



HARROGATE  
GRAMMAR SCHOOL  
AN INDEPENDENT ACADEMY TRUST

# Curriculum, Learning and Assessment Policy

**Member of Staff Responsible**

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**Approved by Full Board on:**

**28 11 24**

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**Review date:**

**2026**

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## 1. Policy Scope

This policy is for all teachers who work at the school. It provides information, guidance and procedures on Harrogate Grammar School's curriculum, how the learning time available is maximised and how students are assessed. All of which focus on our core purpose of Excellence for All.

## 2. Aims of the Policy

The curriculum aims intends to:

- provide a broad and balanced curriculum, which is expertly planned and sequenced, to build up the necessary knowledge and skills for future learning, employment, and careers
- provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- provide a rich and diverse experiential curriculum, which offers our students the opportunity for enrichment and deeper learning
- provide all of our students with exciting opportunities, which build confidence, develop a range of skills and promote academic excellence and a lifelong love of learning
- value learning beyond that which is recognised within the National Curriculum
- develop confident young people with enquiring minds and a range of attributes, that prepare them to be responsible citizens throughout their lives
- support students' spiritual, moral, social, and cultural development
- support students' physical development and responsibility for their own health, and enable them to be active
- ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support, to enable students to achieve their own excellence
- equip students with the knowledge and cultural capital they need to succeed in life
- develop students' independent learning skills and resilience, to equip them for further/higher education and employment

The learning aims intends to:

- provide a respectful and purposeful environment for learning, for all students
- establish what excellent classroom practice at the school is

The assessment aims intend to:

- provide clear guidelines on our approach to formative and summative assessment
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- clearly set out how and when assessment practice will be monitored and evaluated

Section 2 on the curriculum reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### **3. Policy Links**

This policy links to the following Harrogate Grammar School Policies:

- [Respectful Relationships and Behaviour](#)
- [Special Educational Needs and Disability \(SEND\)](#)
- [Non-exam assessment policy](#)
- [Accessibility Plan](#)
- [Equality information and objectives](#)
- [Disadvantage Strategy Policy](#)

### **4. Policy Statement**

Harrogate Grammar School aims to inspire students to become lifelong and independent learners. Through the building of knowledge in long-term memory, students develop academic understanding, skills and personal attributes that prepare them for life beyond school.

The curriculum is absolutely central to achieving success. If students can access learning and courses which are suitable for them, then motivation, enjoyment and achievement are certain to lead to positive outcomes for individuals. The curriculum equips students with the qualifications and skills needed for life in the 21st century.

The effective implementation of this curriculum requires all staff to create a respectful and purposeful learning environment for every student. Understanding what excellent classroom practice is and putting this into practice, is essential if we are to support students in reaching their full potential.

The impact of our curriculum is reflected on the knowledge and understanding gained by our students. Assessment allows us to measure this, but also to evaluate the effectiveness of teaching and to act on errors, misconceptions and gaps in knowledge highlighted by the assessment tool. Assessment also supports students in knowing their strengths and weaknesses, directing independent study. Assessment is therefore an integral part of teaching and learning, and it is inextricably linked to our curriculum.

### **5. Roles and responsibilities**

#### **5.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body are responsible for:

- Ensuring a robust framework is in place for setting curriculum priorities and aspirational targets
- The school complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Ensuring proper provision is made for students with different abilities and needs, including children with special educational needs and disability (SEN)
- Ensuring all courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- Ensuring the school implements the relevant statutory assessment arrangements
- Actively participating in decision-making about the breadth and balance of the curriculum
- Ensuring students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced
- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

## **5.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND
- Standards are monitored in core and foundation subjects
- Analysis of student progress and attainment, including individual students and specific groups takes place
- Appropriate CPL is in place to support the development of classroom practice for all teaching staff
- Early Careers Teachers are provided with the statutory induction programme as outlined by the DfE

- Key actions are prioritised to address underachievement
- Reports to governors on all key aspects of student progress and attainment, including current standards and trends over previous years are produced

### **5.3 Faculty and Subject Leaders**

Faculty and subject leaders are responsible to ensuring that this policy is adhered to, and that:

