



# Nidderdale High School

A MOORLANDS LEARNING TRUST ACADEMY

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# Teaching, Learning and Feedback Policy

Author:	Assistant Headteacher
Person with overall responsibility:	Headteacher
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# Nidderdale High School Teaching, Learning and Feedback Policy

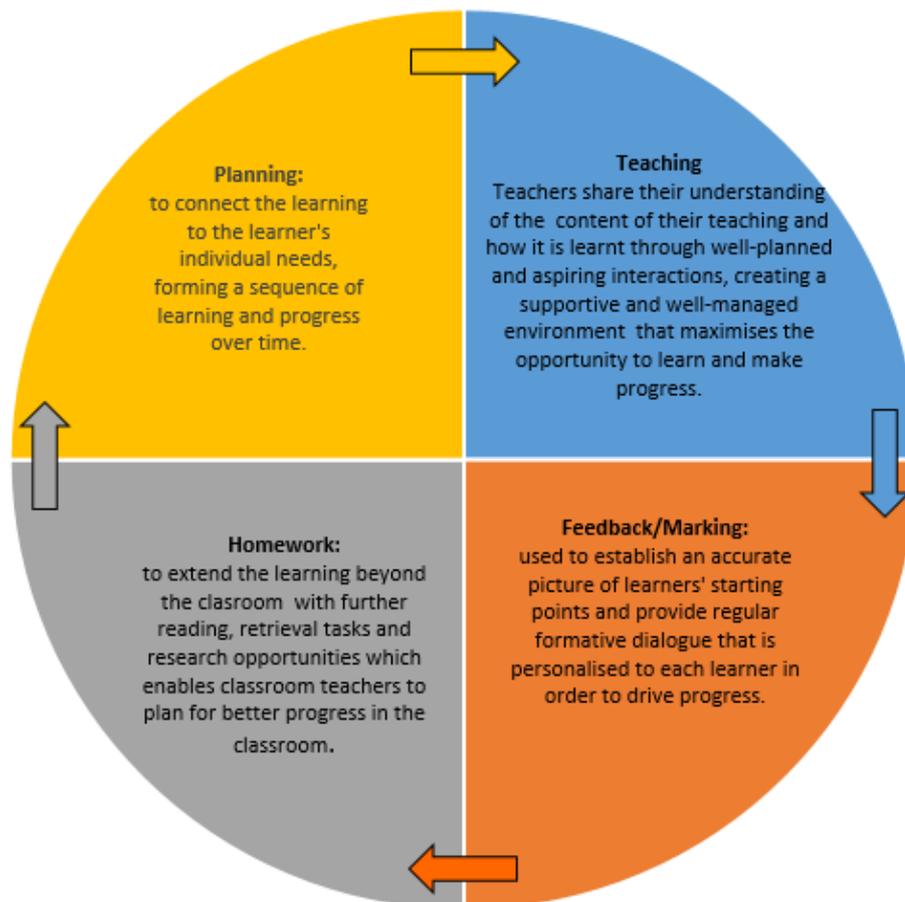
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  - 3- Rosenshine's Principles of Instruction
  - 4- EEF Feedback Guidance

## Section 1: Our Rationale

The purpose of this document is to outline the four key areas of exceptional teaching, so as to ensure a continuous focus on raising teaching and learning standards throughout the school, inspiring and motivating both staff and students. It is closely aligned with the MLT Curriculum Principles and Properties document (appendix 1) and should be used alongside the Exceptional Teaching Toolkit, (appendix 2).



## **Section 2: Feedback and Marking**

*Marking and feedback have two purposes. 1) students act on feedback to make progress over time and 2) it informs future planning and teaching.*

At Nidderdale High School feedback and marking will provide constructive feedback to every student by focusing on success and improvement needs against clear learning intentions. This will enable students to become reflective learners and help them to 'close the gap' between current and desired performance. Assessment is also a valuable tool in helping us to 'personalise' learning to ensure that instruction is matched more appropriately to individual student needs.

For feedback to be purposeful:

- Teachers must have a secure overview of the starting points, progress and context of all students.
- Feedback must be regular and proportionate to curriculum time
- Students must interact with their feedback, either through responses or directed improvement and reflection time
- There should be regular evidence of literacy marking, including the spelling of commonly misspelt words, as well as key vocabulary.

Area of Learning (AOL) curriculum plans will address how subject specific marking will be conducted. Reasonable adjustments will be made for students with learning plans.

## **Section 3: Plan**

*Planning is a process, not a product. It has one purpose, to enable high-quality delivery that meets the needs of all students.*

At Nidderdale High School we have spent a significant amount of time creating both whole school and Area Of Learning (AOL) curriculum intents and long-term plans that are carefully sequenced so as to maximise the learning opportunities for all of our students. Through our planning and use of the MLT Curriculum Principles and Properties document, (appendix 1), we are able to be clear and concise about what we want our students to learn, with the end goals in mind. We recognise that all activities, including home learning, (appendix 2), must be designed to facilitate learning that supports students in embedding powerful knowledge into their long-term memory.

