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Creating outstanding schools
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TEACHING AND LEARNING POLICY



DOCUMENT CONTROL

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Introduction

Burnley High School aims to equip all learners with the skills needed to succeed in a changing world. All our learners will be given equal opportunities to learn in order to achieve their full potential through a culture of high expectations and resilience. Learning is at the centre of all that we do and through an innovative curriculum approach and excellent teaching, we not only focus on the acquisition of knowledge, but also the development of skills in order to prepare our students for life-long learning.

References and link to other policies:

- **Burnley High School Most Able Policy**
- **Burnley High School Assessment Policy**
- **Burnley High School Behaviour Policy**
- **Burnley High School Marking Policy**
- **Burnley High School Performance Management Policy**
- **Burnley High School JPD Policy**

Aims

The aim of this policy is to set out the high expectations and common approach to teaching and learning at BHS so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning determines that the best possible outcomes are achieved for the students.

This policy is set out into four sections which are based on the four key areas which teaching should be understood to include:

- Planning and implementation of learning activities
- Setting of appropriate home learning activities
- Marking, assessment and feedback (see BHS Marking Policy)

Planning and Implementation of learning activities

Rationale

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focused lesson implementation aids the students in their quest to make progress over time.

Schemes of work

Medium and long term planning must be presented in the whole-school format of Curriculum Maps and Schemes of work, as well as road maps for each year group and subject. The expectation is that schemes of work will:

- Clarify objectives and outcomes (including success criteria) for progress over time
- Identify clearly the subject knowledge to be taught
- Include a range of activities that allow for all students to be actively engaged in their learning

- Include references to differentiated work to ensure all students are challenged in line with their ability
- Provide opportunities for developing independent and collaborative learning
- Detail literacy, numeracy and communication opportunities and how they will be taught
- Include opportunities for a variety of assessment for learning strategies
- Identify relevant and challenging opportunities for home learning

Lessons

When initially devising a new lesson, teachers are reminded to keep focused on the learning objectives, using the language ‘expected, challenge and stretch’ and the intended outcome so that students move forward and make progress in their learning every lesson relative to their starting points.

At BHS we adopt the accelerated learning cycle in order to maximise learning opportunities. These lessons have a minimum of four parts:

- Connect
- Activate
- Demonstrate
- Consolidate

Connect

- Make the learning personal
- Start the lesson by connecting to what has been learnt before and what is already known
- Actively involve individuals, pairs and groups
- Manage the emotional climate so no individual or group feels excluded
- Agree the big picture of content and process: ‘this is what we will do; this is how we will do it’
- Sell benefits
- Make learning a focus of learning

Activate

- Give the necessary information to begin to solve the problems posed
- Use problems, case studies, role plays, props, story, visual or electronic aids to help
- Encourage learners to experience through seeing, hearing and doing (VAK)
- Immerse activities in structured language exchange
- Provide opportunities to pause and describe, to pair/share, to reflect and to speculate
- Construct meanings in a variety of group situations

Demonstrate

- Provide opportunities for learners to ‘show they know’
- Allow several ‘rehearsals’ in multiple modes
- Utilise different groupings
- Provide educative feedback in or near the real experience
- Place your feedback emphasis on improving not ‘proving’
- Give specific advice about process and content improvement that can be acted on straight away

Consolidate

- Reflect on what has been learned and how
- Use combinations of paired, small group or whole-class activity

- Link to the process and outcomes agreed in the Connections phase
- The transfer: How could what we have learned be useful elsewhere? What would we do differently next time?
- Preview what will come next lesson

Teachers at BHS should strive to ensure that their planning considers the following criteria to be met each lesson:

- Use of assessment in planning and during the lesson
- Level of challenge
- Use of differentiation to allow all to make accelerated progress
- Use of teaching assistants or other adults in the room
- Opportunities to develop literacy, numeracy and communication skills
- Engagement
- Pace and depth of learning
- Questioning
- Marking and feedback
- Home learning
- Progress

It is acceptable for teachers at BHS to use a variety of methods to plan their teaching on a day to day basis whilst following the four part structure (as above)

The reason for this freedom of choice is to allow teachers to be creative in their planning so that they may feel empowered to offer deep learning experiences. However, whilst teaching staff are encouraged to adopt a style of their own and not expected to teach in any specific way, regular monitoring of teaching and learning takes place at BHS to ensure the highest standards and therefore outcomes for the students. It may be considered necessary to ask a member of staff in need of support with their teaching to use a specific lesson plan proforma in order to assist support.