- their individual subject curriculum, has aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- appropriate assessment and access arrangements are in place within their curriculum area, which follow the school's procedures for assessment
- detailed records are maintained in order to build up evidence needed to demonstrate a history of need, for students who may require adjustments or access arrangements
- suitable training and development are in place for teaching staff, to ensure proper provision for students with different abilities and needs, including children with SEND
- robust quality assurance processes are in place, to ensure the curriculum is being implemented consistently and effectively in the classroom
- the subject curriculum is regularly reviewed and developed, in the light of any quality assurance evidence or any national changes which may arise
- desired or significant changes to their curriculum provision are discussed in a timely fashion with their direct line manager and senior leadership team for approval

### **5.4 Teachers**

Teachers are responsible for:

- Implementation of the school curriculum, in accordance with this policy
- following the classroom procedures detailed in this policy
- establishing a positive climate for learning with all classes
- applying the 7 Principles of Teaching and Learning in the planning and delivery of lessons
- following the assessment procedures outlined in this policy

## **6. Curriculum**

### **6.1 Organisation and planning**

At HGS there is a strong focus on the core subjects; English, Maths and Science, which we believe are the pillars that support understanding, skills and success elsewhere in the curriculum.

In addition:

- Languages are an important part of the curriculum, with the majority of students entering Year 7 studying two languages, which they continue to Year 9. Between 70-80% of students continue with at least one language to GCSE
- Humanities are a fundamental part of our core provision, with all students studying History, Geography and Religious Studies across Key Stage 3, with a high percentage (80%+) of students continuing with at least one of History or Geography at Key Stage

4. All students continue with Religious Studies in Key Stage 4, with the majority taking the GCSE examination
- The core curriculum is supplemented and balanced by provision in the arts, technological and sporting spheres, with students having access to computing, music, drama, art, design, food and nutrition and PE across Key Stage 3, in order to make informed choices during the options process for Key Stage 4
  - In addition to the subjects mentioned above, students can also choose to study Business studies, Sociology and Creative i-media at Key Stage 4
  - Students receive recommendations within languages and humanities, with approximately 80% being recommended to take one language and one humanity. They then have a further 2 genuine choices, which leads to a large uptake of a broad range of subjects. The number of students choosing to continue with arts-based subjects in addition to the core Ebacc curriculum is above the national levels within these subjects
  - Our curriculum has at its core the fundamental British Values of democracy, rule of law, individual liberty, and mutual respect and recognition and celebration of those with different faiths and beliefs.
  - The curriculum in each subject area is designed and sequenced to ensure there are opportunities to make links with the local context, celebrate diversity and inclusion, make links to future careers and broaden students' cultural capital

The Big Picture Curriculum aims intend to:

- ensure students can be happy, healthy, confident young adults, which can contribute to the world in which they live now and, in the future, as active, responsible citizens
- deliver an innovative, engaging, and purposeful programmes which combines elements of PSHE, RSE, citizenship and careers
- ensure that all students in Years 7 to 11 learn about aspects of citizenship, careers guidance, personal, social and health education, relationships and sex education and financial well-being

## **6.2 Post-16 Curriculum**

- In The Sixth Form at HGS there is a broad and balanced curriculum offer, with a range of A-levels, Level 3 BTEC and Cambridge National courses to choose from. All students study four courses in year 12 and a minimum of three courses in Year 13.
- As a Maths Hub, there is a broad offer of different maths courses to choose from and over 50% of students undertake a maths related programme of study.
- The A-Level course on offer include Art, Fine Art, Biology, Business Studies, Chemistry, Computer Science, Drama, Economics, English Language, English Literature, French, Further Maths, Geography, German, Graphic Design, History,

Mathematics, Music, Photography, Physical Education, Physics, Politics, Product Design, Psychology, Religious Studies, Sociology and Spanish.

- There are Level 3 BTEC courses in Applied Science, Business, Medical Science, Performing Arts, Music and Sport, in addition to Level 3 Cambridge National in Digital I-Media.
- Students can also choose to study the Extended Project Qualification (EPQ) and Level 3 Mathematical Studies (Core Maths) and the Sports Leaders Award at Level 3.
- Students in Sixth Form can also study GCSE and A Level Chinese and GCSE Italian
- Sixth Form Students experience a broad set of opportunities in the wider curriculum. There is an emphasis here on developing leadership skills and all students are expected to complete 30 hours of service.

