

Handsworth Grange Community Sports College T&L Handbook 2024-25

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Overview

Here at Handsworth Grange our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

T&L Vision

To constantly develop an ethos where T&L is the core focus for everyone and where strong teacher-pupil relationships, as well as challenging and engaging lessons (that are personalised to individual needs), are fundamental to unlock exceptional learning, every lesson, every day.

To achieve this, we will commit to provide opportunities for all teachers to develop their pedagogy ensuring lessons are effective, and strategies are evidence-based.

This is so that ALL students:

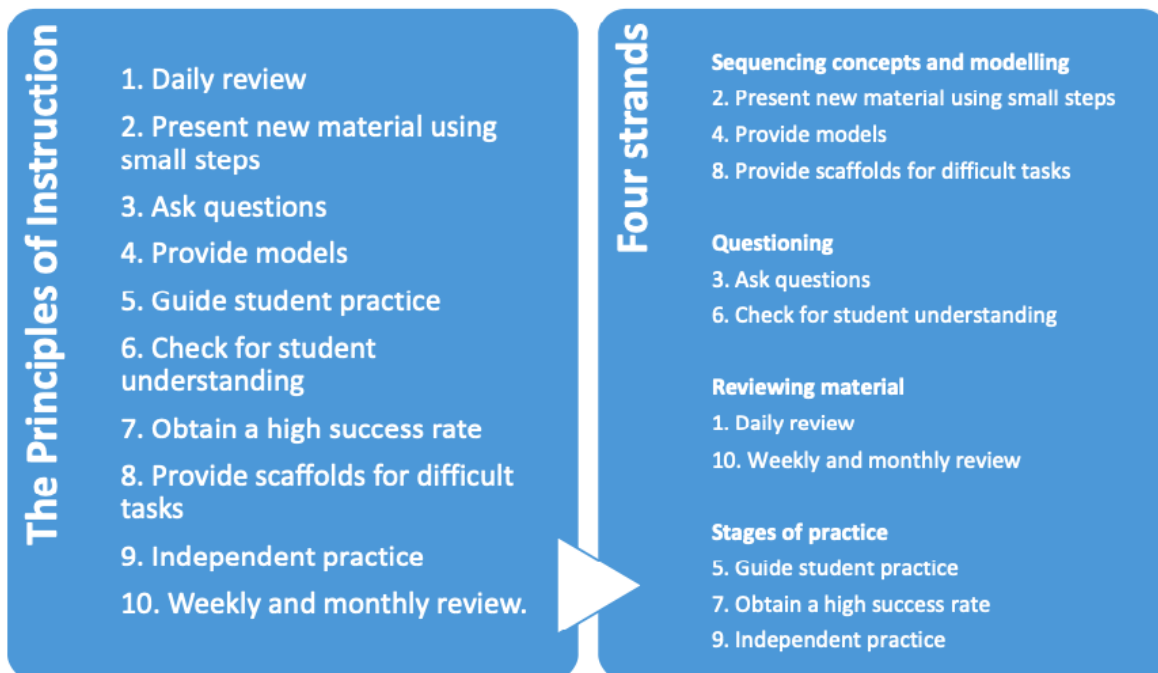
- are able to know more knowledge and remember more knowledge
- are able to develop exceptional VCR, academic and vocational learning habits
- develop the skills and character to progress successfully to the next stage of their education or training.

The purpose of our T&L is to:

- ensure pupils at our school are provided with high quality learning experiences that leads to consistently high levels of pupil achievement
- guide what pupils do and what teachers do to create an effective and well-managed learning environment in which the individual needs of each pupil can be met
- provide a common language and understanding of what makes exceptional teaching
- to ensure consistency across the school in the understanding of, and practice in, exceptional teaching and learning
- to raise standards of achievement for pupils of all abilities
- to have a T&L handbook that is a working document so that it reflects up-to-date practice
- to ultimately develop our ethos of high-quality teaching and learning for all

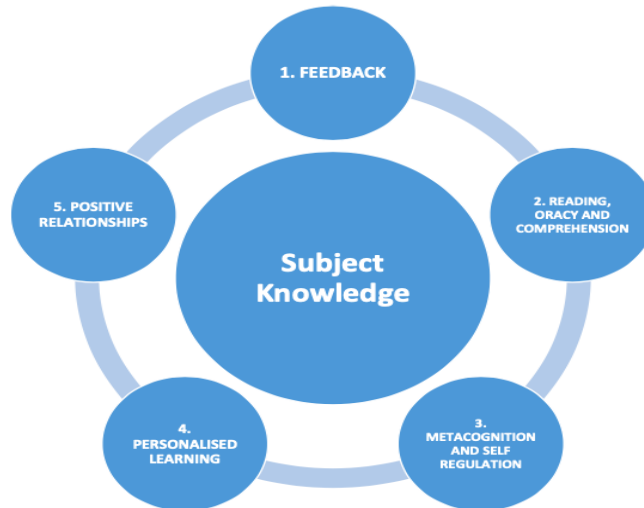
Our T&L principles

Our T&L principles are based on Barak Rosenshine's "Principles of Instruction". These principles are widely recognised for their clarity and simplicity and their potential to support teachers seeking to engage with cognitive science and the wider world of pedagogic theory. Our planning tool "The Handsworth 5" and our adaptive TLAC (Teach Like A Champion) lesson templates underpin Rosenshine's work.



