

LEARNING, TEACHING & ASSESSMENT POLICY

Dormers Wells High School

**Maths, Computing and Applied Learning
Specialist College
& Leading Edge School**

Ratified by Governors	March 2026
Review Date	March 2027
SLT Responsible	S. Marker

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1. Vision and purpose**1.1 Our learning community**

Dormers Wells High School is a learning community. As a community of learners, we have a fundamental duty to ensure everyone associated with the school sees themselves as a lifelong learner. Learning and teaching is our core focus. Exceptional teaching which promotes exceptional learning, progress and enjoyment is the key to raising standards.

1.2 Our vision for education

Our ethos "opening the door to success" and four core values embedded in our name DWHS (Determination, Wisdom, Honesty and Service) drive our intent and vision for curriculum provision and delivery.

We have a diverse curriculum which ensures that all our students receive a high-quality learning experience at all times. In confirming our commitment to the broad and balanced principles of our curriculum, we celebrate our expertise in mathematics and computing to drive excellence and innovation.

Our curriculum enables students to:

- Become confident, resilient individuals who aspire to excellence and, whilst enjoying their learning, make outstanding progress leading to high-quality qualifications
- Become responsible citizens who make a positive contribution to society including their local community and the wider international world

- Achieve high standards and make excellent progress
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills
- Be challenged and stretched to achieve their potential
- Celebrate achievements in creative arts, science, sport, technology and computing, literature, languages, and the humanities
- Understand and value the interdependence of individuals, races, religions and countries
- Prepare for adult life
- Develop self-respect, a tolerant attitude, a set of moral values and beliefs that includes respect for others
- Have a sense of adventure and purpose and an ability to deal with failure and success

1.3 Our principles

All our students have special skills, abilities and aptitudes and are entitled to access a broad, challenging and appropriate curriculum. All students are entitled to experience a variety of learning activities which enable them to exceed their expected levels of progress.

Our aim is to help students become creative and independent thinkers who are not afraid to take risks and see mistakes as opportunities for learning.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the curriculum. All staff are also learners and must strive to improve their practice through self-reflection, peer support and Continuing Professional Development (CPD). The school recognises that continued professional support, coaching and mentorship at all levels are essential to empower staff to deliver effective learning experiences.

2. Core teaching standards

2.1 Dormers 9

Learning and teaching at Dormers Wells High School is our core focus. The Dormers 9 represents the essential aspects of great learning for our students. These aspects of "Great Learning" are regularly shared with our students and our professional development focuses on them to ensure they are embedded within our practice.



High expectations – We are highly aspirational with all our students, ensuring they work and aspire to outstanding levels in their learning, extracurricular participation and future aspirations.

Active behaviour for learning – We encourage and facilitate all our students to develop both in and out of lessons outstanding positive behaviour for learning where they take responsibility for actively engaging in the learning process.

High levels of literacy – We place great focus on supporting our students to develop their literacy across the curriculum by ensuring that each student receives personalised feedback, which includes development of their oracy and written work to encourage the highest standards and accurate use of tier 2 and tier 3 vocabulary.

A positive growth mindset – We develop a positive growth mindset with all our students so that they become resilient learners and can face challenges with confidence.

Well-planned learning outcomes – We always share our challenging learning outcomes with our students. Throughout the lesson, students' progress is regularly reviewed against the outcomes and teaching adapted to ensure any misconceptions are tackled to ensure progress within lessons and over time.

High levels of challenge – We ensure that all students are challenged within each lesson so that they are pushed to always excel and "better their best". The pace of our lessons is brisk to maximise student engagement and stimulate learning.

Effective questioning – We check our students' understanding throughout the lesson through rigorous questioning and encourage our students to question us.

Quality feedback – All our students receive very specific verbal and written feedback so that they can clearly identify the strengths of their learning and, very importantly, the next steps to further improve. Our students are encouraged to reflect and respond to all feedback to demonstrate their improved understanding and time is given within lessons for this to take place.

