



Longridge High School

TEACHING AND LEARNING POLICY

Longridge High School
Preston Road
Longridge
Preston
PR3 3AR

t 01772 782316

e admin@lhs.lancs.sch.uk

w www.lhs.lancs.sch.uk



THE BAY
LEARNING TRUST

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1. TEACHING AND LEARNING POLICY

The purpose of this policy is to give a clear and consistent explanation to all teaching staff of the minimum expectations when implementing the curriculum in each subject.

2. WHOLE SCHOOL CURRICULUM INTENT

It is vital that staff know and understand whole school curriculum intent. This can be viewed on the school's website.

3. SUBJECT CURRICULUM INTENT

Each of the curriculum intent statements are rooted in the whole school curriculum intent. To deliver a subject effectively, it is vital that staff know and understand their subject intents. All subject intents can be viewed on the school's website.

Staff should be clear about how the following has been planned for, in the subject(s) taught:

- The **core knowledge** that is required to be taught
- The key **skills** that need to be developed and how this will be done
- Why the curriculum is **sequenced** in the way it is
- How the sequence, **component knowledge** and **skills** lead to progression for pupils
- How the curriculum implementation is **adapted** to support full access for pupils with SEND
- How pupils are supported to develop their **reading** within curriculum areas
- How and when pupils will be **assessed**

Curriculum Leaders will support all teaching staff to develop a clear understanding of the above. An understanding of the curriculum for all year groups is required, even if teachers do not deliver to all year groups. It is vital however that any member of staff who is unclear about any element of the subject curriculum intent speaks with the relevant Curriculum Leaders.

4. PLANNED CURRICULUM

Curriculum Leaders will provide planned curriculums and supporting resources. All teachers must follow the planned curriculum without deviating from it unless instructed to do so by their Curriculum Leader. This is to ensure a consistent experience for all pupils within across the curriculum. Timings should be in line with the planned curriculum. However, we appreciate that, at times, some minor changes may need to be made to address any misconceptions or gaps in knowledge. If timing changes are implemented, it is the class teacher's responsibility to discuss these with the Curriculum Leaders along with the rationale.

It is the responsibility for each member of staff to implement the intended curriculum for the given subject. If there are any aspects of the intent and required implementation that teaching staff are not clear about, it is their responsibility to clarify their understanding with the Curriculum Leaders in a timely manner. The above applies for both KS3 and KS4 planned curriculums.

5. EFFECTIVE USE OF ASSESSMENT TO SUPPORT LEARNING

All of our teaching practices described in the Implementation of the Curriculum policy are rooted in academic research. Our assessment strategies are based on Barak Rosenshine's Principles of Instruction.

1. Daily review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

The 'Teach' phase:

As teachers we are the experts in the room and it is our role to teach the required knowledge to our pupils and support them to learn it. The definition of learning is; "any relatively permanent change in behaviour [knowledge and skill] that occurs as a result of experience or practice" (Weiss, 1990).

Tom Sherrington writes, '...more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps'

(Tom Sherrington, 2019)

One of greatest challenges as teachers is to overcome the 'curse of knowledge'. As experts we often assume those we are talking to have a level of knowledge similar to us.

Rosenshine's second principle of instruction is to present new material in small steps. It is our role to identify the small steps that we are going to teach from our intended curriculum. The content and challenge of our curriculum cannot be compromised, but our small steps have to be manageable ones to avoid any cognitive overload for those we are teaching. As teachers we decide the most appropriate way to deliver new content.

'...more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps... Clearly the implication here is that teachers need to invest time in analysing their curriculum material to see how it can be broken down' (Tom Sherrington, 2019)

The 'Check' phase:

After teaching our new small steps, we need to 'Check for Understanding'.

'This appears to be at the centre of the whole process. For me it is the core concept in these principles. I'd suggest that Checking for Understanding is the single biggest common area for improvement in the teaching that I see'. Unsurprisingly, it's also very prominent in Doug Lemov's, *Teach Like a Champion*.

