



**SIR WILLIAM BORLASE'S  
GRAMMAR SCHOOL**

# **Curriculum, Teaching and Learning Policy**

Senior Leader Review Lead: Deputy Headteacher, Assistant Head

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*Inspire  
Empower  
Shape The Future*

## 1. Purpose

To establish a consistent, high-quality approach to teaching and learning across the school, that promotes pupil progress, fosters independence, and supports effective teaching and learning.

## 2. Statutory and Regulatory Context

- Education Act 2002: Schools must ensure a curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils.
- Teachers' Standards (DfE): Teachers must guide pupils to reflect on progress and set targets for improvement.
- Ofsted Education Inspection Framework: Effective feedback is a key indicator of quality of education.
- SEND Code of Practice (2015): Feedback must be accessible and differentiated to meet individual needs.
- Equality Act 2010: Feedback practices must not disadvantage pupils with protected characteristics.

## 3. Curriculum intent

The Borlase Curriculum provides a breadth and depth of academic learning and cultural experience to excite and extend *all* our students, including SEND learners and disadvantaged learners. It is rich in knowledge and in opportunities to develop creativity, instilling a life-long enthusiasm for learning. It is a seven year journey with each year building on the previous knowledge and skills, inspiring and empowering our students to shape the future.

### 3.1 Key Stage 3

The Borlase curriculum provides a broad and rich educational experience in the first two years of learning. We aim to introduce students to a whole range of new ideas, knowledge and skills to inspire and empower them, encouraging aspiration and enabling them to make informed choices about their next steps towards their future pathways.

In order to achieve this, all pupils study discrete lessons in creative subjects taught by specialists alongside core subjects. The curriculum comprises English Language and Literature, Mathematics, History, Geography, French and German/Spanish, Physics, Chemistry and Biology, RS with Philosophy and Ethics, Art, Drama, Dance, Music, DT including Food, Computing, Physical Education & Games and PSHE.

The creative curriculum is accessible to all students including SEND/EHCP.

To promote reading and literacy, all academic departments promote wider reading which is also included in the Tutor Programme. The English Department delivers discrete Library lessons in years 7-9. The Literacy coordinator promotes literature, organises author visits. Creative Writing and essay competitions are promoted including at House Level.

### **3.2 Key Stage 4**

The KS4 curriculum aims to provide a strong academic core to enable all students to demonstrate their command of a broad range of subjects to GCSE Level while giving them the opportunity for choice and specialism; we aim to enrich and extend students' learning across the three years, taking their education beyond the confines of the GCSE syllabus. We aim for all students to be empowered to follow their next chosen pathway.

In order to achieve this, in Key Stage 4 all pupils study 10 GCSE subjects with a core comprising English Language and Literature, Physics, Chemistry, Biology, a Modern Foreign Language, Mathematics, RS and Philosophy (not to GCSE), Physical Education; they select three further option subjects without restriction on choice.

### **3.3 Key Stage 5**

In KS5 our aim is to allow our students to specialise in the areas that excite and interest them and facilitate them to pursue their passion and aspirational pathway. We aim to develop our students as leaders with the confidence, skills and knowledge to shape their own future. At the same time we aim to educate them as future citizens of the world, opening their eyes to the world around them and understanding how they can make a positive contribution to society, whether local or global.

We achieve this by offering students a wide choice of academic curriculum enhanced by an extensive enrichment curriculum and plethora of wider opportunities.

All our students study three A level subjects and 25-40 students each year study Further Maths as a fourth subject. Some students take an AS in an MFL as a fourth subject in year 12, or a BTech in Production Arts as an additional qualification. There is a very wide range of subjects available to facilitate student choice and opportunities to specialise in areas which excite them. This supports all learners, particularly SEND learners with a specific passion and talent.

Subjects available are: Biology, Chemistry, Physics, Computing, Art, Dance, Drama, English, Economics, Business Studies, French, German, Geography, History, Music, Maths, Further Maths, Product Design, Spanish, Psychology, Sports Science, Politics, Production Arts (BTech). Students have free choice in year 12 and the timetable is built around their choices, rather than being fixed into blocks in advance.

Year 12 students are timetabled with an Extension and Enrichment programme that includes EPQ, and a weekly lecture series. They are encouraged to enter university essay competitions and take up external enrichment opportunities. A lecture programme gives

once a week widening experiences such as careers, real life experiences and inspiring speakers.

In the Sixth Form students follow an independent learning programme based upon VESPA - Vision, Effort, Systems, Practice and Attitudes to support their development as effective independent learners. All students have timetabled, silent, supervised study with guidance for consolidation and extension. This helps them develop into independent learners and bridge the gap between GCSE and University study.