"The Handsworth 5" planning tool

"The Handsworth 5" is a planning tool created from the Education Endowment Fund's research on the activities that provide the highest impact with students knowing more and remembering more knowledge e.g., feedback is ranked as the strategy that has the biggest impact with students, so this comes first in our planning tool. All 5 strategies wrap around the focus of providing subject knowledge is key to the lesson planning.



1. FEEDBACK

- Opportunities for diagnostic assessment, live feedback, consolidation activities, addressing gaps in knowledge, retrieval activities, whole class feedback activities and checking on understanding activities.

2. READING, ORACY AND COMPREHENSION

- Opportunities for reading out aloud, paired reading, classroom teacher reading, dual coding, subject specific key vocabulary explanations and oracy strategies linked to reading with discussions.

3. METACOGNITION AND SELF-REGULATION

- Opportunities for reflection activities, reflection on learning, learning to learn activities, exit passes, evaluating work, PROUD and activities that promote self-control surrounding emotions and social interactions.

4. PERSONALISED LEARNING

- Opportunities for scaffolded activities, modelling, implementing quality first teaching, appropriate activities for different learners and strong teacher subject knowledge that can be differentiated.

5. POSITIVE RELATIONSHIPS

- Opportunities for meet and greet, engaging starters, praise, rewards, postcards and positive phone calls home, modelling social and emotional language, fact finding conversations- what are our students' aspirations, and can careers be linked with our lessons?

SUBJECT KNOWLEDGE

- Opportunities to embed the core knowledge taken from the curriculum plans, use of the "Our Lesson Intent" lesson template slide and recap of this core knowledge delivered in the lesson.

The "5-minute lesson plan" includes "The Handsworth 5" areas. This can be found in our T&L folder here: [... T&L 2024-25](#)

“The Perfect Climate” in Handsworth’s lessons

We deliver a number of behaviour for learning techniques wrapped under the title of “The Perfect Climate”. The strategies are based on the TLAC strategies by Doug Lemov. “The Perfect Climate” consists of:

- Meet, Greet and Dismiss
- Perfect Climate 1- silent and independent activity
- Perfect Climate 2- paired and group discussion activity
- Perfect Climate 3- one voice, everyone listens activity
- Track the teacher- all students look at the teacher in the room

The above techniques each have a script, and these can be found here: [... T&L 2024-25](#)

The Perfect Climates each have their own logo to assist with students adapting to the required climate easily and ultimately reduce their cognitive load in lessons so they can focus on acquiring the subject knowledge.



Behaviour Boards

In every classroom we have a behaviour board that is located near the front of the classroom, so every student and LT visiting every lesson can easily see. The board contains two sections one section with the names of students that have gained praise in the lesson and the other section with the names of the students who have gained a sanction. The idea is that the member of Lt can praise in public (PIP) and reprimand in private (RIP) to support the behaviour for learning in the classroom.

Positive Framing

Over the last two years we have invested heavily into positive framing in our CPD time and briefings. The following slides explain the concept.

"Positive Framing"

WHAT IS IT?

- This is where the teacher is explicitly positive about the lesson, about what the pupils can achieve and what they can do.
- Throughout the course of the lesson, the teacher will narrate the positives, focus on pupil successes and depersonalise any issues that may arise.

WHY DO WE DO IT?

- *"Take the view that every lesson presents a new beginning and a new opportunity with your pupils. Positive framing for you and them, can have a hugely positive and positively demonstrable impact on the flow of your lessons and the learning that takes place."*
- **The Behavioural Manual- Sam Strickland, 2022**

THE BEHAVIOUR MANUAL

SAM STRICKLAND

AN EDUCATOR'S GUIDEBOOK



Positive Framing Approaches

Open your lesson by narrating a positive. For example, "Today we are going to attempt some challenging work but I know you are more than capable of dealing with it."

Adopt a frame of mind where you are always assuming the best, even if the previous lesson was unsuccessful. You should live in the here and now with your pupils and not dwell negatively on previous lessons.

Where a pupil does something wrong or gets something wrong, depersonalise it.

Always narrate the positives when pupils are interacting with you and offering answers, even if their answers are incorrect. Positive framing helps to build their confidence in the content, in you and their ability and capacity to learn

Building Positive Relationships

Speak to children like their parent/ carer is in the room
Be the unprovokable adult!