Data to drive learning – We use students' personal performance data to drive our planning and development of learning opportunities to ensure these are acutely matched to each student. All our learners (SEND, EAL, High Attainers) have access to appropriate differentiation to develop and extend their knowledge, understanding and ability to learn independently.

2.2 Exceptional Teaching & Learning: Our classroom standards

Purposeful starts and routines

- Students are greeted by the teacher at the door
- There is a calm entrance and students are seated according to the teacher's seating plan
- Students take out their diaries, current reading book, subject resources and pencil case and place them on the desk
- There is a prompt start with a 'Do now' activity (3-5 minutes, accessible to all)
- A register is taken within 10 minutes of the start of the lesson
- For any student who has to leave the classroom they must be given either the 'exit card' or a note by the teacher
- At the end of the lesson, the teacher dismisses the class one row at a time

Adaptive teaching and inclusion

- For all students on the SEN register (K or EHCP), strategies and recommendations outlined in their individual profiles will be implemented to support learning

- Seating plans support inclusion and learning
- The teacher makes reasonable adjustments and adapts resources and activities as needed
- The teacher scaffolds learning then fades support as students develop confidence
- Clear visuals are used without unnecessary clutter
- The teacher responds promptly to barriers to learning and misconceptions
- The teacher works and plans collaboratively with in-class support staff

Challenge and aspiration

- Lesson content stimulates intellectual curiosity and makes students want to learn more
- Lesson content is diverse and inspiring; students see themselves reflected in the curriculum, understand its relevance and how it can enhance their future experiences
- Department-agreed high-quality resources are used that challenge all students
- Students are questioned and probed for deeper critical thinking (e.g. using the Teacher Talk Tactics) and given enough wait time to generate ideas
- The teacher will regularly circulate to monitor learning

High-quality talk: Our oracy routine

Our students deserve to be able to express their own ideas and grow up to have a critical voice and influence change in the world.

In every explanation and questioning moment, we follow this routine: ? Question → ⌚ 5 seconds think time → 👤 20 seconds pair/trio discussion → ☑ Teacher checks learning (cold-call & probe)

The school's agreed guidelines for discussion are used. Students:

- Turn to face the person they are speaking or listening to
- Listen actively, only focusing on what the speaker is saying
- Respect each other's viewpoints, helping to build each other's confidence
- Use Student Talk Tactics to explore ideas and develop curiosity
- Challenge each other's ideas and are ready to change their minds
- Invite others into discussions, valuing every voice

Teachers will:

- Use short 'turn and talk' discussions with peers as a regular feature of learning
- Pose authentic questions that genuinely ask the students what they think
- Use Teacher Talk Tactics to support checking of learning, student participation and critical thinking
- Speak concisely, prioritising economy of language: fewer words that lead to greater clarity
- Use Nesting / Pair / Trio / Group symbols in slides to communicate expectations
- Use school-wide oracy strategies to introduce concepts and support consolidation of learning (e.g. slides for introducing vocabulary).

Activating prior learning

- 'Do now' activity checks and supports consolidation of prior learning
- There is a prompt and meaningful transition between the 'do now' and the next stage of the lesson
- Previous content is interleaved at appropriate times (e.g. from prep learning)

Explicit instruction and modelling

- New material is chunked into manageable steps
- Key vocabulary for the lesson is taught explicitly

- The teacher explanation is carefully planned to maximise learning (e.g. using suitable analogies, creating a memorable narrative)
- Visual information is chosen carefully to support learning (e.g. using dual coding)
- Slides do not contain unnecessary detail since this impacts on students' cognitive load and working memory
- Teachers model clear examples to students to scaffold instruction, for example by using *I do / We do / You do*, using the visualiser or board
- Differentiate by pitching to the top of the group, while breaking content down enough to support all students

Independent practice

- Students are regularly given structured opportunities for independent practice, with appropriate scaffolding and guidance where needed
- Students are supported in developing their metacognition and self-regulation (e.g. self-assessment, revision strategies)
- Students have regular opportunities to use new vocabulary in context, both verbally and written
- Students have frequent opportunities for retrieval practice for mastery