Year 13 students have one hour of PSHE per week looking at finance and personal development.

These curriculum aims are underpinned by our strong school values of Aspiration, Enthusiasm, Courage, Respect, Responsibility, Integrity and Kindness,

The academic curriculum across the entire school is supported by social, moral and spiritual learning delivered through the PSHE programme, with specialist tutors and assemblies.

Each academic department considers how they address Equalities and Careers Education.

The school recognises Personal Development and Character Education as a key part of the Curriculum and offers a wide range of experiences accessible to all students.

## **4. Curriculum implementation**

### **4.1 principles and practice**

Quality first teaching & learning is at the heart of our school culture, facilitated by the following principles and practices:

- We expect and encourage students to be actively engaged in their learning and to take responsibility for it.
- Sir William Borlase's Grammar School takes a disciplinary approach to learning, because we recognise that high quality learning and teaching comes from subject-specific pedagogy and practice. This ensures that subject specialists can share their enthusiasm for their subjects using appropriate methods. As such, there is no prescribed lesson structure at a whole-school level and lesson structure should be designed and adapted to deliver the curriculum in the most effective way to the particular group of students, ensuring it is accessible to all.
- Within subject pedagogies, planning is typically informed by principles of Direct Instruction, including these key elements: purposeful sequencing, building on prior learning, clear explanation and modelling, guided practice towards independence, checking for understanding and assessment, feedback.

- This is facilitated by eight areas of practice as described in the ‘Borlase Teaching & Learning framework’ (Appendix 1). For each element, the framework establishes the relevant core national standards and provides a description of how we aspire for Borlase teachers to build on these national expectations. Our whole-school approach to quality assurance and professional development references these aspirations and we expect our teachers, as self-reflective, independent practitioners, to seek to develop and improve their skills in each of these elements:

| <b>Quality First Teaching</b> | <b>Descriptor</b>                            |
|-------------------------------|--|
| Behaviour & Relationships     | Engagement & behaviour                       |
|                               | Expectations                                 |
| Knowing the group             | Knowing the group (including SEND, EAL & PP) |
| Delivering the curriculum     | Subject knowledge & Direct Instruction       |
|                               | Questioning                                  |
|                               | Developing metacognitive strategies          |
| Marking & Feedback            | Feedback                                     |
|                               | Home learning                                |

#### **4.2 Curriculum Design**

In designing their curricula, subject teams consider the following:

- Why the curriculum is sequenced and structured as it is
- How the curriculum allows students to progress in their subject
- How the curriculum anticipates and prepares students to study new topics and concepts
- How teaching and curriculum planning is adapted for SEND and all learners
- How their subject demonstrates academic rigour, engagement and aspiration, including for disadvantaged students and those with SEND.
- How students are evaluated in their learning

#### **4.3 Schemes of Work**

- All departments have schemes of work which give clear sequential guidance to staff about the material to be covered in lessons and through home learning. This should inform lesson planning.

- All schemes of work must have progression built into them to ensure each Key Stage prepares pupils with the skills and knowledge required to start the next Key Stage.
- All schemes of work should have appropriate challenge built into them.
- Key Stage 3 and 4 Schemes of work should be detailed, covering all aspects of the course enabling all teachers in the department to cover a standardised and consistent programme, including common assessments across teaching groups.
- Key Stage 5 Schemes can be more “high level” although sufficiently detailed to ensure standardisation across teachers.
- All schemes of work leading to public examinations should be fully informed by the examination specifications, including having revision and practice papers built into them.
- Schemes of work should be reviewed under the direction of the subject leader and modified as necessary.

#### **4.4 Lesson Planning**

- Lessons should be planned as part of a sequence (as laid out in the departmental scheme of work).
- Work and tasks set should encourage creativity, stimulate and challenge all pupils.
- Teachers should take account of the specific needs of pupils, including SEND pupils, those with particular medical needs, pupils with Pupil Premium and/or FSM, and those for whom English is a second language. Lessons should be differentiated accordingly. The school has a SENDCo and a SEND team , who support subject leaders and teachers.
- Teachers should have a record, either in mark books or in electronic spreadsheets, of target grades and assessment grades/marks given throughout the year. This should provide the context of planning.
- Aspirational Target grades are initially set using National Benchmarking Data. Heads of Department may adjust these, taking into account the individual characteristics of the individual student, keeping in mind the whole school attainment goals.
- Material provided for cover lessons should consist of the appropriate level of challenge and rigour as part of the topic being studied by the class.

