked examples as recommended by CLT</p> </div> </div>
6. Self-explanation	For students to get the most out of a worked example, they must self-explain it. They do this when they explain the underlying principles of an example to themselves or when they explain to themselves why a principle can be applied to a specific example. If we can encourage students to reflect on why an example is successful or not and how it can be used for new contexts using questions such as 'How are X and Y similar?', 'Which step is incorrect?', 'What will happen next?', they will find it easier to utilise the example moving forwards.

Routines for Learning

At All Saints', we believe that effective classroom routines set the context for a positive learning atmosphere and support all students in making good progress. The expectations for the start of lessons are outlined below, alongside the standards we require from students around the presentation and upkeep of their books.

When entering the classroom...

- Students should line up sensibly outside the classroom. If in the top corridor (M rooms), students should enter classrooms on arrival. Students should then enter class in silence.
- Students should stand behind their chairs until invited to sit down by the class teacher.
- Students should put their exercise book, pencil case, student organiser, All Saints' absolutes and learning packs on their desk. If space in the classroom is tight, the packs could be placed under the desk.
- Students should place their coats on the back of their chair (or where instructed by the class teacher for practical subjects) and put bags on the floor, safely under their table.
- At the start of the school day (period 1 and the end of period 5), students should stand and engage with prayer, led by the class teacher.

During the lesson students follow the All Saints' Way:

- A - Ask and answer questions
- S - Sit up and pay attention
- W - Work hard and listen carefully

Teachers will model the expectations of excellent behaviour for learning and ensure that consistent routines are maintained by taking the following actions -:

- Meet and greet students at the door of the classroom to provide a positive introduction to the lesson.
- Teachers check that uniform is compliant with school expectations and challenge any infractions with 'Praise in public, reprimand in private' (PIP and RIP) in mind.
- Teachers ensure all students are stood, with equipment on their desks, before asking them to be seated, once all are silent.
- Take the register on Arbor, within the first 5 minutes of the lesson, whilst students are completing their knowledge retrieval activity.
- During the lesson, teachers will follow the school reward policy by awarding achievement points to 10% of students in the class for excellent work or contributions to the lesson.
- The school behaviour ladder will be referred to and followed precisely, should a student conduct themselves in a way that is not reflective of positive behaviour for learning.

Student book routines

- The date should be located in the margin and the title for the work should be on the top line of the exercise book. Both the title and date should be underlined with a ruler.
- Any diagrams and graphs should be drawn in pencil.
- All homework that is completed in exercise books should be completed in the back of the book.
- Assessment trackers should be on the inside front cover of student books and student target grades should be clearly visible on books.
- Assessed work should be stuck in or attached to books, so students can respond to their feedback.
- Students will use green pen to respond to teacher feedback or to self / peer assess work. A yellow highlighter box will be used to identify student response to feedback.
- If worksheets are used in lessons, they should be stuck into books, so the work cannot be misplaced.
- Students should follow the departmental guidance around how to record the definitions of key terminology, whether this be with a substantive glossary or other method.
- Teachers can ask students to redo any work that falls short of the expectations outlined in this section.
-

How is the quality of teaching and learning monitored at All Saints'?

All Saints' has clear quality assurance procedures to ensure that the quality of teaching and learning is high and that students are receiving classroom provision that reflects the expectations outlined within this policy. Quality assurance activities are included on the school calendar at the start of each academic year and are spread across the school year to try and avoid the busiest times around exam season, with staff workload in mind. The aims of the school quality assurance procedures are as follows -:

- To ensure that teaching across each subject area is consistently reflective of the direct instruction and adaptive teaching principles communicated within this policy.
- To ensure that the curriculum offer received by students is reflective of the plans articulated in subjects statements of curriculum intent.
- To listen to stakeholders including students, teachers and parents on areas where our teaching and learning is approach is working well and to identify areas where we can improve our offer.
- To identify where our strongest practice is taking place, so this can be used as tool to support the CPD offer and develop the skills of our teaching staff.

The primary mechanisms for monitoring the quality of teaching and learning in school are as follows -:

1. **Lesson visits** – There are at least two lesson visits of maximum 20 minute duration for each member of teaching staff within an academic year. The lesson visits utilise the pro forma shown in appendix 3 on page 26. Lesson visits include a review of the quality of teaching taking place linked to key areas of the direct instruction approach including knowledge retrieval, questioning, explanation and feedback. The quality of student work over time within their books is also monitored as part of the lesson visit process to help ascertain whether students are being routinely challenged in class. After the lesson visit, a meeting will take place between the teacher being visited and the Curriculum Leader or Senior Leader who has conducted the visit, to feed back on the lesson strengths and areas for consideration.
2. **Work scrutiny** – A core part of our quality assurance procedures involves looking in student books on three separate occasions across the academic year. The work scrutiny allows Curriculum and Senior Leaders to monitor that student learning is following the curriculum sequence outlined in the individual subject statements of intent. The work scrutiny pro forma can be found in appendix 3 on page 27. The key foci for student book reviews are curriculum sequencing, appropriate levels of support and challenge provided by the teacher and the quality of student response being commensurate with their ability. Feedback from work scrutiny QA is communicated on an individual teacher or departmental basis, depending on the nature and scale of the strengths and areas for development identified.
3. **Student voice** – Student feedback on the quality of their lessons and the support and challenge they receive, forms a central part of our quality assurance procedure. Students are asked about whether the direct instruction and adaptive teaching features are evident within their lessons and we ask students about the resources and strategies that support their learning most effectively, to allow us to share this information with staff, to guide their curriculum and lesson planning. Student voice work can occur three times per academic year, in the form of questionnaires or student panels, where students give in-person feedback on lessons and show evidence of learning in their books.

Adaptations to quality assurance approaches

In addition to the methods noted above, the school also uses pupil pursuits and lesson visits to focus on the use of Teaching Assistants, monitor the specific adaptations made for students with specific needs and ensure that the provision for SEND students reflects direct instruction and adaptive teaching principles. Furthermore, **teachers of a second subject** are not normally involved in lesson visits focusing on their second subject. However, if they request that a quality assurance activity, such as a lesson visit or work scrutiny, take place as a supportive measure, these can be arranged on a bespoke basis and would sit outside of usual quality assurance procedures.

Homework timings and expectations

Excerpt taken from section 4 of the school homework policy. This is available on the 'policies' section of the school website.