Checking learning and providing feedback

- Frequent quick 'turn and talk' discussions ensure that all students have opportunities to answer questions throughout the lesson
- A range of students are 'cold-called' to check learning throughout the lesson, i.e. the teacher poses the question, pauses, then calls the student's name
- Where 'hands up' approaches are used, it forms part of a deliberate strategy (e.g. to invite new ideas) rather than a method for checking understanding
- Misconceptions are promptly addressed by the teacher, who then follows up by re-checking understanding
- Students receive feedback to enhance their learning and long-term progress (verbal and/or written)
- Exercise books or folders are marked in line with the curriculum area's assessment policy and literacy is marked in line with the DWHS literacy marking codes

Positive climate for learning

- A culture of respect between students and between staff and students is maintained at all times
- The teacher ensures that students are rewarded where appropriate using verbal praise, achievement and house points
- Where behaviour for learning is not as expected, the teacher will use their professional judgement and follow the school's Behaviour for Learning and Inclusion Policy

3. Curriculum and Assessment

3.1 Curriculum intent

Our curriculum is ambitious, inclusive and coherently sequenced to ensure that all students, including those who are disadvantaged or have SEND, gain the powerful knowledge, disciplinary understanding and cultural capital they need to succeed in further education, employment and life. It is broad and balanced, meeting and extending beyond National Curriculum requirements, with carefully planned progression from Year 7 to Year 11 so that knowledge is built cumulatively and retained over time. We place particular emphasis on literacy, numeracy, oracy and digital fluency, drawing on our strengths in mathematics and computing to promote precision, logical thinking and innovation across subjects.

Teaching is characterised by:

- High expectations for all learners
- Explicit instruction and secure subject expertise
- Adaptive teaching to ensure access and challenge
- Strategic retrieval and deliberate practice to strengthen long-term memory
- Skilled questioning and responsive assessment to address misconceptions

The impact of our curriculum is seen in:

- Secure knowledge retained over time
- Strong qualifications that enable ambitious next steps
- Students who are resilient, thoughtful and responsible citizens, equipped to thrive in modern Britain.

3.2 Assessment Principles

- Assessment should be formative and used to inform learning
- Assessment for Learning strategies should be used for all students
- Home learning must be planned, clear and meaningful
- Effective assessment and marking of work are fundamental to successful learning and teaching
- All assessment information should be used formatively to inform next steps in teaching and learning

3.3 Feedback and Marking

The school recognises the importance of different forms of feedback to promote learning. All feedback (verbal and written) should contribute to the learning process and provide students with positive and constructive feedback.

Types of feedback:

Acknowledgement marking – This checks that work is completed and obvious mistakes are corrected. This includes students' notes where appropriate to ensure that key learning points have been written down accurately.

Deep marking – This is used on key pieces of work and acknowledges that awarding grades/levels alone does not raise standards.

Formative comments should:

- Highlight achievement
- Be diagnostic
- Indicate how improvement can be achieved, usually consisting of one or two targets
- Be subject specific
- Encourage and support the student in a constructive way
- It can be in the form of WWW (What Went Well) and EBI (Even Better If)

The EBI can be a subject specific question that challenges the student even further or probes their understanding. Example: *What would happen if you increased the temperature of the acid?*

Peer marking and self-assessment – This informs the student of their learning progress (formative).

Verbal feedback – This is used continuously in lessons as part of the formative assessment process (but does not replace deep marking which must be evident in all students' work as per department marking policies).

The importance of feedback:

- Feeding back on students' work in all subjects is regarded as a regular means of communication with students about their individual progress
- This communication will be in a form which is clearly understood by the individual student and their families
- The feedback on progress informs the next step in the learner's learning
- Feedback directly assists the progress of the learner. An easily identified consequence of this formative feedback is evidence of the student responding by, for example, redrafting their work to improve it, correcting spellings, or responding to a further question. These responses will be completed in green pen which all learners should have as part of their school equipment
- Regular opportunities should be planned by the teacher to allow students specific time to respond to the written/verbal feedback they have received (DIRT - Directed Improvement Reflection Time)
- Feedback need not be just from the class teacher: other teachers, support staff and especially other students and the students themselves are to be encouraged to be part of the feedback process such as via peer assessment