#### **4.5 Classroom Activity**

- Classroom strategies should be delivered thoughtfully, creating opportunities for learners to engage with their learning with enthusiasm.
- Instruction and information should be delivered clearly with appropriate modelling, so that students understand what is being asked of them, and are able to engage with the lesson.

- Activities should be designed to ensure progress in learning and opportunities to practise learning should be built into lessons and home learning.
- Verbal feedback is given regularly to individuals and classes. Pupils have time to act on verbal and written feedback in lessons.
- Lessons should be paced appropriately and allow opportunities for differentiation, including in scaffolded modelling and questioning.
- Teachers should make pupils aware of what equipment they are required to bring to lessons and should expect them to bring it and to prepare appropriately for lessons
- Pupils should be praised and encouraged when they do well.

## **4.6 Home Learning and Independent Learning**

### **4.6.1 Rationale & Context**

EEF (2019) defines homework/home learning as to tasks given to pupils by their teachers to be completed outside of usual lessons. EEF research suggests that effective homework has a number of benefits for students:

- enabling them to undertake independent learning to practice and consolidate skills
- conduct in-depth inquiry
- prepare for lessons or revise for exams, for example by explicitly teaching independent learning strategies
- The development of the skill of effective self-organisation effectively and work to set deadlines

The school believes that a good, well managed homework programme helps children and young people to develop the skills and attributes they will need for successful lifelong learning.

Homework set should:

- Be set as an assignment with deadline on Google Classroom
- Be set with enough notice to reasonably complete the work to a high standard
- As far as possible, homework should be set such that the student is able to demonstrate their own learning and not be susceptible to completion using generative AI tools.
- Provide an opportunity for students to demonstrate their independent understanding and skills.
- Arise from a well-planned Scheme of Work. It should reflect the progress being made in a topic during class and have clear links to the final outcomes of the section of work.

- Be appropriate for the age and ability of the individual. Work should be sufficiently challenging for each individual to gain satisfaction from completing it.
- Be varied in nature, both in terms of outcome (e.g. projects, essays, multimedia, research) and in terms of skills developed (e.g. knowledge consolidation, applying ideas, evaluating viewpoints)
- Homework requiring resources such as reference books or access to particular multimedia should only be set with sufficient time to allow students to complete it in school in their free time. Although the vast majority of our students have access to resources they may need at home, some do not and they should not be penalised in any way.

#### 4.6.2 Amount of homework

The school issues the following guidance to academic departments about the frequency of homework:

|            |   |
|------------|---|
| Year 7     | Approximately 20 minutes of homework per subject, per week (40 minutes in English, Maths, Science and MFL).   |
| Year 8     | Approximately 20-30 minutes of homework per subject, per week (40-60 minutes in English, Maths and Science).  |
| Year 9     | Approximately 30 minutes per subject, per week (one hour for English and Maths).  |
| Year 10-11 | Approximately one hour per subject, per week. Student independent study approaching exams periods will increase. Guidance is given through the PSHE programme.  |
| Year 12-13 | Overall, students should expect to allocate 6-8 hours of beyond-the-classroom work per week to each of their A level subjects. This comprises: <ul style="list-style-type: none"> <li>● time to consolidate and extend work in a 1:1 lesson:independent study time ratio.</li> <li>● homework tasks, exercises or assignments which will take time over and above the time dedicated to independent study.</li> </ul> |

- Individual subjects state what this will look like in their Department Homework guidance documents. This will depend on the context of the subject (including lesson frequency in the taught timetable, and type of learning).

- Teachers are therefore not required to always set homework if it is irrelevant at that point in a student's learning.
- Teachers of Year 7-10 should *not* set compulsory homework during school holidays, except in preparation for formal exams (eg Year 10 mock exams).

#### **4.6.3 Responsibilities**

Leaders should ensure that

- Homework does not create unnecessary workload for either students or teachers in particular of checking and feedback
- Monitor the impact of homework on pupil engagement, progress and attainment

Teaching staff should ensure that

- homework is set regularly where relevant and applicable
- homework assignment instructions are clear and unambiguous
- all homework is set on Google Classroom as an assignment, with a deadline
- homework set with enough notice to reasonably complete the work to a high standard (this is not normally less than two days)
- homework assignments are meaningful and demonstrably have a positive impact on student learning and progress

Teaching staff should

- Assess quality of student Homework in every 'Orders' reporting activity
- ensure barriers to completion (eg access to resources) are understood and addressed
- Where appropriate, provide high-quality feedback to improve pupil learning.
- Monitor the impact of homework on pupil engagement, progress and attainment
- Consider the workload implications of homework, in particular of checking and feedback

Form Tutors should ensure that they

- pass on concerns about a lack or an excess of homework to Heads of Key Stage

Students should ensure that they

- For Year 7 record homework assignment instructions promptly and clearly
- put effort into completing homework assignments to the best of their ability
- complete homework assignments themselves and not ask others to help with content or copy other people's work
- meet the homework deadline or gain their teacher's agreement to an extension of the deadline well in advance of the deadline itself.