EEF guidance reflects that the quality of homework set is more important than the quantity of homework required from the pupil. However, guidance on the total amount of nightly homework set for each year group is reviewed annually by the Senior Leadership Team and the school governing body, with student wellbeing and appropriate time allocation to support the demands of a knowledge-based curriculum in mind. At All Saints' we recommend that students in each year group should be spending the following amounts of time on homework, revision of class notes or other appropriate independent learning activities (e.g. retrieval activities from All Saints' Absolutes) per afternoon / evening on a school day -:

Years 7 and 8

Students will be set between 60 and 75 minutes of homework per day (to be completed across the week), plus 10 minutes of daily reading to be set separately by the English department.

Each curriculum subject (most students study 12 subjects at Key Stage 3) will set a maximum of 30 minutes of homework per week, and this will take the most appropriate form for the respective subject including -:

- Self-quizzing and consolidation of a section of a knowledge organiser or short vocabulary list.
- Generative questions to allow students to demonstrate understanding.
- Completing topic questions on MyMaths.

Homework will not be set for Year 7 in the first fortnight of the school year to aid their transition into the school. In Key Stage 3, homework will not be set over one week school holidays. Homework will be set over two week school holidays but should comply with the timeframes communicated for Year 7 and 8.

Year 9

Students will be set approximately 75 minutes of homework per day. All subjects have three hours of teaching time in year 9 and therefore will set 45 minutes of homework per week. The format of the homework will be decided by the individual departments but would usually be a combination of self-quizzing and retrieval or questions to test student understanding.

Year 10

Students will be set approximately 90 minutes of homework per day.

Time allocations for homework are based on the number of lessons per week that a student studies each subject.

- On 2 hours of teaching per week – Approximately 40 minutes of homework is set.
- On 3 hours of teaching per week – Approximately 55 minutes of homework is set.
- On 4 hours of teaching per week – Approximately 75 minutes of homework is set.
- On 5 hours of teaching per week – Approximately 90 minutes of homework is set.

Year 11

Approximately 90 minutes of homework per day.

Time allocations for homework are based on the number of lessons per week that a student studies each subject.

- On 2 hours of teaching per week – Approximately 40 minutes of homework is set.
- On 3 hours of teaching per week – Approximately 55 minutes of homework is set.

- On 4 hours of teaching per week – Approximately 75 minutes of homework is set.

Sixth Form

At Key Stage 5, it is expected that students spend a minimum of one hour on homework or independent study for every one hour lesson they receive.

Practical considerations

- Homework opportunities should be mapped out on the departmental statements of intent. This is to ensure that homework and classroom retrieval activities are effective in supporting student knowledge retention and learning.
- Homework should be set in appropriate time within the lesson and support provided to students in the communication and recording of homework, if stipulated on their student profile.
- Methods of self-quizzing, in line with the whole school approaches (look, cover, say, write, check and flashcards or brain dumps), should be explicitly modelled by teachers so students clearly understand the homework expectations.
- In demonstrating the expectations of the homework, time considerations must be factored in, so the homework set can be completed to the standard expected, in line with the timeframes outlined for each year group.
- For students studying Modern Foreign Languages in Year 8, those that study both French and German will have homework set on alternate weeks for these subjects.
- Practical subjects, such as PE, Art, Drama, Music, and Technology, in which students are assessed through NEA (non-exam assessment) or coursework portfolios, may need to increase the amount of homework set for specific periods during Key Stage 4. This will normally be around NEA deadlines and expectations will be communicated with students and parents when this is the case.
- Reading homework will be set by English teachers and reading progress will be monitored through the use of the Accelerated Reader programme within English lessons.
- Homework should not normally be set for the following day, unless appropriate.
- Students should record set homework in their organisers. However, any other forms of homework must be clearly identifiable in their exercise books, using the heading 'h/w' or 'homework'.
- Reports to parents will include comments on success linked to retrieval activities and being ready and organised for learning.

Examples of homework that students may be set

Homework is an important mechanism in helping students secure foundational knowledge and develop their skills independently. The All Saints' homework policy outlines our expectations around the completion of homework. The most common types of homework set at All Saints' will vary by department, but will routinely incorporate a range of -:

- Self-quizzing and retrieval activities linked to a section of the All Saints' Absolutes knowledge organisers. This will usually involve students using the look, cover, say, write, check approach, before testing themselves on the content covered. Students are then tested on the content covered in their homework as part of the retrieval phase of lessons.
- Generative activities where students apply their knowledge to independent learning tasks, building on their learning in class.
- Use of online platforms, such as MyMaths, to complete questions on specific topics to reinforce learning in the classroom.

- Revision homework in preparation for assessments. All Saints' trains students on how to use flash cards, brain dumps and look, cover, say, write, check to help them retain information. Support for parents on these techniques can be found on the 'Curriculum' tab of the school website.
- Vocabulary learning and testing in subjects such as Modern Foreign Languages.

Appendix 1 – Strategies which may be used in each phase of the All Saints' direct instruction model

Retrieval

Teachers will use a repertoire of techniques to help test and embed student knowledge in the retrieval phase of lessons at All Saints'. Examples of some of the most commonly used approaches can be found below.

1. All Saints' Scholars strategies

Students may be asked to **'Front the Writing'**, where they write down a response to a question linked to previous learning and then discuss this question, and their response, with a partner. The question is reflected on through group discussion and students are provided time to develop their answer, building on the ideas shared.

Alternatively, students may be asked to use the **'Because, but, so'** approach, where the teacher gives students a sentence stem- the beginning of a sentence- and ask them to turn it into three separate complex sentences, using each conjunction in turn. This approach requires them to engage in far more specific and focussed thinking than just asking them to an open-ended question. For example -:

'Winston Churchill was a successful leader' -:

Because...

But...

So...

2. Retrieval grids

Retrieval grids are question grids that incorporate questions from across a topic to encourage short and long-term retrieval. They can be adapted so students can choose more challenging questions or in a way that dice can be used to direct students to a key term (for explanation) or question to attempt in a random manner.

1. Give a definition of development (1)	4. What is the Brandt line and give 2 reasons why it is criticised (2)	7. Which employment sectors are dominant in HIC's, NIC's and LIC's and why is this? (3)	10. Explain 3 ways in which Fair Trade can help cotton farmers in Mali (4)
2. Name 3 features of a developed country (1)	5. Give a definition of a multi-national company (MNC) and name an example (2)	8. Explain 3 reasons why LIC's can find it hard to develop (3)	11. Explain how tariffs, trade blocs and quotas contribute to an unfair global trading system (4)
3. What is the difference between quality of life and standard of living? (1)	6. Define globalisation and give 2 reasons why it has increased (2)	9. Give a social, economic and environmental effect of a country becoming an NIC (3)	12. Explain 2 reasons why globalisation can be seen as a positive and negative influence for the UK (4)

This approach could also be adapted into a simple grid where questions are posed that encourage students to engage with short- and long-term retrieval.