Monitoring teaching and learning

All monitoring is centrally stored using the Lesson Learned platform and outcomes of any quality assurance is always shared with the particular member of staff. The annual monitoring of Teaching and Learning includes:

- One full hour observation
- 2 half hour coaching observations
- Weekly learning walks with specific focuses identified from a variety of sources
- Work scrutiny
- Data capture entries
- Student voice
- Department Review
- Feedback from TIP sessions

There may be instances where additional monitoring is required, such as where a teacher is identified as not meeting career stage expectations or where a teacher is newly qualified.

For further information please see BHS Performance Management Policy.

Support for teachers and CPD

Staff are supported in improving their teaching in the following ways:

- Observing good practice from colleagues

- Coaching
- Observing practice at partner schools

- External courses when necessary

CPD

CPD is both internal and external where necessary. The internal programme is designed at the start of the year in relation to the SEIP and AEIPS and will often change as the year progresses in order to react to the needs of staff and students at that time. Internal experts (Learning Champions) are identified and asked to deliver internal CPD in the TIP (Together Improving Pedagogy) sessions or external agencies are engaged with when it is felt appropriate.

The impact of CPD is evaluated after every session and the programme amended going forward if necessary. Feedback is uploaded on Lessons Learned.

Setting of appropriate home learning across the whole curriculum

Rationale

Home learning is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of enquiry and investigation.

At BHS we believe that home learning should not affect or prevent pupils taking part in other after-school clubs or activities. Homework should be:

- Structured tasks, linked to the scheme of work and their purpose is clearly explained to the students
- Pupils and their parents/carers are clear about what they need to do and what the outcome will be
- Feedback is clear, focused and constructive

Home Learning, where appropriate, will be set by each subject area on the platform 'Show my Homework' which is monitored by the relevant subject leader and overall by the Deputy Headteacher for Teaching and Learning

Rewards and sanctions

Rewards for Home Learning will be done through the merit system recorded on Classcharts (see behaviour policy) Additionally, students can receive 'shout outs' or weekly awards done in assembly, through a phone call home, or on the school's Twitter account. On the occasions that a pupil regularly fails to complete their home learning, parents will be contacted for their support, if the issue persists, detentions may be necessary.

The Roles of Heads of Department

Heads of Department are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of student achievements and setting targets for improvement.

This is achieved by:

- Regularly evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement
- Ensuring curriculum coverage, continuity and progress for all students
- Establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement

- Analysing and interpreting data on students performance against the school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key micro populations
- Monitoring students work by regular sampling of homework, class work, student responses and attitudes in order to make a comparative evaluation of students work against other classes and year groups to ensure quality, consistency and to implement other strategies for improvement
- Observing teachers in line with the guidance set out by the performance management policy
- Completing regular, weekly quality assurance on their department which is uploaded to Lessons Learned and fed back to staff.
- Raise any concerns with their Line Manager and Deputy Headteacher.

Role of the Deputy Headteacher with responsibility for Teaching and Learning

- To ensure that teaching and learning developments are included in the CPD programme and activities
- To ensure staff are aware of current research and national initiatives related to teaching and learning
- To lead and manage the teaching and learning review process for curriculum areas (which involves monitoring the teaching and learning quality of the teachers)
- To formulate, with curriculum/subject leaders, teaching and learning action plans following the review process
- To monitor standards of teaching and learning of all staff and identify CPD needs each half term to inform the CPD programme



BHS Teaching and Learning Policy: Appendices 1

Lesson Plan					
DATE:					
Teacher		Subject		Class	
Context:					No in class:
Objective (What do you want students to know, understand, and be able to do as a result of this lesson?)					SEN: EAL: G & A:
Outcomes: To know:					Life/everyday skills/community/STEM links:
To understand:					
To be able to:					
	Learning Activities	Differentiation	AFL (at least 5 points)	Time	
Resources					
Homework					





Scheme of Work:

Key Learning Concept	Lesson	Title and Learning Objectives	Suggested Lesson Outline (Resources/Activities)

BHS Teaching and Learning Policy: Appendices 3

Burnley High School

Teaching and Learning Support Log

This form is to be used by any member of teaching staff on support. Please use the form to record when you notice areas of good practice in lessons that you see. You may use the form to note any areas of teaching practice that cause concern or that may need further development.

Please hand a completed form to Emma Starkey who will add the positive aspects to the CPD development plan and will action necessary steps where additional support is required.