Parents / carers should ensure that they

- should accept the Google Classroom invitation to view summaries of homework set (guidance to parents is once per week)
- should ensure their son/daughter has a quiet place to complete homework away from distractions.
- are encouraged to ask their son/daughter to show them their homework assignments on Google Classroom
- are encouraged to assist their son/daughter in organising homework materials
- are encouraged to help their son/daughter formulate a plan for completing homework
- might help their son/daughter interpret assignment instructions
- might proofread their son/daughter's work, pointing out errors
- might help their son/daughter brainstorm ideas for projects
- are encouraged to praise their son/daughter for completing homework by the deadline set.

#### **4.6.4 Support & Sanctions for missed homework**

- In the first instance, teachers should seek to understand any barriers to completing homework - for example, a lack of access to a quiet space or learning materials, clarity of instructions.
- Incomplete homework may result in a referral to after-school homework support known as SAPs (Supporting Aspiration & Progress)
- Where students miss homework repeatedly, teachers follow sanctions as described in the school Behaviour Policy.

### **5. Curriculum Impact**

Our key aim is that all students, including SEND/PP students, have the knowledge and cultural capital they need to succeed. We achieve this by monitoring the progress of groups within the year, responsive curriculum planning and understanding key transitions - from Primary/KS3 and KS4 into KS 5.

#### **5.1 Assessment**

The school asks teachers to carry out at least one piece of written formative assessment and one piece of summative assessment per term. Further detail is in the marking and feedback section.

**Formative Assessment:** Formative assessment occurs during learning, providing ongoing feedback to enable teachers to adjust teaching and improve student understanding. Pupils are able to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

**Summative Assessment:** Summative assessment evaluates student learning at the end of an instructional period to measure overall achievement against a standard.

**Nationally standardised summative assessment:** In order to assess the impact of our curriculum, the school reviews the impact of the curriculum considering:

- Exam results of Pupil Groups at KS4 and KS5 including SEND, PP, Boys, Girls, Ethnic Groups, Transition Groups.
- Readiness for next stages - A levels (Borlase) or Next Destinations - University/Specialist Colleges/ Employment/Traineeships
- Students' knowledge of possible careers and next pathways. Drop out from school/ courses, Requests for courses, Applications to the Sixth Form and to the school at KS3

## **5.2 Marking & Feedback**

### **5.2.1 Purpose**

To establish a consistent, high-quality approach to feedback across the school, that promotes pupil progress, fosters independence, and supports effective teaching and learning.

### **5.2.1 Core Principles**

- Purposeful: Feedback must be focused on learning objectives and improvement.
- Timely: Feedback should be given promptly to maximise impact.
- Inclusive: All pupils must receive feedback that is accessible and appropriate to their needs.
- Actionable: Feedback must guide pupils on how to improve, not just what to improve.
- Balanced: Feedback should highlight strengths as well as areas for development.
- Student-Centred: Pupils are encouraged to reflect on and respond to feedback.
- Workload-Aware: Feedback practices must be sustainable for staff and avoid unnecessary burden.

### **5.2.4 Definitions and purpose of marking and feedback**

The school draws a clear distinction between marking & feedback:

- **Marking** is what is done to a **summative assessment**. This refers to making a judgement as to students' current level of attainment against a set of criteria.

- **Feedback is formative.** It refers to the recognition of success and progression in students' work and includes advice to further secure improvement. Effective feedback must be “**meaningful, manageable and motivating**” (EEF, 2021) and allow students to make progress and move towards self-regulation. It can include forms of teacher-written and verbal feedback, and self and peer assessments. Formative feedback can be given alongside a summative mark or it can be given following a non-summative piece of work.

### 5.2.5 Marking and feedback expectations

Sir William Borlase's Grammar School is committed to monitoring and supporting staff to manage workload, including the time spent marking and providing feedback. Each subject and team will apply the core principles described above in a way that suits their subject and the needs of their students. This is detailed in subject copies of Appendix 2.