Last lesson...	Last week...
Last month...	Last year...

3. Low stakes quizzing

This will be the most common form of retrieval quizzing. Students will be set homework where they will need to learn information from a section of their All Saints' Absolutes knowledge organisers. Students will use strategies such as Look, Cover, Say, Write, Check to learn the information and then be tested in class through a knowledge retrieval quiz. Teachers will monitor student performance and address any misconceptions.

4. Multiple choice questioning

Another method of retrieval practice that takes place frequently at All Saints' is multiple choice questioning. This technique works well with mini whiteboards, so the teacher can instantly check the security of knowledge on a whole class level and address any student misconceptions through reteaching and providing alternative examples and explanations. A series of multiple-choice questions are posed, which may include short and long-term retrieval questions and students show their response on the mini whiteboard simultaneously. The teacher will usually follow this with questions which encourage students to explain and justify their responses.

Initiate

The initiate phase of the lesson is short and used to set the scene for learning. This phase of the direct instruction cycle is characterised by the following activities -:

1. Introduction and pre-teaching of key vocabulary in context

It is vital that students understand the meaning of key terminology that will be employed frequently in the lesson. Different departments have their own method of introducing key terminology, but students should be given the opportunity to learn both the definition of a word, along with its etymology and examples of how the word can be used in context. Approaches such as 'call and response', where the teacher says the word and students repeat it, are used to develop an understanding of how the word should be pronounced.

2. Consideration of why the learning is important

Students need to understand why they are learning the particular content or skills they are covering. Teachers may refer to visual learning journey diagrams, use images to promote student thought, or make direct reference to links with previous learning to help contextualise the lesson, as this will help students understand how what they are learning fits into a bigger picture and where they will need to use the knowledge and skills being developed to support their future learning. Teachers may also **show students high-quality pieces of work**, so students can understand the steps to be taken in the learning process to build up to

3. What do students already know?

The initiate phase should also be used to ascertain student prior knowledge on the theme of new learning. Teachers may use questioning and 'think, pair, share' activities to build up a picture of what students already know, as this provides them with vital information about appropriate starting points for learning and whether and core foundational knowledge or vocabulary needs reinforcing before new learning commences.

4. Accountable reading

To introduce a new phase of learning, teachers may use textbooks, journal articles or extracts from books. Students are expected to track the text as the teacher reads it and be ready to answer any questions that the teacher poses to check student understanding of the content covered. Students may also be asked to read part of the text to help build their confidence in reading aloud.

Guided Practice

1. Breaking down explanations into chunks and narrating the steps

A key principle of the guided practice phase is the careful planning of explanations to ensure that cognitive load is optimised for students. It is expected that students are familiar with the key terminology used in explanations and that the teacher breaks down instructions step-by-step, with checking for understanding taking place at a whole class level through means such as questioning and mini whiteboards. Teachers will often use the visualiser in the guided practice phase to narrate the steps that students need to take for a successful response.

2. Worked examples

Teachers will provide students with worked examples that can be reflected upon. It would be expected that the **alternation** technique is used where the student can see an example that has been narrated by the teacher next to an example that the student has attempted with guidance from the teacher. Multiple examples may be provided to students to ensure skills and understanding are secure, with support in the form of scaffolding or partially completed examples gradually **faded out** to allow a 'hand over' to students and build into the independent practice phase.

3. Whole class checking / Checking for understanding

It is vital in the guided practice phase for teachers to know that students are secure in their understanding of the steps to a successful response in a learning activity. This process usually occurs following teacher explanation or students attempting to respond to an activity set by the teacher. Teachers would be expected to employ a range of strategies to check that students are clear on the steps to success including -:

Questioning – Involving a range of students through cold calling and giving students time to develop a response through the use of wait time or '**Think, pair, share**'. Students could be asked to build on the response of another student using the '**pose, pause, pounce, bounce**' approach, or be asked to improve the quality of a verbal response through the '**say it better**' approach.

Mini whiteboards – Teachers use this approach to see a whole class response to questions asked. This is a very useful approach to identify common misconceptions and address them through reteaching or adapting explanations.

Active circulation – As students are responding to questions in the guided practice phase, teachers will be actively circulating, looking for evidence that students have secure understanding of how to develop a successful response in relation to the learning outcome. As teachers find evidence of success, or potential misconceptions, they can adapt the support provided by giving scaffolds, models, further worked examples, share examples on the visualiser, provide key terminology for students to use, or verbal guidance to help students work towards their intended goals.

4. Questioning around the examples

As students are exposed to worked examples and models of the steps to success in a learning activity, it is vital that students are questioned around the reasons why an example is successful or not. Questions could be posed to encourage students to reflect on the steps they take to produce a quality outcome, so they know how to repeat the steps during independent practice. Reflective questions such as ‘What do we think comes next?’, ‘Why have I done that here?’, ‘Can we spot any inaccuracies that need addressing?’, ‘Where can we see evidence of our success criteria in this example?’ or ‘Could we have attempted this a different way?’, will help students consider the steps that are needed to build a quality response through a metacognitive approach.

Independent Practice

1. Adaptation of support to allow students to access independent practice

To support students with a range of abilities in reaching a common learning goal, it is important that teachers adapt their level of support for students to allow them to engage with independent practice. Students should be furnished with scaffolds, models to reflect on, key terminology, targeted check-ins for verbal feedback and checklists or step-by-step guides, depending on their security of knowledge and understanding and the activity they are engaging with. The level of support needed should be tweaked in line with the findings of whole class checks for understanding and the impact on the quality and accuracy of student response needs to be monitored through active circulation and questioning. It would be expected that support is gradually removed as students develop their confidence in responding to a learning activity.

2. Interleaving

Our learners work at different speeds and teachers need to be aware of the individual needs of students communicated through their student profiles. To allow vulnerable students, or those with special educational needs, to access challenging independent practice activities, adaptations may be made including allowing students to complete only the odd or even numbered questions within a set, to allow the student to access the higher-level questions at the end of the set, whilst taking account of their speed of response. Consideration of desirable difficulties could also be supported through the interleaving of questions, so content covered recently is intertwined with more historic content to help strengthen student memory and recall by building in ‘forgetting’ time.