### **Nidderdale High School Lesson Essentials:**

- Scaffolding should be planned and incorporated into mid and short-term plans to ensure the needs of all students and groups are met and to maximise the use of any additional adults in the room.
- Every class must have an accurate seating plan on my classroom on Arbor that outlines the class profile.
- Every teacher must have an annotated record of students' additional needs, prior attainment and pastoral notes to ensure personalised learning is at the forefront of planning decisions.
- Every topic in all AOLs/subjects should be front-loaded with a topic organiser to include an overview of the topic, and the powerful knowledge and key vocabulary for that topic also. These should be stuck into books and referred to throughout the delivery of that topic.

- Teachers should model to their classes how to complete the work set successfully. This includes demonstrating challenge opportunities to enable students to access the highest levels of attainment.
- Each lesson should have a planned starter activity for students to independently access whilst the member of staff is doing 'meet and greet' or the register. Tasks include retrieval, reading and revision.

## **Section 4: Teach**

*'teaching is a lifetime's craft. Every teacher needs to improve, not because they are not good enough, but because they can be even better.'* Dylan William

At Nidderdale High school we take great pride in our curriculum and teacher specialisms. Therefore we acknowledge and respect that teachers may teach the curriculum differently to one another.

It is expected that exceptional teaching strategies are used effectively in the majority of lessons, as outlined in the MLT Exceptional Teaching Toolkit, n (appendix 3), and Rosenshine's Principles of Instruction, (appendix 4).

### **Challenge:**

We expect our curriculum to be both inclusive and ambitious. The curriculum content should remain the same for all students, regardless of starting points, so that we expect all students to know more and remember more. (MLT Curriculum Principles and Properties).

### **Explanation:**

Teacher instruction should be planned with an awareness of cognitive overload by presenting new material in short steps. Give clear instructions and explanations, thinking aloud and modelling steps.

### **Modelling - I do (teacher):**

We always aim to teach to the top with expert instruction and modelling to support our students. Modelling supports understanding and gives concrete examples for students, particularly for more abstract concepts.

For example:

- Demonstrating a worked activity for students, using a visualiser for example;
- Thinking aloud for students to show the thought processes;
- Demonstrating that it's normal (and ok) to make a mistake;
- Including questioning around what you're modelling, e.g. why have I used that word? What word would be better to use?
- Providing model answers.
- Modelling disciplinary vocabulary to provide stretch and challenge

### **Guided Practice with scaffolding - we do (class):**

We use worked examples and other scaffolding tools, such as sentence starters, tier 2 and 3 vocabulary definitions and writing frames, so students can show their learning. Scaffolding can also include effective group discussion in the classroom.

### **Independent Deliberate Practice - you do (student):**

We give students the time to independently practice the new material so that they are able to embed the knowledge and skills into their long-term memory. At this point, scaffolding is either reduced or removed for the majority of students.

### **Responsive Teaching:**

#### **Questioning:**

We use questioning to check and extend student understanding. We frequently ask open and closed questions to all of the students in our classrooms, using what we learn to adapt and reshape our teaching within and between lessons. The teacher will use their expertise to “probe” further into student responses by asking for further detail and clarification.

We use cold calling frequently, which requires all students to think about their responses followed by targeted questioning used to support and challenge students. We also use whole class questioning through the use of mini whiteboards for example.

#### **Retrieval Practice:**

Students ability to recall powerful knowledge so that they can ‘know more and remember more’ is a whole-school priority. Retrieving this key information allows students to make links between prior and new learning and supports students in making sure remembering that powerful knowledge becomes automatic (i.e. embedding it into their long term memories). Students will have homework set on Seneca Learning to support their ability to retrieve powerful knowledge and aid revision.

#### **Effective Feedback:**

Feedback consists of many things, including written and verbal feedback, whole class marking sheets, peer and self-assessment etc. The most important element of any feedback is how students use it in order to make progress, as well as how staff use it to adapt and amend their planning and teaching.

#### **Effective feedback should:**

- be timely and frequent
- generate action (much more for the student than the teacher)
- Be specific and focused on the most important areas to improve
- Be supported by advice on how to be successful and the next steps
- Allow time for DIRT to cultivate an environment whereby students become used to redrafting their work to develop and strengthen each piece.

## **Section 5: Homework**

### **Purpose and Principles**

At Nidderdale High School we believe that homework has the ability to improve the retention of knowledge and understanding for all our students; it is an integral part of the learning process. Homework that is effectively set has the capacity to enable our students to become more confident, independent learners, enabling them to embed those big ideas that unlock learning, thus having a positive impact on their progress <sup>1</sup>. When we teach and support students’ metacognition and metalearning, we see a positive impact on student outcomes, <sup>2</sup> and the setting of homework can play a significant part in this process.