Teacher	
Subject/class	
Date	
Noted by	

Area of strength or concern	Details
1. Use of assessment in planning	
2. Level of challenge	
3. Use of teaching assistants	
4. Opportunities to develop reading, writing, communication and numeracy skills	
5. Use of strategies and tasks to engage pupils	
6. Pace and depth of learning	
7. Use of questioning	
8. Assessment of learning during lessons	
9. Marking and feedback	
10. Home learning	
Other	
To be completed by E Starkey Action taken:	

BHS Teaching and Learning Policy: Appendices 4

The Teacher Action Plan is designed to support every member of staff in the development of their pedagogy and practice. It is a reflection and developmental process which allows teachers to reflect on their practice and improve their individual areas of development.

The teaching and learning development cycle runs across the year as follows:

HT 1	Meet with line manager to discuss areas of strength and areas of development and RAG the teacher standards.
	Full observation for PM purposes (this might be a member of the SLT and/or your line manager for standardisation purposes)
	Feedback meeting to discuss areas of strength and development and set targets together to focus on from the teacher standards
HT 2	Coaching observation focussed only on the areas identified by the teacher – 20 minute – half hour.
	Feedback meeting and TAP review
HT3	Half hour PM review observation – unannounced
	Feedback meeting to review targets on PM and the TAP
HT4	Coaching observation focussed only on the areas identified by the teacher – 20 minute – half hour.
	Feedback meeting and TAP review
HT5	Half hour PM review observation - unannounced
	Feedback meeting to review targets on PM and the TAP
HT6	Coaching observation focussed only on the areas identified by the teacher – 20 minute – half hour.
	Feedback meeting and TAP review in preparation for final Performance Management meeting

As teachers are judged on a triangulated view of progress in lessons, progress in books and progress demonstrated through the data, all of these areas will be part of the Performance Management development cycle.



	Rating	T1 R/A/G	T2 R/A/G	T3 R/A/G
Teaching				
Set high expectations which inspire, motivate and challenge pupils				
Establish a safe and stimulating environment for pupils, rooted in mutual respect				
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions				
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.				
Promote good progress and outcomes by pupils				
Be accountable for pupils' attainment, progress and outcomes				
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these				
Guide pupils to reflect on the progress they have made and their emerging needs				
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				
Encourage pupils to take a responsible and conscientious attitude to their own work and study.				
Demonstrate good subject and curriculum knowledge				
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings				
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject				
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics				
Teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.				
Plan and teach well-structured lessons				
Impart knowledge and develop understanding through effective use of lesson time				
Promote a love of learning and children's intellectual curiosity				
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired				
Reflect systematically on the effectiveness of lessons and approaches to teaching				
Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).				
Adapt teaching to respond to the strengths and needs of all pupils				
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively				
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these				
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development				



Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.			
Make accurate and productive use of assessment			
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
Make use of formative and summative assessment to secure pupils' progress			
Use relevant data to monitor progress, set targets, and plan subsequent lessons			
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.			
Manage behaviour effectively to ensure a good and safe learning environment			
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy			
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary			
Fulfil wider professional responsibilities			
Make a positive contribution to the wider life and ethos of the school			
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
Deploy support staff effectively			
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
Communicate effectively with parents with regard to pupils' achievements and well-being.			
Part Two: Personal and professional conduct			
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:			
Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position			
Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions			
Showing tolerance of and respect for the rights of others			
Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs			
Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.			
Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.			
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities			



HT1

Identified areas of development from the Teacher Standards for this HT

Standard	Proposed action (maximum 3)
<i>e.g.</i> <i>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</i>	<i>e.g.</i> <i>Action 1 – Develop appropriate questioning techniques at the start of an activity that enable me to gauge understanding</i> <i>Action 2 – Observe another colleague practicing good questioning</i> <i>Action 3 – Apply the marking policy more consistently in books to demonstrate clearer progress</i>