#### **Heads of Department should:**

- Take responsibility for summative assessments in their department, specifically by:
  - sharing a clear schedule of summative assessments with their team;
  - ensuring that there are mark schemes available against which summative assessments can be marked;
  - leading moderation, where appropriate, to ensure consistency of marking;
  - co-ordinating the entry of marks or grades in a shared online markbook.
- Monitor the quality of formative feedback being given by their team by:
  - undertaking appropriate departmental reviews of marking and feedback, either through specific department book scrutinies or through a process of lesson drop-ins;
  - maintaining an up-to-date record of when students have received formal, formative feedback in the shared online markbook;
  - creating and maintaining a portfolio establishing core standards in formative feedback to aid as a reference and as a training resource for new staff.

#### **Teachers should:**

- Set each of their teaching groups<sup>1</sup> a minimum of one standardised summative assessment<sup>2</sup> per Orders data drop. Wherever possible for exam groups, this should

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<sup>1</sup> For 1 hour a week subjects these expectations cover a term, rather than a half term

<sup>2</sup> Standardised summative assessment means an assessment conducted by all relevant parallel groups in a cohort, that produces a mark or grade against an agreed mark scheme

use benchmarked exam questions with mark scheme and grade boundaries. They should then:

- provide to the student appropriate formative feedback on the assessment against clearly defined success criteria;
- Include in written feedback opportunities for student reflection and response. This will typically take the form of consideration of exemplar responses, and time in class to respond to targeted follow-up questions related to areas identified for improvement, or to re-draft identified answers (DIRT);
- Ensure that necessary adaptations are made to feedback (for example, to SEND students) so that feedback is understood by the student.
- enter any relevant marks or grades in a shared online markbook.
- Take in and provide formative feedback on a significant element of class or homework at least once per term for each teaching group, and then:
  - give the student time in class to respond to the formative feedback and ask follow-up questions;
  - indicate the completion of this requirement in the shared online markbook.

***This does not mean that all student work has to be closely marked and formative feedback provided. Additional marking may be carried out by the students themselves, or by their peers.***

### 5.2.6 Monitoring & evaluation

Subject leaders are asked to conduct a work scrutiny (books, folders, Google Classroom etc as relevant) once per term, in order to monitor the standard of student work, consistency across the department, alignment with school/department marking policy and as a means of sharing effective, efficient practice. SLT and HoY conducts a work scrutiny with students of a different KS each term, reviewing work across subjects. Teachers self-evaluate and discuss their marking and feedback with line managers as part of PD process:

|                               | <b>Core Standards<br/>Borlase teachers...</b>  | <b>Borlase Aspiration<br/>Borlase teachers...</b>   |
|-------------------------------|--|---|
| <b>Marking &amp; Feedback</b> | <input type="checkbox"/> follow school and department policy in giving formative and summative feedback, be it written or verbal | <input type="checkbox"/> provide students with relevant and timely feedback which clearly moves learning forwards<br><input type="checkbox"/> use whole-class feedback effectively<br><input type="checkbox"/> model constructive peer and self |

|  |  |   |
|--|--|---|
|  | <input type="checkbox"/> ensure that exercise books/electronic work are well presented and up to date<br><input type="checkbox"/> routinely set focused improvement tasks as follow up to assessed work (eg DIRT tasks, similar questions) | assessment<br><input type="checkbox"/> routinely use practice opportunities as AfL, followed up by appropriate feedback<br><input type="checkbox"/> consider their workload in setting assessed work, for example in use of digital tools |
|--|--|---|

### 5.3 Reporting

Assessment data is reported to parents and carers through our “Orders” system and an annual parents evening.

Orders Reports details the pupil’s attendance, behaviour points and achievement points as well as a projected grade which is the expected level by the end of the key stage. There is a parent guide to orders which gives detail. There are three orders points for each year group - Autumn, Spring and Summer, except for year 11 and year 13 where there is no Summer Orders point.

Learning skills are reported at an orders point. These are observable skills which support learning in the classroom and at home

- Focus
- Organisation
- Homework
- Classwork
- Participation & engagement

Where students have taken any public exams at the school, their results are reported directly to the parents and students.

### 6. Digital Learning & Artificial Intelligence (AI)

All students have access to a digital device in lessons from the Spring term of Year 7. Digital learning can be used by teachers to enhance classroom and home learning. All students must abide by the Digital Device and Network User Agreement. For further detail, please see the Digital Learning Policy. Each subject class will have a Google Classroom where homework assignments and resources to assist with Home Learning and homework should be posted. Students should only use AI as and when directed by their teacher. The EEF states that home learning tasks ‘involving digital technology typically have greater

impact' so with careful application, digital aspects of learning can have significant impact. For further detail, please see the Artificial Intelligence Guidance below.

