

# Teaching and Learning at Edgbarrow School

## A guide for Students, Parents and Carers

### - Introduction

The purpose of this guide is to provide students, parents/carers with a better understanding about the way in which **learning happens** in the **classroom** and how students are **assessed** in their learning. You **do not need to be an expert** in any subject to help your child to enjoy learning and do well at school, but we do believe that an increased awareness of how students are taught and assessed will help both parents/carers and students.

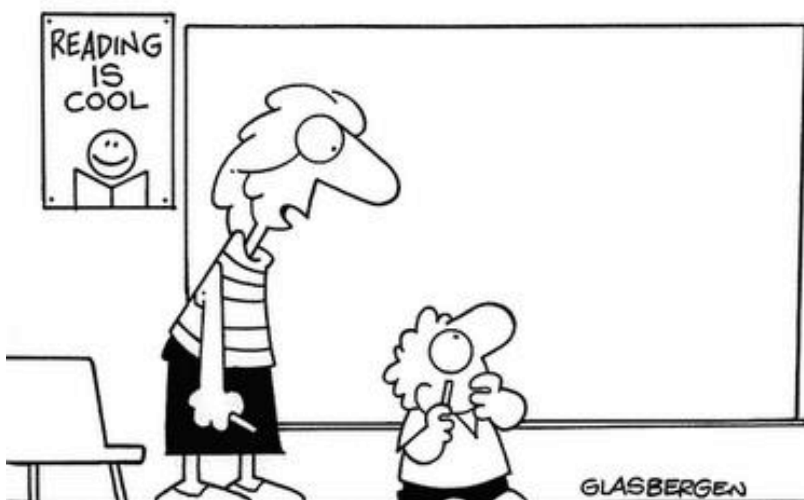
At Edgbarrow we consider that having a **positive attitude to learning is crucial**. We believe that it is not just our abilities and talents that bring us success, but how we approach our learning with either a fixed or (hopefully!) a **growth mind-set**. We believe that with the right mind-set we can motivate our students to raise their attainment and reach their goals and we don't accept that students 'can't' do something but maybe they just 'can't' do it 'yet'!

At Edgbarrow we try to foster a sense of **resilience** and **tenacity** to help students succeed in every area. **Not every student** will be aiming to achieve a Band 9 or A\* in their subjects. This is ok! Our aim is for students to make the **best possible progress** and outcomes for **themselves as individuals**.