BHS Teaching and Learning Policy: Appendices 5

Work Scrutiny					
Teacher					
Reviewed By					
Subject					
Date					
Please ensure that different groups of students are represented in the sample e.g. boys, girls, SEN, G & A, PP, EAL etc					
The basics		Always	Often	Rarely	Never
1 is there evidence of praise and rewards					
2 Literacy and Numeracy mistakes addressed where appropriate using the agreed codes					
3 Is the regularity of marking in line with school policy?					
1 Marking for progress	Exceeding Teacher Standards Through their frequently marked work, it is possible to see that there is a consistently high level of challenge and that students make progress at least in line with their ability over a period of time	Meeting Teacher Standards Through their frequently marked work, it is possible to see that there is usually a high level of challenge and that students make progress in line with their ability over a period of time	Not yet meeting Teacher Standards Work is marked frequently. It is usually possible to see high levels of challenge in line with students' ability	Cause for concern Through their infrequently marked work it is clear to see that students are insufficiently challenged on a regular bases and that they have not progressed in line with their ability over a period of time	
Evidence and comments					
2 Focussed Marking	Exceeding Teacher Standards Systematic and effective checking of students' work identifies misconceptions and leads to personalised targets that are clearly linked to the assessment focus	Meeting Teacher Standards Checking of students work identifies some misconceptions and leads to personalised targets that are linked to the assessment focus	Not yet meeting Teacher Standards Students work is checked on a regular basis but a lack of focus results in limited progress	Cause for concern As a result of poor practices, particular groups make inadequate progress	
Evidence and comments					
3 Quality of Work	Exceeding Teacher Standards Consistently high expectations of all students can be evidenced in the quality of their work	Meeting Teacher Standards High expectation of most students can be evidenced in the quality of their work most of the time	Not yet meeting Teacher Standards Expectations are generally in line with students' ability	Cause for concern Expectations are low, especially for particular groups	
Evidence and comments					
4 Student engagement	Exceeding Teacher Standards Students are engaged in their learning through the marking process, demonstrating high levels of commitments to their own learning	Meeting Teacher Standards Students are engaged in their learning through the marking process	Not yet meeting Teacher Standards There is some evidence that students engage in the marking process	Cause for concern Particular groups of students are not engaged	
Evidence and comments					
5 Home learning	Exceeding Teacher Standards There is regular evidence of imaginative and appropriate home-learning that supports learning	Meeting Teacher Standards There is regular evidence of appropriate home-learning that supports learning	Not yet meeting Teacher Standards There is some evidence of home learning	Cause for concern There is no evidence of home learning	
Evidence and comments					
6 Presentation of work: Is presentation of work acceptable		Always	Often	Sometimes	Never
Please comment on the presentation of work seen in sample. How are students encouraged to complete their work in a neatly presented manner? Please give suggestions of strategies that could be used to encourage students to focus on their presentation skills					
Overall grade		Exceeding Teacher Standards	Meeting Teacher Standards	Not yet meeting Teacher Standards	Cause for Concern
Strengths			Areas for development		
Is there any immediate action required: Yes/No? If so please provide a timescale for review					



LESSON OBSERVATION FORM					
Teacher:		Observer:		Date/Time:	
Subject		Class:		Number of pupils:	
Focus: (See areas for development from Teacher Action Plan)					
Purpose of observation: Judged/Coaching					
Strengths:					
•					
Areas for further development:					
•					
Summary					
Teacher Comment:					
Support from school (if required):					

BHS Teaching and Learning Policy: Appendices 6

Focus area	Exceeding Teacher Standards	Meeting Teacher Standards	Not yet meeting Teacher Standards	Cause for Concern
1. Use of assessment in planning	Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils	Information from assessments is used to set tasks that are well matched to pupils' prior attainment	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Information from assessments is not used effectively in planning
Evidence and comments:				
2. Level of challenge	The teacher demonstrates deep knowledge and understanding and the work is pitched at a level that is appropriate to the individual. It is challenging - success is only achievable if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard
Evidence and comments:				
3. Use of TAs	TAs are highly effective in promoting rapid learning	TAs are well deployed to support learning for	Any aspect that does not meet the	TAs do not support meeting the needs of groups of pupils

	for groups of pupils of all aptitudes and needs	groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress	requirement for 'good' or 'outstanding' will 'require improvement'	so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support being provided
Evidence and comments:				
4. Opportunities to develop reading, writing, maths and ICT skills	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'
Evidence and comments:				
5. Use of strategies and tasks to engage pupils	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour supported	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Pupils are bored by the strategies and tasks, and may become disruptive
Evidence and comments:				
6. Pace and depth of learning	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress	The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able & disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils
Evidence and comments:				
7. Use of questioning	Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure	Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment
Evidence and comments:				
8. Assessment of learning during lessons	Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work, any inconsistencies in assessment are	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on

		clarified and solved via moderation		
Evidence and comments:				
9. Marking and feedback	Marking is frequent and regular, providing pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps	Marking is frequent and regular, providing pupils with guidance on how work can be improved	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved
Evidence and comments:				
10. Corrections	The teacher ensures that corrections are carried out and any missing work is completed	The teacher ensures that corrections are carried out and most missing work is completed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	There is no insistence that corrections are carried out or that any missing work is completed
Evidence and comments:				
11. Homework	Homework is an integral part of the lesson. It is varied and extends the learning, and is treated as being as important as the lesson	Homework is used effectively to extend the learning	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Homework is not set or is set infrequently, seen as a 'bolt on' with little relevance to the lesson or sequence of lessons
Evidence and comments:				