

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



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.

"There aren't any icons to click. It's a chalk board."

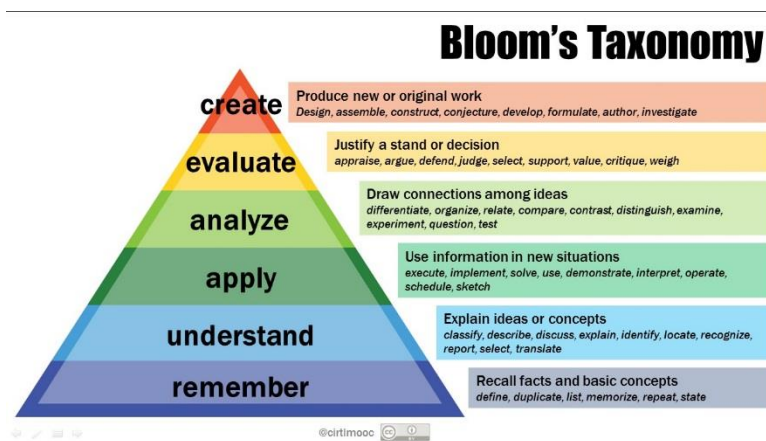
However, we as a school do endeavour to ensure a set of **clear principles** are used within lessons to make learning and progress as effective as it can be. These include:

Clear Input from Teachers	So that all students are aware of lesson aims and objectives, with clear reviews of previous learning and look forwards to future lessons
Assessment for Learning	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
Differentiation	So that all groups of students are supporting in their learning and can make the best possible progress for themselves
Challenge	Not only for more able students, but all students to be pushed and challenged in their learning
Engagement and enjoyment in their learning	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
Reflection and Evaluation	So that students are aware of their current progress and what they can do to develop their understanding further
Interventions	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.

Band 9 / A**

Band / Grade



New GCSE grading structure		Ofqual
New grading structure	Current grading structure	
9		A*
8		A
7		A
6	GOOD PASS (DFE) 5 and above = top of C and above	B
5		C
4	AWARDING 4 and above = bottom of C and above	C
3		D
2		E
1		F
1		G
U		U

Band 4/5
C- / C+

- 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.



MY TEACHER IS SHY AND WITHDRAWN, BUT I'M SURE SHE'LL IMPROVE WITH TIME.



- Positive Learning Routines

Key stage 3 and 4 lessons at Edgbarrow start with a **quiet independent activities**. This is so that students can reflect on their prior knowledge, develop their literacy and key skills in that subject; whilst allowing teachers to work with students to **discuss their progress**. Lessons also end with a calm activity which **summarises the learning**. All of this encourages a **positive learning atmosphere** in which our learners can thrive.

- 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



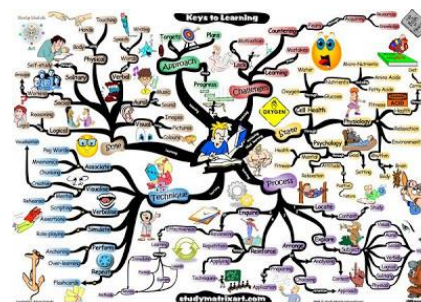
Learn the key words and terms by.....

- 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



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.

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**.

- **Notes**