### **6.3 Sports Academy**

- In September 2021, The Sports Academy Programme in Rugby and Netball was launched. Students on this programme attend timetabled training sessions incorporated into the school day as well as their academic lessons. As well as a detailed training schedule and regular fixtures, there will also be lifestyle lectures from guest speakers on nutrition, mental wellbeing, recovery, and resilience. Strong links with Yorkshire Rugby Academy and Leeds Rhinos Netball have been forged and the school looks forward to working with centre of excellence.

## **7. Teaching and Learning**

### **7.1 Climate for Learning**

Effective teaching is underpinned by a positive climate for learning. Teachers can establish this through:

- Thoughtful seating plans, informed by prior data to support the learning needs of students.
- Applying the positive achievement system fairly and consistently to recognise positive behaviours which reflect our REACH values
- Thoughtful planning that is inclusive of all learners and makes use of technology where appropriate
- Support to Assistant Teachers and any additional adults e.g. trainee teachers and senior students to assist in meeting learning need
- Having ambition for all students and ensuring they feel safe and don't fear failure.
- An orderly well-maintained classroom environment that reflects high-standards

### **7.2 Classroom Protocol**

The teacher should arrive as punctually as possible for the lesson, welcoming students as they arrive and supervising the immediate area outside of the classroom.

Students should only line up outside the classroom after lunch, if there is a greater risk to unsupervised access e.g. Science labs, Design rooms, PE spaces.



The register must be taken on Arbor at the start of each lesson. Any absence that causes concern should be reported to Attendance immediately after the register is taken.

At the end of the lesson, there must be an orderly finish, leaving the teaching space appropriate for the next class e.g. chairs in correct positions, desks cleared and board cleared.

Teachers should check students leave wearing their uniform correctly.

Teachers must have the Faculty Phase 2 rota accessible during all lessons, to ensure students having to leave are placed appropriately elsewhere following an on-call request. Teachers should use on-call only when the steps outlined in the Respectful Relationships and Behaviour Policy have been applied or if the health and wellbeing of the teacher or other students is at risk. If a student is asked to stand outside of a classroom to diffuse a situation or for a private conversation with their teacher, it must be for a very limited time only, before they are welcomed back in or on-call is requested.

### **7.3 Classroom Practice**

The 7 Principles of Teaching and Learning document has been developed to provide clear guidance on what effective classroom practice is at Harrogate Grammar School (See Appendix 1). It is the expectation that all teachers strive to consistently apply the Principles in their everyday practice. Teachers must do this whilst following the curriculum schedule and scheme of learning set out for each year group in each subject area.

A Bell-Task should always be set for students to conduct once they are seated with their equipment for learning. This should be done in silence to allow the teacher to check everyone is ready to learn and complete the register.

Students should always have an opportunity to revisit prior-learning through a retrieval task. Feedback from this informs teachers of the knowledge gained by students and the gaps, errors or misconceptions, that can be addressed in the moment.

Lesson goals must be shared with students, highlighting the key learning for the lesson. **Students should be able to talk about what they are learning, not what they are doing.**

Teachers must be aware of presenting too much information at once, which causes cognitive overload, preventing students from thinking. Instead, knowledge should be presented in small chunks. New knowledge should be linked to prior knowledge whenever possible, to make it stick and help build schema.

Worked examples and models must be used to scaffold tasks and success criteria should be shared with students, so they know what they are aiming for.

Checking for understanding should be systematic and regular, allowing for errors and misconceptions to be identified. This can be done through questioning, independent written tasks and home learning.

Questioning must give all students the opportunity to be involved, not just volunteers. The more feedback obtained, the better decisions a teacher can make on what is best to do next.

Students must be given the opportunity to conduct independent practice, in silence, over a series of lessons, so teachers can gain feedback on the extent of their understanding, informing verbal feedback within the lesson or written feedback as appropriate and/or planning of lessons that follow.

Student work must be assessed, through a mixture of self-assessment and teacher marking over time. Both verbal and written feedback should be followed with time in lessons for students to improve their work, using a green pen.

The key learning for the lesson should be revisited before students leave the lesson.

Consistently applying the 7 Principles to classroom practice will support all students, but particularly the disadvantaged, to meet need through quality first teaching.

## **7.4 Home Learning**

Home Learning is an important part of supporting students to remember more and for longer, by building knowledge in long term memory. Home Learning Expectations can be found in Appendix 2.

Home learning tasks should be set according to whole school expectations. Its purpose must be to consolidate taught knowledge or skills, check understanding or where appropriate prepare for an upcoming topic. It should never be set to finish off a lesson task or require specific resources that all students may not have.