### - Teaching and Learning

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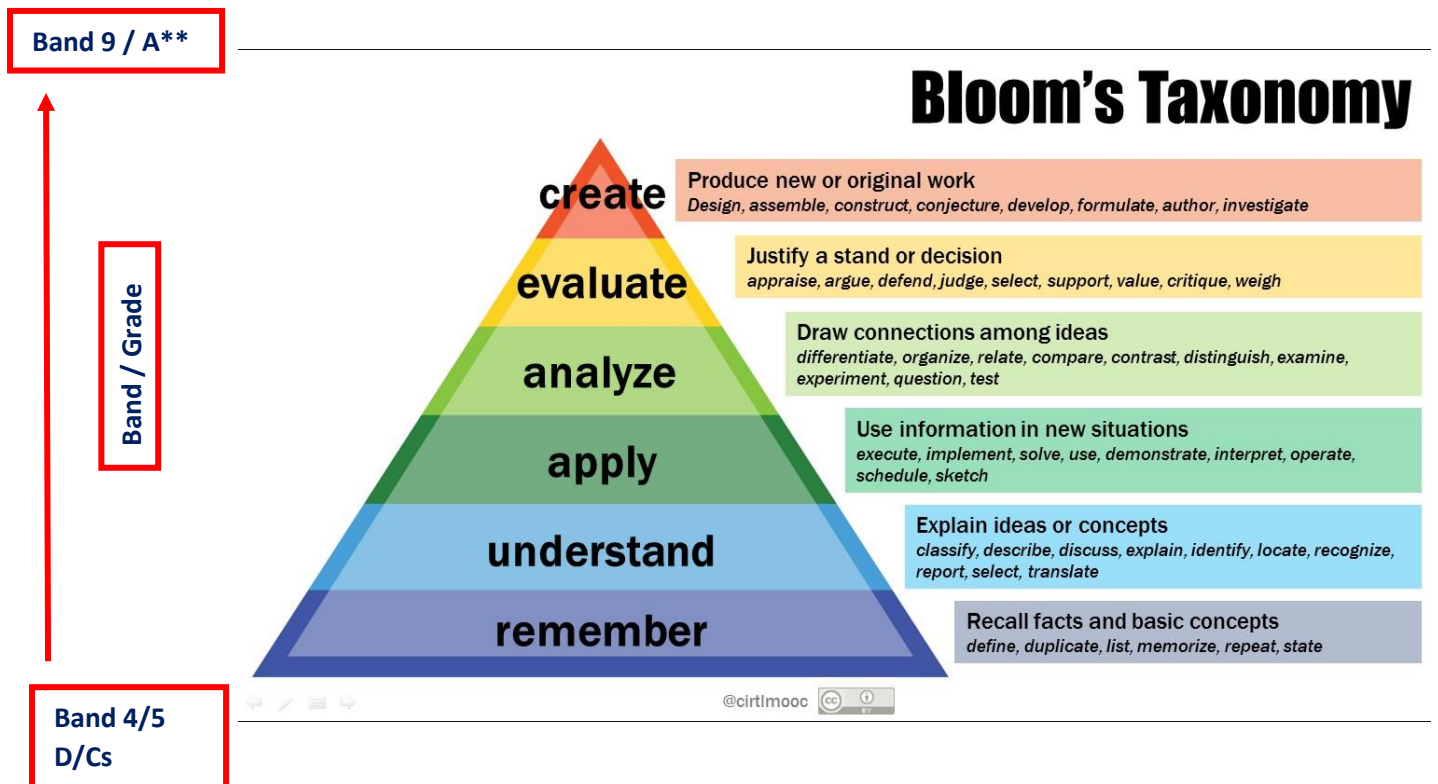
**“There aren't any icons to click. It's a chalk board.”**

As teachers it is important for us to be **flexible** in our teaching, so that all students of **different abilities** and **stages of development** can learn effectively. Therefore we **do not believe** in a 'one size fits all' lesson process. Subject areas and teachers know their curriculum and students very well and as a result, **adapt their teaching** to meet the **needs** of the students at any given time.

However, we as a school do endeavour to ensure a set of **clear principles** are used within lessons to make learning and progress as effective as it can be. These include:

<b>Clear Input from Teachers</b>	So that all students are aware of lesson aims and objectives, with clear reviews of previous learning and look forwards to future lessons
<b>Assessment for Learning</b>	So teachers can assess students' progress and understanding. This can be through formal assessments, questioning in class and the giving of feedback to students, through the marking of their work
<b>Differentiation</b>	So that all groups of students are supporting in their learning and can make the best possible progress for themselves
<b>Challenge</b>	Not only for more able students, but all students to be pushed and challenged in their learning
<b>Engagement and enjoyment in their learning</b>	So that students are fully absorbed by the lesson and the work they are completing. Where possible making the lessons fully applicable to their lives and education
<b>Reflection and Evaluation</b>	So that students are aware of their current progress and what they can do to develop their understanding further
<b>Interventions</b>	Where needed, students will be offered the appropriate support to help ensure they make the best possible progress for themselves

To simplify the learning process that takes place at Edgbarrow, **Blooms Taxonomy** of learning can be used to show the **different stages of learning**. Teaching and Learning within lessons will draw upon these areas to develop students' progress.



## - Marking and Feedback

It is important for all student to **receive feedback** on their work, so that they can understand what they have completed well and how they can **progress** in the future. Marking and feedback will take place in a **variety** of forms for students. From having their **books marked** by teachers, where comments are offered to them about their work. Feedback from **assessments** they have sat based upon their band/grade against their targets. Along with perhaps the **most effective** form of feedback which is simply a **verbal dialogue** between the teacher and student (as well as peer to peer) about how they are doing well and what they can do to improve.