- All teachers are expected to use appropriate Digital tools to support their teaching and learning. Online learning platforms must be agreed with SLT and the IT department, ensuring that the data protection policy is followed.
- All teachers should ensure that each of their classes has a Google Classroom shared with them and that this is used as the key means of sharing resources and information with their classes.
- Good practice in using Google Classroom and other online platforms (including audio/visual) is included in the Marking & Feedback Policy.
- Teachers should plan lessons and home learning activities that enable students to develop effective ICT skills, including appropriate and safe use of the internet for research.

## 7. AI

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. We recognise that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework, unless its use has been agreed or directed by the teacher, and it is properly referenced.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.

## 8. Remote learning

The School aims to continue to offer high-quality remote education when pupils cannot attend school in person, including short-term absences, emergencies, or exceptional circumstances. The School's Remote Education Plan is detailed in the Remote Education Policy.

Where students have short term absence they are responsible for catching up with work missed. They will find this information from Google Classroom or where this is not appropriate, directly from the teacher.

Where students have long term absence the keystage and/or SEND team will discuss the best way for the student;s education to continue whether this is via Google Classroom or other means.

Where the school is closed for exceptional circumstances, learning will be set via Google classroom for the first two days of closure.

In the exceptional circumstances of whole cohorts of students needing to engage in learning from home beyond the above, systems developed to support Borlase@home during the Covid pandemic will be fully reinstated to ensure face-to-face remote lessons and feedback on work. Google Classroom provides the means by which this shall be achieved. All teachers, including new teachers, have received training in using various online teaching tools and pedagogy.

## **9. Supporting Aspiration & Progress**

- All departments are required to identify students who are underachieving in relation to their target grades.
- Students who are underachieving should be supported by the department to achieve their potential. In the first instance this should be provided in lessons by the classroom teacher. Examples of further support provided by the department include but are not limited to:
  - detailed action plans with clear steps to support achievement
  - providing mentors from older years
  - providing support work for use in after school study sessions run by Key Stage learning support teams
  - study leave revision sessions
  - lunchtime support sessions.
- HoKS/ HoY will identify those students who are underachieving across the board and take the necessary steps to support them in organising their time to make the most of the opportunities available.
- Where a student needs specific, targeted support because of a particular learning need, teaching staff refer to learning needs provision map (SEND/PP/EAL) and SEND profiles. Regular training is given on specific needs. The SEND co-ordinator is supported by an in-house Specialist Teacher and trained SENDCo.

## **10. Roles, Responsibility and Accountability**

- The Local Governing body is responsible for approving, reviewing and supporting this policy.
- The Headteacher (working with the SLT) is responsible for ensuring that: the curriculum meets legal requirements, this policy is implemented across the school, learning and teaching are of the highest standard. They should also ensure that processes and practice do not create unnecessary workload for either students or teachers, monitor the impact of the curriculum on pupil engagement, progress and attainment, and ensure that monitoring and evaluation frameworks are in place.
- Subject leaders are responsible for ensuring that: a clear curriculum is in place, learning and teaching in their areas are of the highest standard. They should also ensure that processes and practice do not create unnecessary workload for either students or teachers, and monitor the impact of the curriculum on pupil engagement, progress and attainment in their subjects.
- Teaching staff are responsible for adapting the planned curriculum to meet the needs of all their learners, assessing and reporting progress, and maintaining high expectations for all.
- Heads of Key Stage have a responsibility to work with Heads of Department, teachers and SLT to ensure that students in their Key Stage are provided with the necessary pastoral and academic support, including tracking progress, attainment, and destinations.
- Form tutors are responsible for ensuring that the key messages in this policy are shared during tutor time, in particular following orders reviews.
- Students are responsible for being well prepared for their learning and responding to feedback designed to support their learning.
- Parents/Guardians are responsible for supporting their children in their studies and development as independent learners.