3. Clear articulation of what constitutes success

To aid student understanding around what a high-quality response constitutes, students should be provided with guidance, which could take the form of checklists, models or verbal / written scaffolds. At the start of the independent practice phase, teachers should articulate to students what they are looking for in a response as they circulate the classroom. This both provides students with a focus for their response and also allows the teacher to be precise in what they are looking for within examples of student work. This will also help teachers in selecting student work to be placed under the visualiser, so evidence of successful work can be shared and deconstructed with students, or potential misconceptions can be identified and addressed.

4. Visualisers used to show examples of quality and common misconceptions

Students need to see examples of high-quality work, as well as ‘non-examples’ or common misconceptions, to help them internalise the steps needed to produce excellence. As teachers circulate the classroom during student independent practice, they should articulate what they are looking for within a successful and high-quality response and find examples of this within student work. When evidence of high-quality work is sourced, this should be shared with students on the visualiser with questions posed to help students reflect on why the example is successful, or not. Questions, such as those outlined in section 4 of the guided practice section on the previous page, should be used to provide students with ‘live’ verbal feedback on how to improve their own work to reach the standard demonstrated on the visualiser. Alternatively, collaborative reflection could take

place on why a response does not meet the required standard and the actions needed to improve it or avoid potential misconceptions.

5. Silent independent practice

There will be phases in the lesson where students, following guidance from the teacher, will need to demonstrate their understanding independently. In these phases, students will work silently so they can concentrate fully and focus on the learning activity at hand. Teachers should articulate when the silent working phase begins and will circulate around the classroom to monitor the quality of response provided by students.

Assess learning

Adaptive and responsive teaching requires teachers to be aware of the security of foundational knowledge and understanding in students, so any barriers to learning can be diagnosed and addressed. Lessons at All Saints' will often include multiple opportunities for teachers to assess the learning of students, to ascertain the progress students are making and modify the support provided to students in light of any misconceptions identified. Teachers may use a range of strategies to assess student learning, with some of the most effective methods outlined below -:

1. Hinge point questioning

Hinge point questions act as 'learning checkpoints', where students demonstrate their knowledge and understanding at the end of key phases of a lesson, before advancing to the next steps in the learning process. Hinge point questions are tightly linked to the intended learning outcomes and should allow the teacher to check that all students have a secure understanding of the skills or concepts covered in the previous phase of the lesson. The format for hinge point questions can range from multiple choice questions, low-stakes quizzes, through to generative responses (e.g. write a sentence to explain the idea of...) and should allow the teacher to identify and address any learning gaps.

2. Mini whiteboards

One of the most effective means of checking student understanding on a whole class level is the use of mini whiteboards. Teachers pose questions linked to the content covered in the previous phase of the lesson and should give students a set amount of time to think about a response. To ensure that students do not have chance to look at the answers of other students, mini whiteboards should be raised simultaneously after a count of '1,2,3'. Teachers can then ask students to explain the reasons for their responses or use cold calling to explore the reasons for differences between student responses to help secure understanding.

3. Generative responses

Generative responses are where students need to construct meaning actively and involves the active integration of new ideas with the learner's existing schema. Essentially, generative responses are usually longer in nature and involve the students demonstrating their learning in greater depth by completing problems or written responses. Examples of questions that may yield generative responses from students may include -:

Which of the following is the most important reason why....

Summarise the meaning of X in no more than 30 words...

Give an argument for and against the use of

4. Exit tickets

Exit tickets are used at the end of lessons to assess the learning gains against the intended learning outcomes. Exit tickets may involve any of the strategies mentioned in this section including multiple choice questioning or generative responses but some prompts are usually provided to allow the teacher to ascertain whether learning has taken place (e.g. include the word X in your response or explain 2 advantages and 2 disadvantages of X). Exit tickets are usually collected by the teacher at the end of lessons so student understanding can be assessed, and any common mistakes or misconceptions can be addressed in future lessons.

5. Questioning techniques

As mentioned in the Guided Practice (section 3), questioning techniques including cold calling are frequently used to check student understanding from a range of students. Teachers will combine open and closed questions to ensure foundational knowledge is secure, whilst giving students an opportunity to apply their knowledge through explanation and justification of their responses. It would be expected that thinking time is provided, or think, pair, share is utilised to allow students to formulate a response, and students are pushed to improve incomplete or inaccurate responses.

Appendix 2 – Links between the All Saints’ direct instruction model and the Department of Education Teachers’ Standards

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- The direct instruction model ‘routines’ slide outlines the expectations around how students should enter class to help set a positive tone for the lesson.
- The direct instruction model, with its principles around support in the guided practice phase to allow students to access challenging independent work, aligns with point 2 on stretch and challenge for all.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

- The ‘retrieval’ and ‘assess learning’ phase of the direct instruction model encourages the use of whole class checking for understanding and active teacher circulation to monitor the progress of students.
- The information gleaned from formative assessment means such as questioning, reviewing student work and whole class checking should be used to guide future teaching to address knowledge gaps and misconceptions and plan lessons to meet the needs of students.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- The 'guided practice' phase of the direct instruction model requires teachers to select appropriate means including the deconstruction of models and the provision of worked examples and scaffolds to meet the needs of students in their care. The selection of appropriate teaching strategies depends on teachers widening the breadth of knowledge and skills in their repertoire.
- The All Saints' Scholars strategies and frequent opportunities to read within a subject should be provided as part of the di model, with Tier 2 and Tier 3 (subject specific) terminology to be introduced in context in the 'initiate' phase of the model.

- The planning prompts (previous page) should support teachers in providing a clear focus for learning, with lesson activities sequenced into manageable chunks to reduce cognitive load on students.
- The independent learning phase of the di model clearly outlines that students should be challenged to think and apply their knowledge in context through both class and homework.
- The 'assess learning' phase is an opportunity to reflect on the success of student learning to guide the approach

- The planning phase of direct instruction lessons makes clear reference to planning for anticipated misconceptions

- The planning phase of direct instruction lessons makes clear reference to planning for anticipated misconceptions to help students navigate learning steps effectively.
- The guided practice and independent practice phases encourage the use of worked examples, models and scaffolds to support students in accessing the learning activities.
- The level of support provided to students in preparation for the independent practice phase will be adapted in line with the information about the security of student knowledge gained from the 'assess learning' phase of the lesson through whole class checking.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- Formative assessment should take place frequently through the use of questioning, whole class checking, retrieval quizzing and teacher circulation to monitor student progress, as outlined the guided practice, independent practice and assess learning phases of the direct instruction model.
- The guided practice phase relies on the teacher monitoring levels of student understanding to assess whether further support or re-teaching is needed.