Over the page is a copy of the schools **Marking and Feedback Policy**. From this, departments have their own policy which they follow, which is adapted to their own course structure and the most effective ways for students to receive feedback in that subject.



MY TEACHER IS SHY AND WITHDRAWN, BUT I'M  
SURE SHE'LL IMPROVE WITH TIME.

# Edgbarrow School

## Whole School Marking Policy



### September 2016

#### Rationale:

Marking should be effective both for students and teachers. The marking of student's work should offer feedback to students about their progress within that subject. It should also help teachers in the planning of their lessons, based on student understanding. Teachers should follow subject's own specific marking policy which is based upon school's marking policy.

#### When and how will marking be reviewed?

During lesson observations

Departmental work sampling 3 times a year: Suggested structure, but at Head of Departments discretion.

KS4 – Autumn term

KS5 – Spring term

KS3 - Summer term

With a year group sample once a year

#### How often should work be marked? (Recommended amount)

Key Stage 3	Books/Folders/or subject equivalent: Once a half-term Assessments: Once a term
Key Stage 4	Books/Folders/or subject equivalent: Twice a half-term Assessments: 3 summative assessments a year, as a minimum (including November mock)
Key Stage 5	Books/Folders/or subject equivalent: Once a half-term Assessments: 3 summative assessments a year, as a minimum (including January & Summer mock)

#### The Dos and Don'ts of Marking Students' Work

Do	Don't
<ul style="list-style-type: none"><li>- Check work to see if it's complete</li><li>- Personalise the marking</li><li>- Use Peer and Self-Assessment</li><li>- Encourage risk-taking! Useful to see students in the learning process</li><li>- Include clear targeted development points for students</li><li>- Follow up on incomplete/substandard work</li><li>- Engage in a learning dialogue with the student, this can be a variety of forms</li><li>- Use assessment tracking sheets and PLCs</li><li>- Offer verbal feedback to students regarding their progress</li></ul>	<ul style="list-style-type: none"><li>- Mark notes, copied work from the board or simple comprehension exercises</li><li>- Tidy books for students. They can do this themselves!</li><li>- Write excessively long, complex targets for students</li><li>- Engage in meaningless dialogue with the students</li></ul>

#### General expectations for Formative Assessments:

- Marked against a clear assessment criteria
- Teachers' feedback students' band with clear progression points
- Bands/Grades are recorded in students' books/folders with clear development points

## - Homework

Homework is set at the **discretion** of the class teacher and in line with department policies. Homework is **most effective** when it **consolidates** or **extends** the learning that has taken place within the classroom. At Key stage 3 students will receive homework approximately at least once a week for core subjects and once a fortnight for non-core subjects. This then increases in KS4 and 5. However, there is **no set pattern** or timetable for the setting of homework. Homework is best used when it is **appropriate** to set, depending on where students are within the curriculum. Research has shown that setting homework, simply for the need to set it, is ineffective in helping the students make process.

## - Revision

All students at Edgbarrow will sit **formal assessments** throughout the year. These can be short end of unit tests sat in class, during lesson time, end of year and mock exams, sat in the gym and main hall. Or external examination, such as GCSEs and A levels. **Revising** for these assessments is essential. Students should be encouraged to prepare for these exams so that they give themselves the best possible chance to achieve.

Below you will find a list of **ideas** and **techniques** that that will help students plan and revise effectively.

### Planning & Organising Revision

- Start your revision in good time
- Know where you learn best
- Know when you learn best
- Plan a revision timetable – and stick to it!
- Plan your revision sessions
- Past papers
- Mark allocation



### Revision Techniques

#### Study a section of your notes and then....

- Close your notes and write out the main points
- Check for accuracy
- Correct and add to notes from extra research and reading



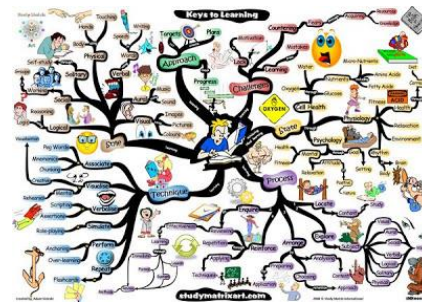
#### Learn the key words and terms by.....