3.4 Using data to drive learning

- Teachers must be aware of other factors, such as SEN, EAL and Higher Attainers needs as well as any social and emotional influences that may affect learning
- Teachers must actively engage and plan using the relevant data (for example, reading ages, KS2 data, SEN profiles / EAL levels, FFT Target grades) and use this to inform planning and monitor progress
- Curriculum Leaders must monitor and track the progress of individuals and groups of students against relevant data
- An accurate record of marks and grades must be recorded within Go4 Schools in line with Curriculum Areas' and school's policies

4. Literacy across the curriculum

4.1 Enhancing high levels of literacy

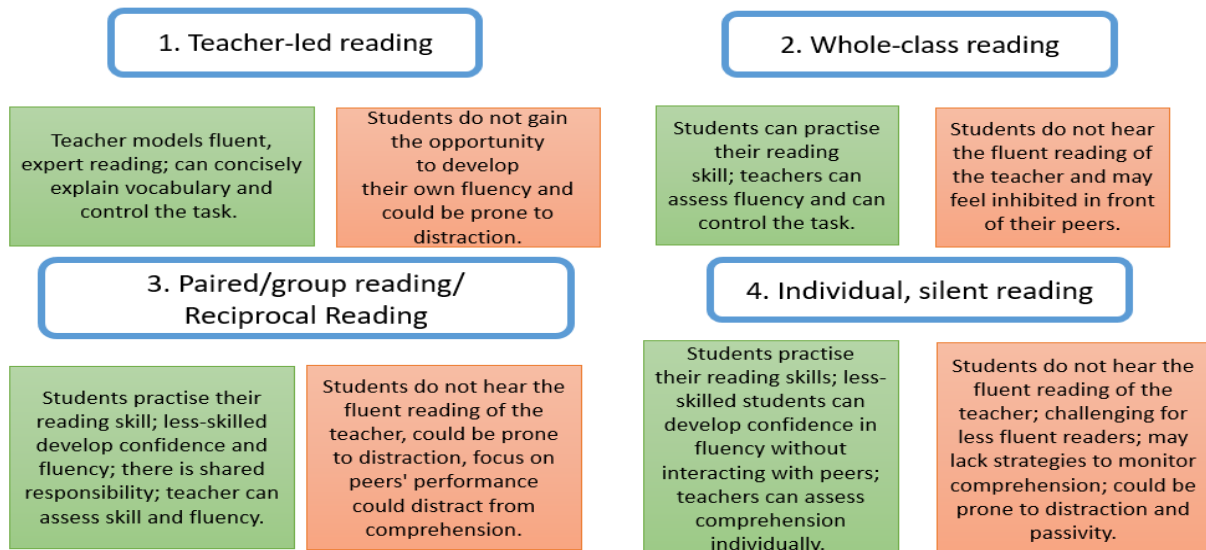
- The teacher will provide explicit vocabulary instruction to help students use and access academic language. Vocabulary will be used in context as much as possible and individual key words will be taught in a way that prioritises vocabulary depth over breadth. Students will be encouraged to refer to glossaries, knowledge organisers, dictionaries or other resources provided by the department to support their understanding and application of key vocabulary
- The teacher will use the reading strategies from the school's 'four-pronged' approach that the department has agreed on when approaching all reading texts. The weakest readers will be given opportunities to read aloud as often as possible. The reading text will have an appropriate level of challenge for the group
- The teacher will follow the school's expectations for high-quality talk, including implementing the strategies relating to Voice 21. Teachers will ensure that students 'Say it like a Scholar' and that teachers model what effective talk sounds like

- High-quality writing will be modelled to students and extended writing tasks will be broken down and scaffolded as appropriate to the needs of the group. Reading and writing instruction should be combined
- Marking of exercise books will support students' literacy and use the school's Literacy Marking Codes
- The teacher will encourage subject-related wider reading, ensuring students are aware of where and how to access any recommended texts
- All staff must provide specific feedback to students that will help them to improve their use of Literacy across all subjects. The use of Standard English (grammar and spelling) both in the written and spoken form must be continuously addressed

4.2 Our Approach to Reading

The academic reading students undertake in school is typically more complex than other forms and requires substantial background knowledge and reading skill. Each curriculum area should develop a common language for reading instruction and deploy a range of appropriate reading strategies when encountering challenging academic texts.