## **11. Monitoring and Evaluation**

In monitoring the quality of teaching and learning we use a range of indicators, which include the following:

- External examination results: analysed by subject area, analysed for value added and compared with similar schools
- Individual student indicators: progress grades, internal exam results
- Destinations of school leavers
- Departmental best-practice and reviews
- Departmental review meetings
- Annual subject improvement plans

- Observations of learning and teaching, including learning walks and Professional Development observations
- Formal work scrutinies, including meeting with students
- Google Classroom reviews
- Parental consultation and feedback
- Reports to the Local Governing Body
- Department meeting minutes
- Department standardisation and moderation of work

**Appendix 1: Borlase Teaching and Learning Framework** Borlase teachers draw on a range of approaches, which they choose in the context of their curriculum and in response to student learning. The following statements describe the spirit and typical skills and strategies of our ‘quality first teaching’.

| Quality First Teaching               | Descriptor                                    | Core Standards<br>Borlase teachers...  | Borlase Aspiration<br>Borlase teachers...  |
|--------------------------------------|---|--|--|
| <b>Behaviour &amp; Relationships</b> | <b>Engagement &amp; behaviour</b>             | <ul style="list-style-type: none"> <li><input type="checkbox"/> create a positive, mutually respectful, and safe learning environment, where it feels safe to ‘fail’</li> <li><input type="checkbox"/> develop positive relationships with students</li> <li><input type="checkbox"/> manage behaviour through clear expectations, consistently enforced as per the behaviour policy</li> <li><input type="checkbox"/> use engaging resources to support learning</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> positively reframe poor student behaviour and loss of focus</li> <li><input type="checkbox"/> create and use inspiring resources that deepen learning<br/>promote curiosity</li> <li><input type="checkbox"/> foster a love of learning</li> </ul>   |
|                                      | <b>Expectations</b>                           | <ul style="list-style-type: none"> <li><input type="checkbox"/> encourage students to try hard, and recognise their efforts</li> <li><input type="checkbox"/> demonstrate positive attitudes and behaviours, in keeping with the values of the school</li> <li><input type="checkbox"/> set high academic and personal expectations to motivate and challenge students.</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that students take pride in all aspects of their work, in and out of class.</li> <li><input type="checkbox"/> establish a culture of ambition and challenge for all, in which their students are prepared to take risks</li> </ul>  |
| <b>Knowing the group</b>             | <b>Knowing the group (including SEND, PP)</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> plan learning to ensure that SEND and PP students are involved but not singled out; including appropriate use of scaffolding, explicit instruction, groupings, chunking, and appropriate technology</li> <li><input type="checkbox"/> monitor progress of SEND and PP students, and adapt in real time</li> <li><input type="checkbox"/> keep blue learning needs folder up to date and sensitively follow the support guidance in pupil profiles, including for exam access arrangements</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> know their groups thoroughly</li> <li><input type="checkbox"/> plan lessons which preempt likely student misconceptions</li> <li><input type="checkbox"/> respond flexibly to individual needs during the lesson, including changing teaching approach</li> <li><input type="checkbox"/> identify and support any student who is falling behind</li> </ul> |

|                                  |   |  |  |
|----------------------------------|---|--|--|
| <b>Delivering the curriculum</b> | <b>Subject knowledge &amp; Direct Instruction</b> | <input type="checkbox"/> demonstrate secure specialist subject knowledge<br><input type="checkbox"/> follow a well-planned scheme of work and assessment schedule<br><input type="checkbox"/> explain and model clearly and accurately ('I do'), including teaching of Tier 3 vocabulary<br><input type="checkbox"/> create opportunities for guided ('we do') and independent/group practice ('you do')<br><input type="checkbox"/> adjust depth/pace based on student response<br><input type="checkbox"/> routinely check understanding<br><input type="checkbox"/> create opportunities for independent and collaborative work | <input type="checkbox"/> demonstrate their energy and passion for their subject<br><input type="checkbox"/> demonstrate deep understanding of their subject as a discipline with clear frameworks for working<br><input type="checkbox"/> model and teach how to think think critically in their subject, including when/how to listen to others and adapt their own arguments, in line with The Borlase Character and the school values                 |
|                                  | <b>Questioning</b>                                | <input type="checkbox"/> ensure that most students are engaged in well-planned questioning and discussion<br><input type="checkbox"/> use an appropriate questioning style for the learning objective<br><input type="checkbox"/> use appropriate questioning strategies for the learning objective (eg. think-pair-share etc), including appropriate wait time<br><input type="checkbox"/> as appropriate, use exam styles of questioning.  | <input type="checkbox"/> ensure that all students are involved in responding to targeted questions<br><input type="checkbox"/> question students' understanding systematically in lessons, with directed and timely support.<br><input type="checkbox"/> use questioning as AfL to assess progress.<br><input type="checkbox"/> encourage deeper understanding through dialogue<br><input type="checkbox"/> support students to ask purposeful questions |
|                                  | <b>Developing meta-cognitive strategies</b>       | <input type="checkbox"/> explain to students how and why they are learning in a particular activity<br><input type="checkbox"/> create opportunities for students to act on feedback and demonstrate progress<br><input type="checkbox"/> create opportunities for students to engage positively with self reflection  | <input type="checkbox"/> create opportunities for students to explain how and why they are learning<br><input type="checkbox"/> use the language of metacognition (eg 'retrieval practice', 'interleave'), including appropriate disciplinary language<br><input type="checkbox"/> teach appropriate subject-level independent learning strategies   |
| <b>Marking &amp; Feedback</b>    | <b>Feedback</b>                                   | <input type="checkbox"/> follow school and department policy in giving formative and summative feedback, be it written or verbal<br><input type="checkbox"/> ensure that exercise books/electronic work are well presented and up to date<br><input type="checkbox"/> routinely set focused improvement tasks as   | <input type="checkbox"/> provide students with relevant and timely feedback which clearly moves learning forwards<br><input type="checkbox"/> use whole-class feedback effectively<br><input type="checkbox"/> model constructive peer and self assessment<br><input type="checkbox"/> routinely use practice opportunities as AfL, followed up by appropriate feedback  |