- The 'routines' slide of the direct instruction slide set provides the expectations that teachers should have of students when entering the class.
- The 'guided practice' and 'independent practice' phases of the direct instruction model outline the importance of teacher explanation and circulation to ensure that students are engaged with the lesson activities fully, to avoid passive learning.
- The school behaviour for learning policy outlined the behaviour ladder steps that teachers should follow to address student behaviour that falls below expectations.

Appendix 3 – Quality Assurance documentation used for lesson visits and work scrutiny

Work Scrutiny Criteria **Teacher** **Year and Group** **Date**

Focus of Work Scrutiny

	Indicator	Evident through...
1	Work being produced is clearly aligned with the curriculum statement of intent and appropriate for the relevant stage to the learner's journey.	
2	Student books reflect visible progress in the understanding of simpler / concrete concepts to complex / abstract concepts (e.g. sentence level construction developed into extended pieces, development of evaluative and analytical skills or application of knowledge to a variety of new contexts).	
3	Explicit evidence of low stakes quizzing and student revision activities. Gaps / misconceptions are addressed, and students show evidence of high success rates across their retrieval activities.	
4	Opportunities to practise and demonstrate knowledge and skills are clear, with student's independent work reflecting a depth and accuracy commensurate with their ability OR reflecting greater fluency over time.	
5	Evidence of regular and/or planned writing opportunities, allowing students to develop ideas and show independent understanding in the form of written sentences.	
6	Key terminology is used, reinforced and applied in an accurate context and glossaries are used to build a bank of subject specific terminology.	
7	Evidence that students are frequently provided with appropriate levels of support during guided practice. Models of excellence worked examples and scaffolds / checklists are fully engaged with and have a direct impact on the quality of student performance.	
8	Evidence of purposeful self and/or peer assessment which is precise and has a positive impact on student performance. This is evident in response to both retrieval activities and extended examples of student work.	
9	There is evidence of students reflecting and improving work through "Feedback and Improvement" opportunities. Students are given opportunities to revisit and improve against feedback targets over time.	
10	Formative and summative assessments are marked in accordance with the school's marking policy, including tracking of student progress and personalised written comments by teachers for summative assessments.	
11	Students are committed to improving their standards of spelling, punctuation and grammar. A minimum of one piece of work per term is provided with specific feedback and guidance in relation to SPaG.	
12	Expectations around student homework are modelled and homework is frequently set and evident, to a high quality of completion, in an appropriate place in student exercise books, folders or portfolios.	
13	Students routinely demonstrate pride in their work, with excellent presentation evident.	
Strengths		
Things to Consider		

☐ Share excellent practice

☐ Further Support required

Focus of Lesson Visit

Curriculum		Evident through...
1	The sequence of learning is delivered in a purposeful and ambitious manner and there is no lost learning time.	
2	There is a logical sequence to the lesson, which aligns with the departmental curriculum statement of intent and helps learning progress in manageable and appropriate steps.	
3	Teachers use their subject expertise, knowledge and practical skills to provide opportunities for guided and independent practice and articulate clearly the steps students need to take to provide a successful response.	
4	Assessment (including retrieval activities, whole class checking and verbal feedback) provides relevant, clear and helpful information about the current skills and knowledge of learners.	
5	The lesson affords students the opportunity to reflect on the knowledge and skills they have acquired and demonstrate them independently.	
Teaching		
6	The teacher involves all students in the lesson through effective questioning techniques and whole class checking of understanding.	
7	The teacher delivers subject knowledge with clarity in explanation, enabling students to demonstrate an understanding of key concepts.	
8	A range of strategies including modelling, scaffolding and worked examples are used effectively to support all students in developing their understanding.	
9	There is clear evidence of students being given opportunities to retrieve prior knowledge so learning can be embedded.	
10	Teachers circulate the classroom and monitor the progress of students, providing feedback to improve student performance.	
11	Teaching Assistants are used effectively to support student learning.	
12	Teachers demonstrate and insist on high standards of verbal and written English from all students.	
Behaviour		
13	Routines for learning are clearly embedded and there is a positive climate for learning linked to praise and rewards.	
14	A safe and stimulating classroom environment is created because of consistent application of school procedures.	
Strengths		
Things to Consider		

Appendix 4 - Feedback and assessment policy excerpts

1. Policy aims

This policy applies to all students and staff; it serves to provide a common framework for assessment and feedback so that All Saints' students understand the strengths in the work they produce; their areas for development and the actions required in order to make excellent levels of progress. It is also mindful of teacher workload and the frequency of minimum expected feedback has been reduced in order to provide students with sufficient guidance on their work, whilst supporting staff well-being.

2. Assessments

Students should be assessed at different intervals across the academic year so that both they, and their teachers, have a clear understanding about current levels of progress. The **minimum** expectations regarding the **regularity** of assessments, which will require feedback from class teachers, should meet the following expectations:

	Term 1	Term 2	Term 3
Key Stage 5	<p>For Year 13, there should be two summative assessments, which are graded, with a personalised written or typed WWW and EBI comment from the teacher. One should be the November mock exams, where appropriate, and one must take place in half-term one.</p> <p>For Year 12, one teacher marked formative assessment within term one.</p>	<p>For Year 13 one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.</p> <p>For Year 12, there should be one summative assessment.</p> <p>Year 12 have examinations and Year 13 have mock examination in Term 2, which would in most cases provide summative assessment feedback. However, NEA / Coursework may also contribute to the suite of assessed work, if appropriate.</p>	<p>For Year 13, there should be one teacher-marked formative or summative assessment within term 3 and this should be completed in half term five.</p> <p>For Year 12, there should be one summative assessment. The summative assessment can be the Year 12 Mock.</p>
In terms two or three, Year 12 students should also complete formative assessments which should be marked through self or peer assessment.			
Key Stage 4	<p>For Years 9 and 10, one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.</p> <p>For Year 11, there should be two summative assessments (one can be the November mock exams) and one must take place in half-term one.</p>	<p>For Years 9 to 11, one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.</p>	<p>For Years 9 and 10, one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.</p>
Key Stage 3 (Year 7-8)	<p>One summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.</p>	<p>One summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.</p>	<p>One summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.</p>