- Using your notes to make a list of the important words
- Get someone to test you on the words and their meanings
- Sticking up key reminders on your bedroom wall!
- Recording onto a CD and listening back
- Reading through for a final time just before you go to sleep...



## Use Diagrams and word maps...

- ❖ Practise drawing and labelling key diagrams
- ❖ Mnemonics – make some up. For example 'Richard of York gave Battle in Vain' is used to remember the colours of the rainbow!
- ❖ Use mind maps to link key ideas and key words, record information from different topics then justify all your links



## As you revise each topic make revision cards:

- Include essential vocabulary
- Include the main concepts and facts
- Make them colourful
- Use them to prompt your memory
- Draw symbols and pictures that will remind you of key points.
- Use colour to help you remember



If you have any questions or concerns regarding the **teaching and learning** that takes place at Edgbarrow, please feel free to contact the school. In the first instance it maybe more useful to talk to the **specific subject teacher** or **Head of Department**. Alternatively you can speak to Mr G Croxon ([gcr@edgbarrowschool.co.uk](mailto:gcr@edgbarrowschool.co.uk)) or Mr D Bibby ([dbi@edgbarrowschool.co.uk](mailto:dbi@edgbarrowschool.co.uk)) who are responsible to Teaching and Learning at the school.

## - Useful Websites

**No student**, especially those at **KS4** and **KS5** should ever say they do not have any homework or revision. Even if none has been set, there still is plenty of **background reading** and **research** students can do which will help develop their understanding in lesson.

If students take time to **read over** their **classwork** from the day for just 10 minutes, along with parents and carers asking about what they learnt about in lessons, will all go a long way in helping them develop their **understanding** of the content covered.

Over the page is a list of subject specific websites and places can visit that may help students with revision and background reading.

## English:

All English lessons at KS3 start with 10 minutes silent reading. So please make sure your child always has a book available to read.

### [Kerboodle Ignite KS3](#)

English Language and Literature for KS3 and KS4 – BBC Bitesize for revision

English Literature KS5 – Poetry Archive

English Language KS5 – British Library, OED Online

## Maths:

### [MyMaths.co.uk](#)

### [Kerboodle MyMaths and AQA GCSE Maths](#)

BBC bitesize

Mr Barton maths

## Science:

### [Kerboodle](#) KS3 Activate

[www.my-gcse-science.com/](http://www.my-gcse-science.com/) for all three sciences and they follow AQA syllabus

BBC bitesize: <http://www.bbc.co.uk/education/levels/z98jnp3>

AQA website for new GCSE Trilogy syllabus and specifications (examinations from 2018 so for Year 10 onwards from 2016-17): <http://www.aqa.org.uk/subjects/science>

Past papers and mark schemes for current syllabus (examinations in 2017 for Year 11 2016/17):

<http://www.aqa.org.uk/subjects/science/gcse/additional-science-4408/past-papers-and-mark-schemes>  
and individual sciences can also be accessed on:

<http://www.aqa.org.uk/subjects/science/gcse/biology-4401/past-papers-and-mark-schemes>

<http://www.aqa.org.uk/subjects/science/gcse/physics-4403/past-papers-and-mark-schemes>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-4402/past-papers-and-mark-schemes>

## GCSE Chemistry:

Kerboodle Chemistry book and activities <https://www.kerboodle.com/users/login> (students are given own login)

Royal Society for Chemistry <http://www.rsc.org/learn-chemistry>

OCR Chemistry B course <http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-b-salters-h033-h433-from-2015/>

## A Level Biology:

Kerboodle Biology book and activities <https://www.kerboodle.com/users/login> (students are given own login)

Royal Society for Biology <https://www.rsb.org.uk/>

AQA website <http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

## A Level Physics:

Edexcel specification and A level course information:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html>