(Tom Sherrington, 2019)

We need to move away from the notion of asking, 'Do you understand?' to a mindset where we are checking, 'What have you understood?' In addition, Rosenshine gives us the challenge to ensure that we are checking the understanding of all pupils in the classroom. We have three key strategies for Checking for Understanding; these are explained in detail below. As teachers, we need to check the understanding of every pupil in the class and be confident that almost all pupils can begin the independent learning phase which we refer to as the 'Practice Phase'. We can then support those pupils who may need it on a smaller scale by further adapting the teaching.

6. Using Mini Whiteboards

- Ask a specific question of the class
- Allow them a specific (short) amount of time for them to think and write an answer on their mini whiteboard.
- When the time given has elapsed, pupils will hold up their boards.
- We assess if each individual has the correct answer or not
- We need to check if pupils have the correct answer and ask pupils to explain why or how they have arrived at that answer. This is where we can check for their depth of understanding.

No hands up 'Cold Calling'

In short, the key principles are:

- No hands up
- Pose a question to the class
- Give thinking time
- Ask an individual to answer
- If they are not able to answer, affirm their effort and maybe recognise this is a tough question and move on to another pupil.

7. 'Active circulation' of the classroom

- During times of independent practice actively circulate the room to assess which pupils are achieving well and which may need further adaptation to support them in the task.
- We may consider that a pupil who is achieving well, needs to move on to a slightly greater level of challenge.

The Practice Phase:

Once we have Checked for Understanding, we move to the phase of independent practice where pupils work on demonstrating they have secured the knowledge / skill taught in the 'Teach Phase' of the learning cycle. Active circulation of the class (see above) is now vital as we assess how pupils are progressing.

8. CLASSROOM EXPECTATIONS

These key expectations and routines support pupils and colleagues in maintaining an ambitious, consistent, and calm start and end to each lesson.

- Pupils have the right to learn
- Staff have the right to teach
- All have the right to feel safe and secure

We expect to see in all lessons:

At the beginning of every lesson:

- Pupils sit in the allocated seat according to the seating plan
- Pupils welcomed – uniform is checked
- Pupil equipment needed is put on desk and bags put away
- Equipment and resources are distributed efficiently and early
- A Do Now activity on the board for the pupils to complete
- Any lateness to lesson is challenged and minutes late recorded on Synergy.

At the end of every lesson:

- The teacher ends the lesson and informs pupils when to start packing away
- All equipment used is returned to the correct place
- Desks and chairs are tidy
- Pupils stand behind chairs and wait to be dismissed – one row or section at a time
- Outdoor coats are carried not worn
- Pupils leave after the bell and **MUST NOT** be let out before the bell.

9. PRESENTATION PROTOCOLS

At Longridge High School, staff and pupils recognise the importance of good presentation. Staff are responsible for setting high, clear and consistent expectations with how pupils present their work. If these protocols are not adhered to, staff follow it up and use the behaviour policy where appropriate.

Presentation Policy

Pen Colour: All pupil writing to be in black ink. All drawings/diagrams/ illustrations should be drawn in pencil, using a ruler. Colour to be added appropriately. Felt or gel pens are not to be used. Pupil responses to feedback (self/peer) should be written in green ink.

Date: The date should be written at the top of the page or the start of a new piece of work. It should be on the right-hand side and underlined using a ruler. In MFL, the target language will be used and in Maths and Science, a numerical date is acceptable.

Headings: Each new piece of work should have a suitable title (to match the curriculum outline/core knowledge) and should be underlined using a ruler.

Space: Pupils should not leave blank spaces unless instructed to do so by the teacher. Use up all spare sections of the paper. Write on both sides of the paper.

- Numbering: All question numbers should be inside the margin/to the left of the page.
- Mistakes: One single line to be used to cross out mistakes. No scribbling or excessive crossing out. Correction fluid should not be used in exercise books.
- Graffiti: There should be no graffiti/doodling or drawing on covers or inside exercise books.
- Handwriting: Handwriting should be as neat and as legible as possible and should always be the pupils' best effort. If this is not the case, then the piece can be redone so that an acceptable level is evident. Use the margin as a guide for writing and fill the whole line.
- Remember that, in many cases, the pupils' handwriting is the vehicle for exam responses and illegible work will hinder valuable marks/credit to be awarded.*
- Resources: All additional sheets of paper should be guillotined to size to fit neatly in books and in the correct place. There should be no loose paper/folded worksheets inside exercise books.
- End of work: Work must be ruled off at the end using a ruler.