The completion of home learning must always be checked by the teacher. This could be in the form of performance in an in-class low stakes assessment. Marking can be done by either the student or peer with appropriate support, or the teacher when appropriate. Homework completed to a high standard and/or showing clear effort from a student should be acknowledged through the awarding of ClassCharts positive.

Students must be notified of a home learning task verbally in class and teachers must publish details on Arbor on the same day, notifying students and parents. It must not be set for completion the next day.

## **7.5 Training and Development**

Whole school CPL (Continuous Professional Learning) provision is planned each year, with the aim of improving the effectiveness of every teacher. This takes place during training days and after school sessions and is mandatory for all full-time teachers, other than ECT (Early Career Teachers). Part-time teachers must select sessions in consultation with their Faculty or Programme Leader in line with their timetable allocation.

All teachers will also be supported in developing their practice through lesson visits during an academic year. These will be followed by coaching conversations conducted by trained Instructional Coaches. Further support will be allocated on a needs basis, determined by those carrying out this process.

Additional CPL requests can be made through PeopleXD and are considered by senior leaders attending weekly Diary meetings, based on the relevance to the needs of the individual or subject/whole school priorities.

## **7.6 Early Careers Teachers (ECT)**

Early Careers Teachers (ECTs) are defined as teachers in their first two years of teaching, after gaining Qualified Teacher Status (QTS).

All qualified full-time teachers must successfully complete a two year induction period, underpinned by the ECF (Early Careers Framework). This induction period is longer for part-time teachers, depending on their teaching load. For example, 0.5 full-time equivalent will have an induction period lasting 4 years.

All ECTs have a 10% reduction in timetable during their 1<sup>st</sup> year and a 5% reduction in their second. Each ECT is allocated an Induction Tutor and a Mentor, both of which are practicing members of the teaching staff. ECTs also have 1:1 timetabled weekly (ECT1) or fortnightly (ECT 2) mentor meetings and are expected to observe experienced teachers within the allocated timetable time.

The Induction Tutor conducts two formal assessment points for all ECTs. One midway through the induction period and one at the end. They also conduct Progress Reviews each term, when formal assessment is not scheduled. Reviews and assessments are made against the Teacher Standards. A successful induction period is determined through the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and meet the Teacher Standards consistently over a sustained period of time.

The school works with a DfE accredited provider to deliver the ECF programme through on-line and face to face training, for ECTs and their Mentors. Each year, the school employs an appropriate body to check the appropriate induction programme is in place and that the programme of support is clearly based on the ECF.

Full guidance on Induction for Early Careers Teachers (England) can be found from this link [DfE Early Careers Teachers](#).

## **8 Assessment**

### **8.1 Principles of Assessment**

- Assessment is an integral part of the learning process, encouraging students to learn from their mistakes and to have a sense of pride in their work.
- Assessment should be based on a variety of evidence and, where appropriate, should be gathered from a range of contexts.
- Assessment should encourage a dialogue between teacher and students, both verbal and written.
- Assessment of students' performance should highlight strengths and weaknesses. It should emphasise positive achievement and aid motivation. It should give students an idea of their achievement.
- Assessment should be designed to encourage students to aim for higher standards and to plan the next stages of learning.
- Teachers should record assessment information and use it to evaluate their teaching schemes, assisting logical progression of work, informing short-term planning, and helping the school to evaluate its curriculum.

- Effective assessment should enable us to closely monitor progress, identify and act upon underachievement and with appropriate interventions, should help to ensure all students make excellent progress and as a result, outstanding outcomes.

## **8.2 Assessment approaches**

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **8.3 In-school formative assessment**

Effective in-school formative assessment enables:

- Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment is the teacher's judgement of the evidence of a student's achievement. It should be an integral part of the learning process: it is seen as a continuous process and not just as a separate activity, 'bolted-on' at the end of a topic.

This means that:

- Assessment should be planned to provide feedback to students about their learning.
- Assessment should emphasise positive achievements and identify future learning needs.
- Assessment should be based on a variety of evidence and, where appropriate, should be gathered from a range of contexts; observation of practical and oral work, asking questions and listening, written work in the classroom, homework and examinations/tests - all of these will be interpreted as evidence of achievement.
- Evidence of achievement emerges from the normal work and activities of the students and teachers.
- Students should be involved in the assessment process - they should be aware of the overall context in which a piece of work is being studied and the criteria for judging achievements should be made clear to them.
- Students will be expected to respond to feedback given by their teachers. This may be by way of green pen work, editing and improving work, responding to further questions or any other way signposted by their teacher.