Teachers maximise all opportunities for students to read by selecting an appropriate method:



4.3 Presentation Expectations (Pride in Presentation)

The following expectations must be applied consistently:

- All work will have a date and a title
- Writing will be on the lines in the exercise book starting on the left next to the margin
- All writing will be in blue or black. Green will be used when responding to teachers' feedback. Diagrams will be drawn in pencil and labelled in pencil or pen. Different colours may be used for creation of mind maps etc
- All work will be presented neatly. If a mistake is made a neat line is put through it
- The margin will be used for question numbers/correction of spellings
- There will be no graffiti or doodling in the exercise books or their covers
- All teachers and staff working in classes must ensure that the work that is presented by students is of the highest possible standard at all times in line with our Pride in Presentation ethos

5. Developing thriving learners

Although we value both independent and collaborative learning, students must become independent learners as this is a fundamental life skill in order to thrive in school and in later life.

5.1 Metacognition and self-regulation

Metacognition and self-regulation approaches aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.

- Metacognition involves consciously planning, monitoring and evaluating your own learning
- Approaches usually focus on teaching students specific strategies to set goals, and monitor and evaluate their own academic development in relation to particular learning tasks and activities, covering all aspects of thinking from basic skills such as recall, to more complex thinking such as evaluation and synthesis
- Self-regulation also involves managing one's own motivation towards learning and the development of dispositions such as resilience and perseverance

5.2 Characteristics of independent learners

Research suggests that students become independent learners and learn more effectively when they:

- Develop self-discipline and thereby are able to make choices and decisions
- Develop confidence in all areas of curriculum
- Are encouraged to read a range of fiction, supported by the Accelerated Reader programme and DEAR time, and guided in choosing appropriate and challenging reading material
- Ask and answer questions, giving precise instructions and information, and giving and receiving clear or simple explanations, developing reasoning skills, and making predictions
- Are willing to accept challenges and to try new things
- Select and use equipment and other resources appropriately, confidently and responsibly
- Present ideas, experiences, and understanding in a variety of forms
- Read and write ideas for different observers – showing the ability to write for varied audiences, e.g. formal and informal
- Practise recall and develop good memorisation skills by being given explicit opportunities to do so e.g. via our knowledge organisers to support retrieval and recall of subject content
- Use different types of media to present information, e.g. written work, word processing, pictorial work, speaking with no visual aid with an onus on students developing their recall skills with the memorisation of key facts. This links directly to a key component within examinations that require students to be confident with the recall of considerable amounts of subject specific information
- Use AI appropriately to support their learning in line with our AI policy
- Evaluate information from a variety of books, web resources, etc., in order to learn how information can be organised and presented. This encourages students to produce better quality work on their own, or when working with others
- Evaluate and review a piece of work in discussion with other students and the teacher
- Justify their opinions with reasoned arguments

It is the responsibility of subject teachers to help students to become thriving, independent learners. Students should be encouraged to find information out and solve problems for themselves. Students should be empowered with the skills to become independent learners.

6. Sixth form

6.1 KS5 Teaching and learning expectations

To ensure that our Sixth Form students have a successful learning experience, all curriculum areas will adhere to the following standards:

- Each curriculum area must deliver a student induction to the A Level course. This includes teaching students the most effective way to take notes for the course and how to effectively revise for the subject.
- The needs of all students are met in all lessons and where gaps are identified, these are addressed in a timely manner.
- Sixth Form lessons follow the same structure as those of the rest of the school and should be in line with the expectations for exceptional T&L at DWHS.
- Each lesson begins with a knowledge retrieval task in the form of a 'Do now' activity.
- Teachers demonstrate expert knowledge of their subject and have strong pedagogical knowledge.
- Teachers are committed to continued development of both subject knowledge and pedagogy.
- Subject teaching evidence a coherently planned and sequenced curriculum which embeds subject knowledge and skills for future learning. As such, students are able to articulate how their current learning relates to the wider sequence and how topics/modules interrelate.
- Assessment should be ongoing, and formal assessments should follow the whole school assessment calendar. These assessments should effectively monitor progress and provide direct feedback. They should be a means of checking students' understanding systematically, identifying misconceptions and informing future planning.
- Teachers create environments that allow students to focus on learning and in which students are challenged and encouraged to apply wider subject conceptual knowledge and understanding.
- All curriculum areas must have exemplar pieces of A* work that can be shared with students.
- All learning aspires to high levels of literacy and vocabulary and there are opportunities for critical discussion, debate and exploration.
- Student work demonstrates progress, opportunities for extended writing and a depth of independent study beyond the classroom content. Marking is seen as an opportunity for further recommended reading/development.
- Where possible, home learning is preparatory in nature, allowing teachers and students to engage with content on a critical and conceptual level in the classroom. To support this, materials are given well in advance to help students prepare for lessons.
- Curriculum areas set engaging and challenging bridging work to support students in the transition from KS4 – KS5.
- Students read widely around their subjects and have a good understanding of the work/industry/higher education opportunities for their subjects.

6.2 KS5 Home Learning

Each subject studied will provide **five hours a week of home learning or guided learning**. The work will be relevant and appropriate to the current content studied and there is a firm requirement that students adhere to all deadlines.

Time must be spent training students how to organise and structure their books and work folders so that curriculum area expectations are clear. It is a student's responsibility to ensure that their books and work folders (if used) are organised and structured to suitably aid study and revision.

Submitted work must demonstrate the standard needed for Sixth Form study and students must take full advantage of the times allocated for learning and preparation to ensure that they are able to participate fully and effectively in lessons.

Students will be taught how to effectively and independently research and read beyond the classroom and this wider reading and study ought to inform discussion of the curriculum content, with teachers facilitating that application through extensive questioning in lessons.

7. Roles and responsibilities

7.1 Leadership Team

The Leadership Team is responsible for:

- Ensuring that all curriculum area teams' specific policies fit with the Dormers Wells High School model of teaching, learning and assessment
- Monitoring the consistent use of this policy across Dormers Wells High School
- Leading the strategic development of teaching and learning across the school
- Ensuring effective CPD opportunities are in place for all staff

7.2 Curriculum Leaders

The principal focus for all Curriculum Leaders is the development of learning and teaching within the department, constructing a well-sequenced challenging curriculum and monitoring the quality of teaching to ensure consistency across all team members.

Curriculum Leaders must:

- Ensure schemes of learning and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of schemes of learning (at all key stages) must be monitored
- Ensure their curriculum (schemes of learning and assessment tasks) is reviewed and amended as appropriate
- Regularly lead their team in moderating work against age-related expectations
- Enable regular department discussions to focus on promoting achievement and result in actions that challenge underachievement – hold team members to account via robust analysis of student data and interventions in place to overcome any underachievement
- Use appropriate actions to support students and staff in challenging underachievement
- Present findings on a termly basis via Curriculum Review and other forms of specific monitoring including data analysis for the team
- Design subject-specific marking policies based on the policy of Dormers Wells High School
- Implement the marking and feedback policy and monitor the consistent use of the policy
- Ensure that the centralised and standard system of recording and preserving marks and assessment levels on Go4Schools are moderated and accurate for each member of their team
- Lead and facilitate the sharing of good practice to improve all aspects of learning and teaching via CATD and DLTS time

7.3 Classroom teachers

All classroom teachers must:

- Ensure that class work and appropriate home learning in whatever form is marked regularly according to the curriculum area's assessment policy
- Ensure that when marking takes place any unfinished work is subsequently completed
- Ensure an accurate record of marks and grades are recorded within Go4Schools in line with the curriculum area and school's policies
- Explain the marking and assessment grading system to students