Pearson Active Learn (students are given access to on-line assessment material)

<https://www.pearsonactivelearn.com/>

Student section of the Institute of Physics website: <http://www.iop.org/education/student/index.html>

## **Geography:**

[Geographyiseverything.com](http://Geographyiseverything.com)

<http://www.s-cool.co.uk/gcse/geography>

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>

<http://www.nationalgeographic.com/>

<https://www.ordnancesurvey.co.uk/mapzone>

## **History:**

<http://www.bbc.co.uk/schools/gcsebitesize/history/>

<https://besthistorysites.net/>

<http://www.horrible-histories.co.uk/>

## **Languages:**

KS3-5

[www.languages.org.uk](http://www.languages.org.uk)

[www.wordreference.com](http://www.wordreference.com)

[www.quizlet.com](http://www.quizlet.com)

KS4-5

[www.spiegel.com](http://www.spiegel.com)

[www.studyspanish.com](http://www.studyspanish.com)

[www.aboutfrench.com](http://www.aboutfrench.com)

## **ICT and Computing:**

All years:

<https://www.microbit.co.uk/> micro:bit activities

<http://inventwithpython.com/> python programming tasks

<https://scratch.mit.edu/> scratch programming online

<http://appinventor.mit.edu/explore/front.html> programming for phone apps

KS4/KS5:

<http://www.ocr.org.uk/qualifications/by-subject/computing/> exam board webpages

<http://www.olympiad.org.uk/> programming competition – we will be entering in Dec 2016

<http://greenteapress.com/wp/think-python-2e/> programming text books (free and online) for KS4 and KS5

## **PE:**

TeachPe

Bitesize

BBC sport

## **Art and Photography:**

<https://www.nationalgallery.org.uk/>

<http://www.tate.org.uk/>

<https://www.royalacademy.org.uk/>

<https://uk.pinterest.com/>

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

<http://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design>

## **Design Technology:**

[www.technologystudent.com](http://www.technologystudent.com)

[www.mr-dt.com](http://www.mr-dt.com)

<http://www.bbc.co.uk/schools/gcsebitesize/design/>



## **RE:**

Key Stage 3 and GCSE

<http://www.bbc.co.uk/religion/religions/>

<http://www.bbc.co.uk/education/subjects/zb48q6f>

GCSE RE

<http://www.educas.co.uk/qualifications/religious-studies/gcse/>

A - Level RE

<http://www.educas.co.uk/qualifications/religious-studies/as-a-level/>

## **Music:**

<http://www.auralworkshop.com/index.htm> - good for all areas including dictation

<http://www.thirteen.org/publicarts/orchestra/orchestra03.swf> - instruments of the orchestra

<http://www.sporcle.com/games/bunnielol/gcse-musical-terms-revision> - vocabulary game - against the clock – must spell correctly

<http://www.classicfm.com/discover/music/pass-gcse-music-quiz/> - GCSE style questions

## **Drama:**

For A-Level & GCSE: <http://www.aqa.org.uk/subjects/drama>

For GCSE: <http://www.bbc.co.uk/education/subjects/zbckjxs>

For KS3: [http://www.bbc.co.uk/bitesize/ks3/english/speaking\\_listening/drama/revision/1/](http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/)

## **Business and Economics:**

[www.tutor2u.com](http://www.tutor2u.com)

[www.ft.com](http://www.ft.com)

[www.bbc.com](http://www.bbc.com)

[www.aqa.com](http://www.aqa.com)

[www.edexcel.com](http://www.edexcel.com)

<https://www.theguardian.com/uk/business>

## **All Social Science Subjects:**

Joseph Rowntree Foundation for Social Change

NACRO

### **Psychology:**

British Psychological Society

About.com Psychology

Psychology Today

PsyBlog

### **Sociology:**

Sociology Research Guide

International Sociological Association

British Sociological Association

### **Health and Social Care:**

Children's Workforce Development Council

Department of Health

Health and Care Professions Council

Healthy eating - information from the NHS

Social Care Institute for Excellence

CommunityCare.co.uk - social care information