Formative assessment at Key Stages 3 and 4	<p>Students in Year 7 to 10 will receive teacher-led written feedback using approaches including whole class feedback sheets or code marking to a minimum of one formatively assessed piece during an academic year. This could take place in term 1, 2 or 3, depending on where it best supports the progression of students. This assessment will be identified on the assessment calendar for each individual subject.</p> <p>Formative assessment takes place frequently in each subject and may take the form of verbal feedback, whole class feedback sheets, sample marking or peer/self-assessment, but teachers will only be expected to provide written / typed feedback to students on a minimum of one formatively assessed piece.</p>
It will be at the discretion of the Curriculum Leader (or Senior Line Manager, where appropriate) to allocate the tasks above, taking into consideration the frequency of teacher contact time with particular groups.	
Formative assessment: This can be completed through different methods including whole class feedback sheets (including feedback actions relevant to the individual student), code marking and annotations on student work. Where indicated in the grids above, students must be provided with written or typed feedback by the teacher for a minimum of one formatively assessed piece. This can be agreed upon by the SLM, CL and teaching staff to best meet the needs of the staff and students. Feedback must always be actionable, and a student response should be evident. If code marking is used, students must have a copy of the target codes and feedback should clearly identify where students should improve their work within the assessed piece.	
Summative assessment: Summative assessment feedback should consist of personalised written or typed WWW and EBI comments from the teacher. These pieces need to be graded, and those grades communicated to students. The teacher may return the summative assessment feedback in a staggered fashion, encouraging the student to engage with the information provided by the teacher through marginal and/or closing WWW and EBI comments and then in a subsequent lesson, provide the relevant grading. If using whole class feedback sheets, code marking or other means for summative assessment feedback, it is imperative that the teacher has provided <u>personalised</u> WWW and EBI comments for each student and identified in the body of work where the specific actions for improvement need to be taken.	
NEA / Coursework: If a subject is using NEA/ Coursework as one of their formative or summative assessment pieces in Year 9 or 10, this policy states that students should have had the opportunity to action feedback in response to teacher comments and therefore this should be explicit in the assessment process. Curriculum Leaders should also consider exam board stipulations regarding the nature of feedback in these assessments to ensure the pieces are being administered correctly.	
Student response: Following all summative assessments, it is expected that all students are given time in class to respond to their individualised teacher feedback. Student response can involve refining or re-drafting responses or attempting further practice questions. It is also expected that the student response to formative and summative assessment should be evidenced in their books or folders in green pen, surrounded by a yellow highlighter box. Students should be provided with specific time to do this on the curriculum statement of intent, and this should be as close to the time of the completion of the assessment as possible.	
Grading: All graded work should be recorded on Go 4 Schools. Teachers are encouraged to include relevant formative assessments, if graded, on Go 4 Schools, to increase the body of evidence available to assess student performance.	
Log of Progress: Every student should have a log of their assessment grades on the front or inside cover of their exercise book or folder. This should clearly indicate the progress a student is making in relation to their target grade and the improvement targets provided by their teacher after formative and summative assessment, to allow students to return to their targets and show evidence of reflection and improvement over time. When a student starts a new exercise book, they are to take the assessment tracker from their old book and transfer it to their new book so an ongoing chronology of student feedback and response can be maintained.	

3. Assessment calendars:

- Each department has produced an assessment calendar to outline the format of both formative and summative assessments across the academic year.
- The assessment calendars can be found on the school website under the 'Subjects' section under the Curriculum heading.
- Assessment calendars outline where formative and summative assessments occur and the approach to assessment in each subject. The weeks where student work will be moderated and standardised to ensure consistency and quality in departmental assessment procedures, are also clearly labelled on the calendar.

- The frequency of summative and formative assessments shown on the calendar, match the whole school expectations on the frequency of assessment outlined in section 2 of this policy.

5. Feedback and Improvement:

- Students will keep track of formative and summative feedback targets in the front of their books. Students will be encouraged to reflect on teacher and peer assessed targets and show evidence of improvements actioned as a result of the feedback.
- Departmental statements of intent should have time allocated to lessons which will allow students to respond to feedback. Where students complete work of this nature, it should be clearly titled with the following information: 'Feedback and Improvement.'
- Students' attempts at addressing their EBIs will be written in green. During the feedback lesson, or when the teacher is next marking, they will visually check the "green pen work" but only need to comment on it if they feel it is appropriate.
- Pupils are expected to respond in writing, or in a domain specific format for practical subjects, in response to the guidance given by teachers and this should happen each time they are given teacher feedback; in written work, this should be clearly marked with a yellow highlighter box surrounding the green pen work.
- Improvement marking should be supplemented with peer and self- assessment. Given the knowledge curriculum within the school and the fact that most lessons should feature a form of retrieval on All Saints' Absolutes or prior knowledge, it would be entirely appropriate to see a high concentration of self/ peer assessment via green pen as students mark/ edit any misconceptions within their work.

6. SPAG/ Literacy

5% of all assessments in Key Stage 3 and Key Stage 4 must be awarded for SPAG (to reflect the assessment criteria of all GCSE examinations). All departments should be actively incorporating proof-reading time into their assessments, to ensure that students have read through and corrected any initial errors before work is submitted. Where it is evident that students have not taken time to check through their work before submission, teachers will return the work without providing any form of feedback until the student has appropriately reviewed the quality of their work.

It is the responsibility of all staff to help students to improve their literacy; All Saints' wants to produce eloquent and highly literate students and to do this, we all must work together to support accurate verbal and written literacy. When providing feedback on work, staff should use the school's literacy policy including the use of five codes.

Marking Abbreviation	Explanation	Formatting
NP or //	Use new paragraph	In the body of the text.
CL	Capitalisation incorrectly used	Circle error and/or place CL in margin.
P	Punctuation needed/incorrect	Circle error and/or place P in margin.
SP	Spelling error	Underline and/or place SP in margin.
? / EXP	Unclear expression	Wavy line underneath unclear expression and/or? in margin.
V	Vocabulary error or needs improving	Circle the word and/or place V next to the word or in the margin

All students should be informed about the meaning of the codes and have easy access to them. It is expected that at least the termly summative assessments receive teacher feedback on the accuracy of spelling, punctuation and grammar using the codes outlined above.