- Ensure that assessment information is displayed at moderation meetings and informs further curriculum planning
- Be aware of other factors, such as SEND, PP and HAPs' needs, as well as any social and emotional influences that may affect learning
- Actively engage and plan using the relevant data and use this to inform planning and monitor progress
- Address barriers to learning which may prevent students from achieving, such as disruptive or passive behaviour or lack of confidence
- Ensure schemes of learning are pitched to their particular class, taking account of variations in gender, ethnicity and ability
- Talk to students about their learning in order to establish reasons for any underachievement. Progress must be recognised and encouragement given
- Use appropriate sanctions when work or behaviour fails to meet an acceptable standard as per the Behaviour for Learning & Inclusion policy. Ensure parents/carers are informed. If students fail to respond to sanctions, then the Curriculum Leader must be informed. If at this stage a student continues to be of concern the Year Leader should also be involved to investigate if these issues are affecting progress across the curriculum

7.4 Year Leaders

Year Leaders must:

- Lead, monitor and support the delivery of the tailored pastoral curriculum for their year group
- Use a variety of sources of information to have an overview of achievement and progress levels within their year group
- Liaise with students, staff and parents/carers and take action to tackle underachievement where patterns can be identified for individual students across subjects
- Liaise in partnership with Curriculum Leaders to ensure effective actions are in place that are shared to maximise impact for students
- Action interventions to maintain outstanding levels of behaviour and attendance for all students within the year group
- Hold weekly assemblies which promote our school character values and create opportunities for self-reflection
- Reward and praise students' efforts/work/achievements and celebrate success within year assemblies and via our school website

7.5 Teaching & Learning Team

The Teaching & Learning team are school teaching staff who are committed to developing the Learning & Teaching within the school. They will:

- Work with colleagues across departments
- Run professional development CPD sessions during PLTS
- Contribute to our in-house coaching programme
- Be regularly observed in their teaching to support the professional development of others
- Observe and work with individual colleagues, as well as working with curriculum areas on specific focus areas for development
- Lead training and support whole-school on developing oracy classroom practice (e.g. Oracy Champions)

8. Professional development and quality assurance

8.1 Development of teaching staff

Our performance and practice is developed and supported in the following ways:

- Our coaching programme involving all teaching staff throughout the year
- Our Appraisal (Performance Development) ethos and development opportunities
- Professional Development CPD sessions on Learning and Teaching via Staff Training/PLTS (Personal Learning Teaching Sessions) working in pairs or as part of a triad
- DLTS (Department Learning Teaching Sessions)
- MLDP (Middle Leader Development Programme)
- Leadership Team meetings
- CATD (Curriculum Area Teaching Development) and Year Team training
- INSET days
- Curriculum and Year Reviews
- Feedback after lesson observations
- Working with key members of staff on specific areas for development including peer observations
- External CPD
- Specific Leadership coaching programmes for individuals and groups (e.g. Curriculum and Year Leaders / Leadership Team)
- Subject Network Meetings
- Ealing training opportunities e.g. Ealing Learning Partnership
- ECT training programme including the ECT mentor training and ITT training programme
- Induction programme for new staff
- Educare training package providing a range of online courses

8.2 Monitoring the quality of teaching & learning

Our performance is monitored in the following ways:

- Teacher's own exams analysis
- Curriculum Leader exams analysis (Sept) within exam meetings
- Curriculum and Year Reviews (lesson observations and meetings)
- ECT regular lesson observations
- Subject Reviews with external consultant
- Monitoring learning walks
- Progress Reports analysis
- Work scrutiny / book looks
- Student voice interviews
- Line management meetings
- Other activities which involve monitoring, e.g. uptake of extra-curricular activities, Options Evening, Year 6 Open Evening and parents' evenings.

8.3 Intervening in underachievement

Where monitoring of student progress identifies underachievement, there must be immediate action taken to address this. The responsibilities of teachers, Curriculum Leaders and Year Leaders in tackling underachievement are detailed in Section 6 above.