### **8.4 In-school summative assessment**

Effective in-school summative assessment enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Students to understand how well they have learned and understood a topic or course of work taught

- over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

At regular intervals during the year, as per the reporting calendar, there will be Common Assessment Tasks (CATs) in each subject area. These will be more formal, standardised tests, which will demonstrate the student's understanding of the work covered so far in that subject. In order to prepare students for the linear landscape of external examinations, these tests may cover work covered previously as well as new concepts. The outcomes of these formal CATs, will be reported home to parents at the end of a term as part of their academic profile.

In Years 11 and 13, internal, mock examinations will take place (as per the reporting calendar dates). All other year groups will have formal, end of year examinations in the summer term, which will replicate, as closely as possible, the external examination process.

Data will be collected from these CATs for reporting purposes, along with a Teacher Grade and Learning Habits Exceptional, Excellent or Changes Needed).

- In Key Stage 3, the teacher grade is a summative grade of all the work covered thus far in the subject, taking any CAT results into account.
- In Key Stages 4 & 5, the teacher grade is the grade we expect the student to achieve at the end of the year in course, based on all their work to date and if the student continues at their current rate of progress.

The teacher grades will be used to monitor the performance of student cohorts. Review meetings will be held with faculty leaders to identify any areas of concern and discuss intervention strategies as appropriate.

This data will also be reported to the Governing body as part of the Data Dashboard.

## **8.5 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Students and parents to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and A-levels and other post-16 qualifications in Key Stage 5.

## **9. Inclusion**

At HGS all teachers and support staff set high expectations and aspiration for all students. They will apply the 7 Principles to implement effective teaching and assessment practices for all groups, including:

- Students with high prior attainment

- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Wave one, quality first teaching will ensure students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and teachers will use the 7 principles of teaching and learning within their teaching practice, to remove any barriers thus enabling all students to achieve.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## **10. Monitoring Arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Regular updates on curriculum provision and outcomes, including for all groups, via the headteacher report and the data dashboard
- Dedicated link governors undertake visits to areas within school and write a report, which is presented to the headteacher and governing body
- Any significant change to the curriculum provision is discussed and minuted in governing body meeting minutes, including any challenges raised being noted

Faculty and subject leaders, with support from the Senior Leadership Team monitor the way their subject is taught and assessed throughout the school by:

- Undertaking regular lesson drop-ins either themselves and also in pairs with colleagues within the team. These may have a particular focus or be focused on general climate for learning
- Experiencing their own lesson visit, followed by a coaching conversation with either an instructional coach or members of SLT, in order to model this practice. They will then model this with their programme and assistant programme leaders, who will undertake further lessons visits.
- Liaise with the Teaching and Learning leads and instructional coaches in school, to review evidence and feedback from lesson visits and any needs identified. They may also approach the Learning Team to request support for a colleague in need
- Conduct regular student voice and work scrutiny both as part of the whole school process but also within their own area
- Work with their direct line manager to conduct the half termly curriculum quality assurance process. This includes, a curriculum conversation, lesson visits and student panels conducted each half term with the subject lead and line manager of the area
- Analysing formal assessment (CAT) for year groups and across classes within a year group
- Conduct faculty moderation and standardisation processes
- Attending data review and external results review meetings and actioning outcomes of these

Faculty and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

All teaching staff are expected to read and follow this policy. Assistant Headteachers leading on teaching and learning are responsible for ensuring that Section 7 of this policy is followed.

This policy will be reviewed every two years by the Associate Headteacher.

At every review, the policy will be shared with the full governing board

# Appendix 1 - The 7 Principles of Teaching and Learning

## The 7 Principles of TEACHING & LEARNING



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

### Connect

Warmly welcome students on arrival to your lesson. Use an accessible silent bell task.  
Engage students' thinking right from the start.



### Teacher Instruction

Share lesson goals.  
Present knowledge in small steps to minimise cognitive overload.  
Connect new knowledge to prior knowledge and link to the big picture.  
Explicitly teach Tiers 2 and 3 vocabulary.