7. Expectations on the standards of student work

- Written work should be presented neatly with dates and titles underlined.
- Homework should be located in the back of student exercise books and should be clearly labelled 'H/W'.
- Graffiti will not be accepted and any work which has been defaced, will be removed from the exercise book. Students will then be made to re-complete the work.
- Where work is of an unsatisfactory standard, including from a literacy viewpoint, rewriting an improved piece is an acceptable strategy to help students make progress and raise standards.
- There should be no loose sheets in a student's book.
- Students' work must be legible, where this is not the case, students must re-complete work.
- If any improvement work is not completed by the deadline set by the class teacher, students will be given an after-school detention to ensure it is completed.

Exercise book and assessment routines

- 3 summative and 1 formative assessment (teacher-led feedback) for most year groups.
- Summative assessments should have personalised written / typed comments, even if using code marking or class feedback templates. Assessments should be stuck in exercise books / folders.
- Formative assessment (peer/self-assessment, verbal feedback, whole class checking etc.) should take place frequently, however only one formative assessment needs written teacher feedback.
- Assessment trackers should be on the inside front cover of books and should be transferred to new exercise books / folders through the year. Targets should be actioned and referred to within the year.
- Pupil response to feedback should be clearly identified using the title 'Feedback and improvement' and should be in green pen, surrounded by a highlighter box.
- There should be a clear departmental approach to introducing the tier 2 and tier 3 terminology specified in departmental statements of intent. This may entail glossaries or integrated definitions.

Appendix 5 - Prompts and templates to support lesson planning which reflects the principles of the All Saints' direct instruction model



ALL SAINTS' DIRECT INSTRUCTION – LESSON PLANNING PROMPTS 2025-6

PHASE	QUESTIONS TO CONSIDER WHEN PLANNING
Planning 	<ul style="list-style-type: none"> What should students learn by the end of the lesson? What is the specific knowledge, skills and understanding that students will need to develop? What does success look like for students and how will this be communicated to students? <u>How will cognitive load be reduced through the planning and support? (e.g. Are the learning steps in manageable chunks? Are models, scaffolds and / or worked examples provided? How will information be presented?)</u> <u>What will students have to think about in the lesson? Where is the ambition and challenge?</u> What are the common misconceptions that you will need to plan for? How will you check that all students have learned what you intended?
Retrieval 	<ul style="list-style-type: none"> <u>Is there a balance of short-term or longer-term retrieval?</u> How will the quality of student retrieval homework be monitored? <u>What are you looking for whilst students are completing the retrieval activity?</u> What will students be expected to do in response to any mistakes and misconceptions?
Initiate 	<ul style="list-style-type: none"> <u>Are my learning intentions clear, concise and targeted at all students?</u> Are my expectations for the lesson reasonable when considering the ability / context of the group? How will I ascertain / build on the prior knowledge of students? What is the key subject specific terminology to be introduced and how is this contextualized? <u>How will I model or exemplify what success looks like?</u>
Guided Practice 	<ul style="list-style-type: none"> What are the key features of my explanations and which resources or examples will I use to support my explanation? <u>Which questions will I ask during my explanation and are they targeted at particular students?</u> <u>How will the visualiser be used to model what a high quality response looks like?</u> How will I use the I, we, you reciprocal teaching structure to introduce students to the learning activity?
Independent Practice 	<ul style="list-style-type: none"> How are students being asked to apply their knowledge? Which resources (e.g. models, scaffolds, worked examples, checklists) will be used to help students monitor and guide their progress during the learning activity? What will students be asked to think about during the independent practice phase and how are higher-order skills such as justification, analysis and evaluation integrated? <u>Will students be expected to read anything in the lesson? How will their comprehension be examined?</u> <u>What am I looking for in student work when circulating the classroom during independent practice?</u> <u>How will the homework I set build on what has been learned in this lesson?</u>
Assess Learning 	<ul style="list-style-type: none"> <u>What are the hinge points in the lesson where I need to check whether learning has taken place? (MWB)</u> <u>How will I ensure that all learners have secured the knowledge needed to progress further?</u> What will I do if there are misconceptions evident? Which questions will I ask to check on student learning? How will I give feedback to students and what will they be expected to do with it?
Reflection 	<ul style="list-style-type: none"> Have I got the evidence (e.g. through exit tickets, checks on student progress) that students have made the intended learning gains? Which misconceptions did students have in the lesson? How will I address or re-teach problematic areas in my next lesson? Which examples of positive student work will I use to model success in future lessons? When / how will I revisit this learning in future lessons to ensure it is embedded?



ALL SAINTS' DIRECT INSTRUCTION

LESSON PLANNING PROMPTS



Lesson Phase	Prompt Questions	Time	Lesson Content
Planning 	<p>What do students need to learn and think about?</p> <p>What are the possible misconceptions to address?</p> <p>How will you break learning down into chunks?</p> <p>How will you support students and check understanding?</p>		
Retrieval 	<p>Is there a balance of short and long-term retrieval?</p> <p>What are you looking for whilst circulating the class?</p> <p>How will you check on the success rate of students?</p> <p>What might you need to reteach?</p>		
Initiate 	<p>What are the key learning objectives to share?</p> <p>How does the learning fit into a wider context?</p> <p>Which key terminology will need to be introduced?</p> <p>How will you check and build on student prior knowledge</p>		
Time for each cycle	Guided Practice <ul style="list-style-type: none"> Which diagrams, models, worked examples will you use to help explain? Which questions will I ask to check understanding? What will I model on the visualiser? 	Independent Practice <ul style="list-style-type: none"> Are the activities challenging and linked to the learning objectives? What evidence of learning am I looking for during circulation? What support will students refer to? 	Assess Learning <ul style="list-style-type: none"> How will you check that all students have grasped key ideas? How can I support the peer / self assessment process? How will students use feedback?
Cycle One			
Cycle Two			
Cycle Three			

Appendix 6 - Five practical ideas for using Teaching Assistants to support adaptive teaching

Excerpt from 'Deployment of Teaching Assistants' (2025) by the Education Endowment Foundation.

Recommendation 1

High-quality teaching and TA deployment

The best available evidence indicates that great teaching is the most important lever schools have to improve attainment and future outcomes.⁷

Ensuring every teacher is supported to deliver high quality teaching, and that every pupil has access to that teaching, is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.⁸⁻¹⁰

A key principle is that TAs should supplement—not replace—the teacher. Those pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.¹¹

To ensure TAs are deployed in a way that helps all pupils access high-quality teaching, a strategic approach to TA deployment that focuses on effective TA deployment practices both inside and outside the classroom is needed. These effective practices are detailed in recommendations one, two, and three.