9. Related policies

The following policies should be read in conjunction with the following policies:

1. Assessment Policy
2. Marking & Feedback Policy
3. Behaviour & Inclusion Policy
4. Curriculum Policy
5. Child Protection Policy (Safeguarding)
6. Continuing Professional Development Policy
7. Gifted & Talented Policy
8. Home Learning Policy
9. Literacy Policy
10. SEND Policy
11. AI Policy

Reviews and Operation of this Policy








The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: _____ Date: _____


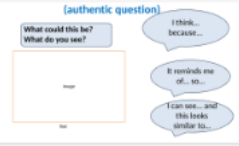
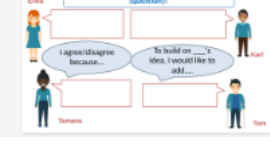


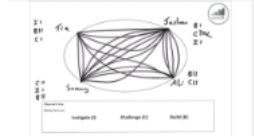
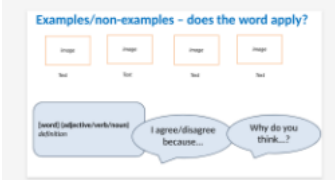


Chair of Governors: Tan Afzal

Signed: _____ Date: _____

Teaching & Learning Essentials at DWHS

Purposeful starts	Adaptive support and AfL
<ul style="list-style-type: none"> • Students are greeted at the door, calm entry • Books, diaries & reading book on desk • 3–5 min ‘Do now’ accessible to all • Register within 10 mins; rapid engagement checks <div style="text-align: center; margin-top: 20px;">  </div>	<ul style="list-style-type: none"> • Apply strategies in SEND profiles • Make reasonable adjustments & adapt resources/activities • Seating plans support inclusion • AfL to check understanding/Cold-call • Scaffold then fade; regularly circulate and provide targeted support • Clear visuals without clutter • Respond to barriers & misconceptions • Work and plan with in-class support staff • Reward effort & achievement <div style="text-align: center; margin-top: 20px;">  </div>
Oracy routine in every explanation/questioning moment	
<p>? Question → ⌚ 5s think → 👥 20s pair/trio → <input checked="" type="checkbox"/> Teacher checks learning (cold-call & probe)</p> <div style="text-align: center; margin-top: 10px;">  </div>	
Challenge for all	Instruction & modelling
<ul style="list-style-type: none"> • High-quality, department-agreed resources • Plan for prior attainment • Probe thinking • Explicit vocabulary; pitch high, break down steps <div style="text-align: center; margin-top: 20px;">  </div>	<ul style="list-style-type: none"> • I do / We do / You do • Use visualiser/board • Build on prep learning/prior learning • Chunk new material; concise teacher talk; model academic language <div style="text-align: center; margin-top: 20px;">  </div>
Oracy embedded	Reading for learning
<ul style="list-style-type: none"> • Guidelines for Discussion • Teacher Talk Tactics • Choose appropriate oracy strategies <div style="text-align: center; margin-top: 20px;">  </div>	<ul style="list-style-type: none"> • All students have opportunities to read • Choose a suitable approach: teacher-led; whole-class; pair/group; individual/silent • Use rich texts; model fluent reading • Stretch top readers; scaffold for lower readers <div style="text-align: center; margin-top: 20px;">  </div>

Bank of oracy strategies

<h3>Symbols</h3>  <p>Nest Pair Trio</p>	<h3>Authentic questions</h3> 	<h3>Concept cartoons</h3> 
<h3>Vocabulary bullseye</h3> 	<h3>Choral response</h3> 	<h3>Harkness discussion</h3> 
<h3>Examples / non-examples</h3> 	<h3>Statements – agree/disagree</h3> 	<h3>Press pause</h3> 

Guidelines for Discussion



We turn to face the person we are speaking or listening to.



We listen actively, only focusing on what the speaker is saying.



We respect others' viewpoints, helping to build their confidence.



We use Student Talk Tactics to explore ideas and develop curiosity.



We challenge each others' ideas and are ready to change our minds.



We invite others into our discussion, valuing every voice.




Our Literacy Marking Codes

Literacy errors will be indicated using the following codes

Spelling sp	Capital letter C	New paragraph //
Punctuation p	Missing word ^	Wrong word o
Grammar g	Meaning is unclear ?	