|  |                      |  |   |
|--|----------------------|--|---|
|  |                      | follow up to assessed work (eg DIRT tasks, similar questions)  | <input type="checkbox"/> consider their workload in setting assessed work, for example in use of digital tools  |
|  | <b>Home learning</b> | <input type="checkbox"/> set regular homework that consolidates, deepens understanding, or prepares for next steps<br><input type="checkbox"/> set homework and resources as assignments on Google Classroom<br><input type="checkbox"/> use the sanctions for missed homework as per the school Behaviour Policy<br><input type="checkbox"/> consider whether and how to feedback to homework | <input type="checkbox"/> set homework tasks that explicitly model effective independent revision<br><input type="checkbox"/> use homework as opportunities for AfL<br><input type="checkbox"/> ensure that students understand the value of homework and engage with it positively<br><input type="checkbox"/> set homework using digital tools |

## Appendix 2: Departmental Marking and Feedback Policies

Departments will apply the most appropriate feedback methods that best support the task, student or class. Each department at Sir William Borlase's Grammar School will have a policy on marking and feedback that reflects the school's overall approach set out above but which recognises the specificities of different subjects. The framework below serves as a template for these departmental policies.

|                    |  |
|--------------------|--|
| <b>Department:</b> |  |
|--------------------|--|

### In setting out your policy it may be helpful to consider the following definitions:

**Summative Assessment** is defined as assessment or testing against a specific set of criteria that produces a mark or a grade; that is to say testing.

**Formative feedback** is the process of giving explicit guidance on how to improve and develop learning, either in terms of knowledge, skills or competencies. It can be given in response to summative or non-summative tasks.

**Non-formative marking** is defined as marking that does not specifically provide a student with guidance on how to improve learning, but rather which seeks (for example) to improve presentation or to acknowledge completeness.

**Assessment for learning** is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn, and to what standard.

| <b>Summative Assessment (testing) Feedback Policy</b>     |  |     |     |
|---|--|-----|-----|
|   | KS3  | KS4 | KS5 |
| Frequency of summative assessments                        | <i>How frequently do students sit summative assessments (tests)?</i>   |     |     |
| Formative feedback policy following summative assessments | <i>Describe the department's policy on giving formative feedback following summative assessment, giving examples of good practice.</i>                 |     |     |
| <b>Formative Feedback policy (written)</b>                |  |     |     |
|   | KS3  | KS4 | KS5 |
| Frequency of formative feedback                           | <i>How frequently do students receive written formative feedback on class or homework tasks?</i>   |     |     |
| Formative feedback policy                                 | <i>Describe the department's policy on giving written formative feedback to students on class or homework tasks, giving examples of good practice.</i> |     |     |
| <b>Formative Feedback policy (verbal)</b>                 |  |     |     |
|   | KS3  | KS4 | KS5 |
| Verbal formative feedback policy                          | <i>Describe the department's policy on giving verbal formative feedback to students on class or homework tasks, giving examples of good practice.</i>  |     |     |

**Non-formative marking**

*How frequently do students receive written feedback on class or homework tasks?*

|                                    | KS3  | KS4 | KS5 |
|------------------------------------|--|-----|-----|
| Frequency of non-formative marking | <i>How frequently is non-formative marking undertaken?</i>   |     |     |
| Non-formative marking policy       | <i>Describe the department's policy on giving non-formative feedback to students on class or homework tasks, giving examples of good practice.</i> |     |     |

**Departmental student work scrutiny**

*Heads of Department/Subject leads should make plans to use work scrutiny formatively in order to monitor the standard of student work, the level of consistency across the department, alignment school/department marking policy and as a means of sharing effective, efficient practice.*