When assessing pupil work, staff should apply the 'Feedback and Marking Policy.' This can be viewed on the School website (currently under review).

10. HOMEWORK

Homework is learning which is set to be done outside the timetabled curriculum. For homework to be successful for both pupils and teachers, it needs to:

- Have clarity, focus and purpose
- Be meaningful and relevant
- Be an integral part of the learning
- Valued by both pupils and teachers
- Have timely and specific feedback on completion
- Have tasks that aim to embed, improve, extend or apply learning
- Incorporate a transfer of learning across topics and curriculum areas
- Inspire pupils and allow for creativity, challenge and independence of learning
- Be supportive yet challenging
- Recognise and celebrate the efforts of pupils

Frequency of Homework

- KS3 (Years 7-9) English, Maths, Science, French, Geography and History will set one compulsory homework task per week and may set additional, optional extension tasks. These subjects will follow the published homework timetable. Design Technology will set voluntary challenges according to the teaching rota. Other subjects may set homework tasks and activities as appropriate. Homework should be 30-40 minutes in length.
- KS4 (Years 10 and 11) All core and option subjects will set one homework task per week according to the published homework timetable. There may be times when additional homework is set in addition to the timetable. For example, before assessments or examinations. Homework tasks should be 40 – 60 minutes in length.

Setting, recording and completion of homework:

- Homework should be set in line with the Curriculum Outlines by all teachers. Additional homework for individual classes may be set where appropriate.
- Teachers should set the homework according to the agreed homework timetable. Appropriate time and explanation should be given for pupils to record and understand the work set. This should be at a suitable point during the lesson and not at the end of the lesson as pupils are leaving/packing away.
- Teachers should record the homework to 'Assignments' on Synergy along with instructions, resources and deadlines. This should be on the same day as the work has been set in class. This will allow parents as well as pupils to see the work set.
- Teachers should clearly specify how and when the work is to be submitted/handed in.

Monitoring:

- Subject teachers should monitor the appropriate completion of homework from their pupils. They can issue their own sanctions for late or lack of completion as well as recording using Synergy points.
- It is the responsibility of the subject teacher to take appropriate action if homework in their subject is not completed. Problems may be referred to the Curriculum Leader.
- It is the responsibility of the Curriculum Leader to ensure that appropriate homework is being set and completed across the Department according to the published homework timetable. Curriculum Leaders should invoke sanctions for persistent failure to complete homework in their curriculum area.
- As part of School QA process, Curriculum Leaders will monitor the homework tasks set and completion of homework in subject areas.

Rewards and Sanctions – to be implemented across the whole school to ensure consistency and transparency.

Positive Rewards

- +3 Synergy Points – awarded for completion of homework to the expected standard/effort has been shown.
- +5 Synergy Points – awarded for extra effort or superb completion of homework.
- Praise Postcards – sent home for fabulous effort/outstanding work.

Negative Sanctions

- 0 Synergy Points Message to parents about homework missing.
- -3 Synergy Points awarded for homework not completed/missing/not up to the expected standard.
- -5 Synergy Points awarded for consistent failure to complete homework missing/not up to the expected standard.

Where there is a pattern or repeated failure to complete work. This will also allow Pastoral Leaders to monitor pupils and a pattern of noncompletion of homework across departments.

Departments may operate their own sanction procedure for non-completion of homework. When a pupil is not completing work across several subjects, this becomes a pastoral issue and Pastoral Leaders should contact home and arrange further sanctions as appropriate.

The Homework Hub

Where and when appropriate, pupils should be directed to use the facilities in school. The Homework Hub (Room 5) is a dedicated supervised workspace available at lunchtimes and after school. Pupils will be able to complete homework quietly and effectively with ICT and staff support if required.

11. ASSESSMENT

Our intent supports our vision in that the curriculum model is the assessment model and pupils will only be assessed on what they have been taught, know, and can remember.