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<sup>1</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

<sup>2</sup> Jones, Andrew ‘Homework with Impact’ 2022

## We set homework in three different categories:

### Revision

- Homework for practice opportunities- Seneca Learning, retrieval tasks, quizzing, past papers
- Homework for consolidation
- Homework for retrieval
- Homework for timed essays or extended pieces of writing
- Homework for Vocabulary or key-facts learning and/or recall

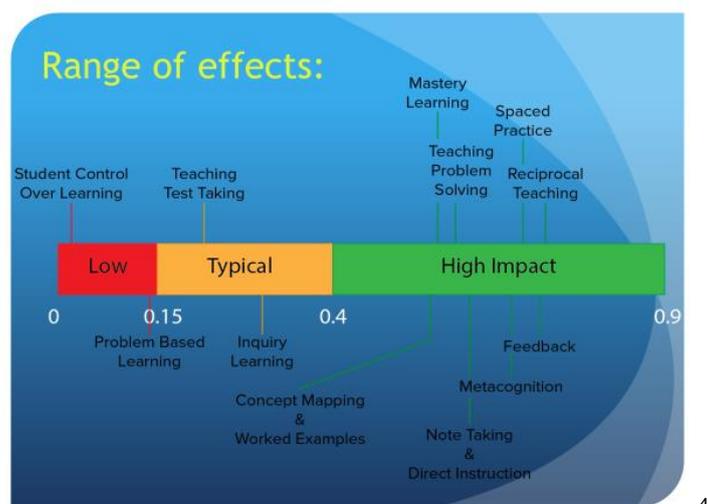
### Reading

- Homework for reading/ previewing the curriculum
- Homework for dual-coding/summarising texts
- Homework for wider reading tasks for enrichment or consolidation

### Research

- Homework for pre-reading/ previewing the curriculum.
- Homework to discover deeper knowledge and hinterland opportunities
- Homework tasks that allow students to preview or prepare for a new topic, such as key vocabulary definitions, pre-learning research, reading ahead or planning for future tasks

Research shows that homework that is specific and precise has more impact on learners than homework that is more open-ended<sup>3</sup>. Homework is most impactful when it is specifically connected to learning that has taken place in the classroom-or learning that will be taking place.



Research also suggests that the most effective homework tends to be preparation for future learning and completion of specific tasks with clear criteria for success. Research also suggests that it is effective to give students some autonomy with the task, such as giving them choices or license to be creative.<sup>5</sup>

### Implementing the Homework Policy

There is an expectation that students would receive a variety of tasks over time. It may be necessary to model and scaffold certain homework tasks, so as to ensure they are effective and accessible and so that students feel they can access them without teacher support.<sup>6</sup>

<sup>3</sup> Hattie, John 'Invisible Learning' 2009

<sup>4</sup> Sherrington, T 'Links between Homework and Student Achievement' for Teachfirst 2018

<sup>5</sup> Dabell, John 'Getting the Best out of Homework' Secondary Ed 2019

<sup>6</sup> Jones, A 'Homework with Impact' 2022

## **Checking and Marking Homework**

Checking homework is essentially like checking learning and can be done in a variety of ways, for example through targeted questioning, circulating around the room to look at homework completed, low stakes quizzing such as multiple-choice quizzes, mini whiteboards etc. Sometimes there will need to be more detailed feedback to students, which might come in the form of whole-class feedback for example.

## **Student Access**

It is important to address any difficulties students may have with barriers to their ability to complete homework. Students may have issues with accessing online homework and computer tasks at home, for example, or lack of access to a quiet space for study. If any barriers become apparent, these should be discussed with Directors of Learning and the pastoral team, who can offer alternative strategies to support students to be successful.

## **Guidance on Amount of Homework**

The EEF report on homework identifies that ‘short, focused homework tasks are more impactful at secondary level’<sup>7</sup> providing homework is set regularly. It is important that students are given at least two days to complete and hand in homework.

### **Key Stage Three**

<b>Subject</b>	<b>Frequency</b>	<b>Time</b>
English	Weekly	Approx. 20 mins
Maths		
Science		
Geography	Half-termly per subject (usually a larger project)	Approx. 6 hours
History		
MFL		
Music	Half-termly per subject (usually a larger project)	
Art		
Technology		
Food and Nutrition		

### **Key Stage Four**

<b>Subject</b>	<b>Frequency</b>	<b>Time</b>
English	Weekly	Approx. 30-45 minutes
Maths	Weekly	
Science	Weekly	
Geography	Fortnightly	
History	Fortnightly	
MFL	Fortnightly	
Art	Fortnightly	
Product Design	Fortnightly	
Food and Nutrition	Fortnightly	
Computer Science	Fortnightly	
PE	Fortnightly	

<sup>7</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

## **Section 6: Appendices**

- 1) [MLT Curriculum Design Principles and Properties.pdf](#)
- 2) [MLT Teaching and Learning KO .pdf](#)
- 3) <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>
- 4) [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf?v=1697546123](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1697546123)