### Review & Retrieval

Activate prior learning and strengthen memory.  
Collect student feedback and respond to any knowledge gaps.



### Model & Scaffold

Think aloud using worked examples and models to help scaffold tasks.  
Share success criteria – explain what good looks like.  
Ensure all students can experience success.

### Learning Climate

Build positive, respectful relationships with all students.  
Understand our students, their barriers to learning and how their needs can be best met.  
Have high expectations, be ambitious and strive for excellence for all students.  
Recognise and reward students in a meaningful way. Praise behaviour which reflects our values.  
Ensure all students feel safe and don't fear failure – mistakes are part of learning.  
Address behaviour that falls short of our expectations.

### Questioning

Use questioning that instigates whole-class thinking.  
Check for understanding and encourage independent thought.  
Challenge and prompt debate, using the correct vocabulary.



### Independent Practice

Provide accessible yet challenging activities.  
Allow students to demonstrate their understanding.  
Conduct in silence to allow full concentration.  
Provide accessible home learning tasks that strengthen memory.



### Assess & Feedback

Conduct live marking and provide verbal feedback.  
Allow time for self-assessment, reflection and improvement on actionable targets.  
Verbalise key learning, including hinge concepts and vocabulary.



## Evidence sources informing The 7 Principles

1. Principles of Instruction: Research Based Strategies That All Teachers Should Know by Barak Rosenshine  
<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>
2. Strengthening the Student Toolbox: Study Strategies to Boost Learning by John Dunlosky  
<https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>
3. Why Don't Students Like School? Daniel Willingham (2010)
4. Making Kids Cleverer: A Manifesto for Closing the Advantage Gap. David Didau (2019)
5. Cognitive Load – Theory in Practice. Examples for the classroom by Centre for Education Statistics and Evaluation New South Wales Government  
<https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/cognitive-load-theory-in-practice>

## Appendix 2 - Home Learning Procedures

Home learning is an integral part of studying at Harrogate Grammar School. The opportunity for consolidation and independent practise beyond the classroom is a major contributor to achieving success in school. This is where students can work to commit key knowledge to their long-term memory and build up independent learner skills over time.

The tables below provide an overview of the frequency and duration of home learning in Years 7-11. The frequency of home learning in a subject will depend on the number of lessons allocated in the timetable. For example, students are likely be set home learning more frequently in Maths and English than in Design Technology. Students will be set tasks which are accessible from home and do not require specific resources that all students may not have. Most tasks will either be accessible in Showbie or be set on an online platform such as Sparks, Quizlet or Educake.

Teachers are free to set tasks when it is most suitable for the lessons being taught in each week, although in general home learning will be set on the same day each week/fortnight. Work will not be set for the following day.

Each home learning task is set by teachers through Arbor. This will include a clear description of what to do, and where the necessary resources are located. An expected timeframe for completion is also given to support students in managing their time. Teachers will talk also through each task set with students in their lesson.

It is recommended that students have a quiet, clear space free of distractions in which to complete home learning tasks. This could be at home or in the Learning Resource Centre, at lunchtime or after school. Students are expected to meet deadlines set for home learning and to be proactive in asking for any additional help they might need before the deadline. Teachers can then provide the additional support needed for students to be successful in that task. Where a home learning deadline has not been met a ClassChart negative will be given. The expectation is that the missing homework is still completed, unless the teacher advises otherwise.

# Frequency and duration of home learning expectations

## Key Stage 3-4

	KS3	KS4
English	2 per week	2 per week
Maths	2 per week	2 per week
Science	3 per cycle (between 2 teachers)	1 per week per subject
MFL	1 per week (per subject)	
Geography and History	1 per week per subject	
RS	1 per cycle	1 per cycle
Art and Design	1 per cycle per subject	
Music and Drama (8&9)	1 per cycle	
<b>All GCSE options</b>		1 per week

KS4 – duration per task	
English, Maths, Science & RS	40 mins
Options	45 mins
<b>Time per week</b>	<b>8 hours</b>
<b>Time per weekday</b>	<b>1 hour 36 mins</b>

KS3	Year 7	Year 8	Year 9
Time per week	4 hrs 00 mins	5 hrs 12 mins	6 hrs 15 mins
Time per weekday	48 mins	1 hr	1hr 15 mins

KS3 – duration per task	
Y7	20 mins
Y8	25 mins
Y9	30 mins