Our ambitiously sequenced curriculum and assessment maps will ensure and assure that all pupils are taught the core and powerful knowledge they need to know and remember, building on prior learning, knowledge and understanding. This will ensure that more challenging and ambitious knowledge is taught on top of foundation components.

The KS4 Curriculum Map will ensure that all the GCSE core content and skill requirements are taught sequentially and ambitiously to all pupils in preparation for the summative exams at the end of Year 11.

In its simplest form, assessment is used to check that all pupils have acquired and remembered the core knowledge taught.

At Longridge High School, the purpose of assessment is to:

- Ensure and assure that all pupils know, learn, and understand the core knowledge they need to know and remember
- Inform teachers/leaders what pupils do and do not know and remember and allow opportunities for further instruction and effective action to be taken
- Identify gaps in core knowledge, skills and understanding through diagnostic, formative and summative assessment processes
- Provide timely, personalised interventions where gaps in knowledge and understanding are identified
- Ensure and assure that there is a productive and responsive dialogue between teacher and pupil in assessment and feedback
- Ensure and assure that the curriculum model is ambitious and challenging for all pupils and allows for reshaping and adapting if needed
- Inform other relevant stakeholders of what pupils know and do not know – parents, pupils, and governors

12. IMPLEMENTATION

Our guiding principles when implementing our assessment intent are:

- Assessment for Learning (AFL) is as important, and key to the success of, Assessment of Learning (AOL)
- Only assessing the pupils on what has been taught and learnt in the curriculum
- It is more important to correct a misconception or misunderstanding than a mistake
- Checking work away from the pupil is not the most effective form of feedback and has the least impact on pupil progress or achievement
- When pupils struggle with an assessment, we should assume the fault is with the curriculum (pupils across multiple classes struggle) or the implementation/instruction (pupils in a particular class).

Curriculum areas and teachers should use a range of diagnostic, formative and summative assessment processes throughout the taught curriculum – before, during and after.

13. ASSESSMENT PROCESSES

1. Prior to teaching (Diagnostic assessment)

Accept, understand, and use the KS2 data in Maths and English, allowing for the range and disparity of information from some foundation subjects in primary schools.

Use a range of pre-teaching data to adapt the curriculum so that all pupils can access the ambitious content. This will include KS2 data, reading and spelling ages, curriculum baseline information and data from end of unit assessments. This will also include data from previous curriculum units taught in the same or preceding academic year.

Teachers should use this information to adapt the curriculum so that opportunities for revisiting prior knowledge and recall are embedded in the learning process.

Curriculum areas will use a range of diagnostic assessments throughout the year to ensure and assure that the curriculum coverage is appropriate and tailored to meet the needs of the pupils.

2. Live checking and assessment (Formative assessment)

All curriculum areas should use a range of assessment for learning strategies to ensure and assure that pupils know and understand the core knowledge they need to know and remember in real time. These approaches will allow for immediate flexibility or adaptation of the learning based on the pupils' understanding.

Responsive teaching is key. It means being able to move back and forward; ready with extra questions, different ways to explain the same idea and ready to adjust learning. This decision to go back or forward relies on getting a good sample from your checks for understanding. Always be ready to go back if needed. It is not ok to do it, it is essential.

These should include the regular and consistent use of questioning to:

- Elicit understanding of knowledge taught and discover any misconceptions
- Delve deeper into pupils' understanding of the core and powerful knowledge taught recently and in previous learning
- Encourage and support pupils to fully express their learning in sentences
- Allow teachers to reshape the learning if needed

Checking pupils' understanding (live assessment) through:

- Mini whiteboards
- Moving around the room and giving instant and relevant individual oral and written feedback
- Identifying pupils prior to learning who may need extra support and checking on these pupils first
- Identifying next steps and following up on previous next steps/targets set
- Using the visualiser/whiteboard to identify and address misconceptions or errors, modelling effective answers, sharing pupil responses and the process of explanation/instruction
- Using knowledge quizzes/checkers at different points in the lesson to reshape the learning if needed
- Using self-assessment to allow pupils to check on their own learning and address misconceptions or gaps at the source of learning

Acknowledgement checking/feedback should:

- Be accurate rather than cursory
- Be at the point of learning and instruction to provide timely and effective feedback
- Check for accuracy of core knowledge, gaps, or misconceptions
- Check for accuracy of subject specific key vocabulary/spellings at the point of learning or instruction

Following these checks, teachers should consider:

- Teaching and learning adaptation and opportunities to revisit core knowledge missed or misunderstood
- Regular opportunities for recall of previously learnt knowledge from prior learning to ensure that core knowledge is remembered and embedded.