Recommendation 1

This first recommendation focuses on how teachers and TAs can work together to ensure access to high-quality teaching for all pupils. For this, a strategic approach to classroom organisation that prioritises teamwork and ongoing communication between the teacher and TA is needed.

Examples of what this might look like in the classroom include:¹⁷

1. TAs working alongside the teacher to complement high-quality teaching. For example, by:

- circulating the classroom to identify pupils who may require extra help towards a specific learning goal: TAs can flag these pupils to the teacher or support them through effective scaffolding (more on scaffolding in recommendation two); or
- supervising peer reading fluency practice, or other activities where pupils learn from each other in the classroom.

2. TAs improving access to high-quality teaching for all pupils. For example, by:

- pre-teaching concepts, vocabulary, or skills before these are taught in the classroom in order to prepare pupils for learning;
- delivering carefully chosen structured interventions that link to specific learning or wider goals (more on structured interventions in recommendation three);
- observing and redirecting pupils who are off-task to engage in positive learning behaviours; or
- undertaking supportive tasks inside or outside lessons. This should free up teachers to prepare or deliver high-quality teaching to those who need additional support. Although not the most important responsibility for TAs, this could include TAs working to support adaptations to a lesson, such as by identifying a range of age-appropriate reading materials for a given topic.

3. TAs in class supervising pre-prepared learning tasks, allowing the teacher to work with specific groups of pupils. For example, by:

- dividing pupils in the classroom into two groups—as illustrated in the vignette—so the TA can supervise one group through a learning task prepared by the teacher while the teacher works with the other; or
- organising flexible grouping within a lesson where pupils are allocated temporarily to groups based on different learning goals: if appropriately prepared, TAs can support group work through, for example, promoting interactions or prompting pupils.

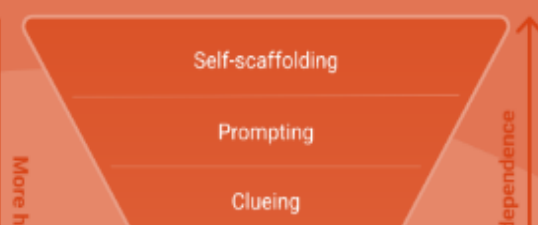
Recommendation 2

TA teaching strategies that encourage and inhibit independent learning

Avoid	Encourage
✗ Prioritising task completion	✓ Pupils to be comfortable taking risks with their learning
✗ Preventing pupils from having enough thinking and response time	✓ Providing the right amount of support at the right time
✗ 'Stereo-teaching' (repeating verbatim what the teacher says)	✓ Pupils retain responsibility for their learning
✗ High use of closed questions	✓ Use of open ended questions
✗ Over-prompting and spoon-feeding	✓ Giving the least amount of help first to support pupils' ownership of the task

Scaffolding framework for teaching assistant - pupil interactions.

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning.



It is important to provide students with worked examples, models, scaffolds and checklists to support students with self-scaffolding. The

Exit Ticket

Teacher: CHN Lesson: Y8 Geog P4 July 4th
Student: ED
L.O: Understand the cause of tsunamis

Embedded
Satisfactory
Needs Improvement

L.O: Explain why some areas are affected worse by tsunamis than others

Embedded
Satisfactory
Needs Improvement

L.O: Explain in detail the social, economic and environmental impacts of tsunamis

Embedded
Satisfactory
Needs Improvement

Teacher guidance -: I would like you to check that E D is clear on the stages of tsunami formation. He will need to understand that the distance from the epicentre of an earthquake and the wealth and preparation of a country will affect tsunami impacts. Please monitor that E D is using connectives to explain the social and economic impacts of tsunamis.

TA comment:

Strategy One – Exit tickets are a short and simple means of communicating with the TA to help them support students effectively. Exit tickets can be used to communicate the focus of support to TAs, the lesson outcomes, how the TA can support a student and gain feedback from the TA to support planning for future lessons. The TA can highlight the level of success the student had against the outcomes set and can comment on any areas that the teacher will need to revisit or reinforce in upcoming lessons.

Strategy Two – Ensure that the child who is supported by a TA receives targeted support from the teacher during the lesson.

It should not be the case that the Teaching Assistants have the sole responsibility for teaching the child they support within a lesson. Teachers, as the subject specialist, should ensure that they actively support a child with a TA by providing appropriate support, whether that be worked examples or scaffolds, by checking in with the child to ensure they have understood the steps to take and also by holding the child accountable for their learning through targeted questioning of the child and active circulation to provide verbal feedback on their progress. Vulnerable students need specific teacher guidance as much as, if not more so, than other students in the class.

Strategy Three – Flexible Grouping - Using the Teaching Assistant to monitor whole class progress whilst the teacher provides tuition to a small group needing further support.

A simple example of strategy two in action is to use 'flexible grouping'. Instead of the TA being used to explain an idea to a specific student or small group of students, the TA is used to circulate and monitor the progress of the rest of the class during an activity. If the TA has a specific success criterion to look for, a checklist to monitor student progress against or a model to compare student work against, this can support them in being an extra pair of eyes for you. In the meantime, the teacher can group together students who may not be sure on how to complete an activity, or those who may need an extra, or alternative, explanation or example to support them. Flexible grouping ensure that the most vulnerable students get targeted support from the teacher, whilst the Teaching Assistant is empowered to be an active participant in the monitoring of student progress.

Strategy Four – Providing TAs with models, worked examples or checklists to help them support students with self-scaffolding.

We want our students to become confident, independent learners. The information on the previous page clarifies the need for TAs to provide the least possible support to the student in the first instance, to allow them to consider the activity at hand and process the steps needed to reach a successful outcome. To avoid TAs having to give students the answer, by providing models, scaffolds or exemplars to the TA at the start (or before) a lesson, you are supporting the TA in being able to prompt the student by asking them to refer to the steps on an example or look at the criteria for a quality response, so the child can answer their own questions about how to get started, or what a good response looks like. The greater the clarity and precision in our resources to support students, the more the TA can act as a sounding board to prompt the student or allow the child to attempt an activity independently.

Strategy Five – Pre-teaching vocabulary.

When starting a new unit of learning, if there is a vocabulary list, share it with the child and the TA. The TA will be able to test the child on the understanding of the vocabulary and help introduce it in context, so the child has gained confidence in hearing, saying and using the words. This should result in the student being able to utilise the subject specific terminology more successfully in class. This effect is compounded if there is regular testing on the meaning of the vocabulary in the retrieval phase of the lessons and vocabulary is secured as part of self-quizzing homework.