3. Mid unit/End of unit/end of year assessment (Summative assessment)

When planning and implementing summative assessments, Curriculum Leaders and teams should remember that:

- All pupils in KS3 and KS4 should be assessed on the same core knowledge and in the same way, whatever ability, or group.
- The assessment model clearly ‘tests’ and measures the core knowledge identified and taught, not other skills/components that may or may not have been taught.
- Revision resources and materials should be consistent across groups and prepared to meet the needs of all pupils and can be adapted to allow all pupils the opportunity to succeed.
- Assessments do not need to take place chronologically within a curriculum area; but when the pupils/group are ready and know the core knowledge needed to complete it.
- Sharing of the assessment criteria with pupils (what you want them to know, remember and apply) should be explicit and consistent across all groups during the preparation period and throughout the curriculum outline.
- Where pupils have been absent or misunderstood the core knowledge being assessed, prior actions and interventions by curriculum teachers have been implemented allowing them to access and succeed in the assessment.
- There should be a common and consistent language of assessment across all curriculum areas. At KS3 these are ‘**Secure, Developing, and Excelling**’. At KS4 GCSE targets are used as a benchmark and progress is tracked across the key stage.
- All assessments should be criterion referenced (To compare a pupil's knowledge or skills against a predetermined standard, or list of assessment goals. With criterion-referenced tests, each pupil's performance is compared directly to the standard, without considering how others perform in the assessment.)
- Quality time for recap, revisiting, revision, and feedback should be built into the KS3 Curriculum model to allow all pupils to prepare for assessments and to **reflect on and respond to feedback** and **next steps** on completion of the assessment.
- Mid/end of unit assessments evaluate the success of both the performance of the pupils and the quality of the planned curriculum.
- Pupil knowledge gaps should be consistently identified and addressed by post assessment feedback and a responsive curriculum by all teachers in all groups.
- Curriculum leaders should evaluate the efficacy of the assessment in terms of pupil performance (as groups/abilities/identified cohorts) and understanding of the core knowledge pupils need to know and the way it has been taught.
- Once evaluated, actions, amendments or adaptations should be made to any future assessment procedure and shared with the curriculum team and implemented in the next phase of the summative assessment process.

14. MEASURING 'PROGRESS' THROUGH ASSESSMENT OF THE CURRICULUM

At KS3 all pupils should be 'measured' internally and externally by the three overarching statements of progress in securing the core knowledge of the planned curriculum:

1. **Secure**
2. **Developing**
3. **Excelling**

These statements are the only indicators to be used at Key Stage 3 in describing a pupil's level of knowledge and understanding at a certain point of the curriculum journey. These terms should be used internally and externally and should form the foundation of any discussion regarding what needs to happen when gaps in knowledge or misconceptions are identified.

Their use should be consistently applied in line with school and curriculum area criteria.

They should be used to instigate conversations and inform pupils of next steps/action planning after assessment processes and for reporting to parents via the school system.

At KS4 GCSE targets are used as a benchmark and progress is tracked across the key stage.

15. CURRICULUM LITERACY MARKING POLICY

When checking and assessing the written work of pupils, all curriculum teachers should explicitly and consistently identify key literacy areas:

- Subject specific key words and spellings
- Punctuation errors – capital letters and full stops

Symbol in margin	Your teacher will....	Using your green pen, you will...
SP x3	Write the correct subject specific spelling or identify the incorrectly spelt word.	Spell the identified word correctly x3 OR find the correct spelling and write correctly x3 .
C	Circle the incorrect use/misuse of a capital letter.	Overwrite/correct the incorrect capitals.
//	Draw lines in the margin near where a paragraph should be.	Add lines in the correct place to show missing paragraphs.
P	Identify or circle places for missing full stops.	Add full stops in the correct places.