Establish your routines

Meet, greet, dismiss, perfect climate activities, Handsworth 5

Always be the adult

Comm the kindness

Verbal and non verbal

Always follow up positive and negatives- phone calls and post cards

Warm/ Strict, firm but fair

And something personal to them (this comes with time)

Learn pupil names

Emotional Currency

Great teachers build emotional currency with their pupils deliberately.

They know that there will be a time when it can be spent- a crisis averted, an angry acceleration halted.

It can take months with some children and some adults give up too quickly.

Opportunities to build emotional currency are easy to find.



Exceptional education for every student, every day.



How to build Emotional Currency

- Smiley face on a piece of work
- I thought you might like this newspaper article I cut out/ share a website
- The trip you organise
- The event you stay late for
- The door you hold, the enrichment club, the time you always give despite being busy
- The positive mention you make about the child with colleagues
- The kind word
- The offer of help
- The compassion in times of trouble



Exceptional education for every student, every day.



Teacher “ACTIVEFILES” and seating plans

Each teacher has their own Activefile. These contain essential and desirable information about the students in the teacher’s classes. All staff are provided with MINT and Edukey logins.

Essential:

- Seating plans created using the MINT software*
- Detailed student information (provided by MINT) such as PP, reading age data and SEND info etc
- SEND one-page profiles using Edukey software*

*The MINT software is updated after every DC point and after every reading test. The SENDCO updates the Edukey one-page profiles after each SEND student review.

Desirable:

- "5-minute lesson plans"
- Annotated seating plans- we encourage "scribbles" to show updates on lesson evaluations and future planning changes
- Whole class feedback or live feedback information



Adapted Lesson Templates

Our lesson templates are SEND friendly with a pale background behind a SEND friendly font. They are designed to not overburden students with lots of graphics and small text. Our lesson templates are not designed to limit students with certain activities e.g. a higher thinking activity could be used in an Accelerate lesson or, a SEND activity will almost always be used in a mainstream lesson not just in an Accelerate lesson. The teacher has the autonomy to pick which strategy works best for the planned activity and to meet the needs of the students they know well. The lesson templates are designed to help the teacher deliver lessons that include the same curriculum knowledge but with strategies to adapt the delivery of the same curriculum.

There are three adapted lesson templates at Handsworth:


- MAIN lesson template- blue border
- HAP lesson template- green border (to be used in every set 1 class and some set 2 classes)
- Accelerate and AP (Phoenix) lesson template- yellow border

There are a number of expectations that are required in every Handsworth lesson though. These are:

- use of the Perfect Climate- see above
- a knowledge recall starter at the beginning of the lesson
- the use of the "Our Lesson Intent" slide and recap of this slide at an appropriate point
- at least one activity that involves silent and independent Perfect Climate 1 work
- that the teacher takes part in live feedback with a pink pen to monitor SPAG, PROUD, misconceptions and knowledge acquisition
- an exit activity is used at the end of the lesson based on the new learning


Some examples of parts of the adapted lesson templates:

Knowledge recall - DO NOW- checking our previous learning




Last Lesson	
Last week	
Last term	
Last year	
Challenge	

Be Kind. Be Brave. Be Present.



Our Lesson Intent




What's the story? What's the hook? (Enquiry question)

And because of this, you will know... (Core knowledge)


*This page is a simple copy and paste from curriculum plans-
Intent and Implementation need to match up
**Learning is hard - but that's okay- it's meant to be- "high challenge, low threat"

And because of this, you will be able to do... (Key Skills)

Be Kind. Be Brave. Be Present.




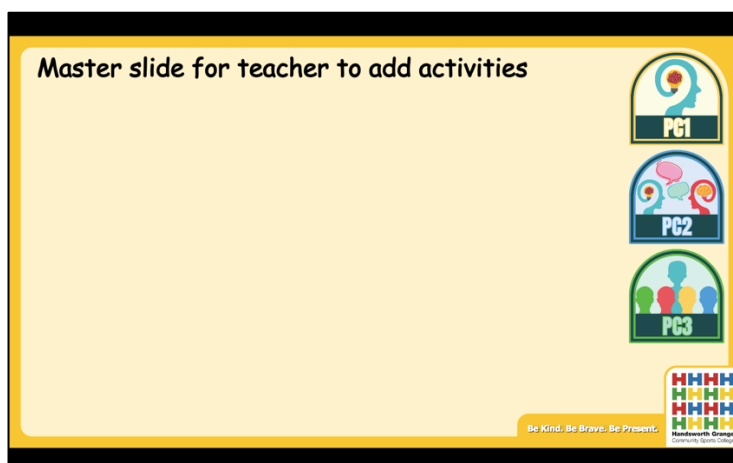
Great dismissal reminders



1. Tidy your area- put all resources in desk boxes
2. Correct your uniform
3. Stand behind your chairs
4. Teacher hand up.. Countdown (3, 2, 1) to PC1
5. Opportunity for final chat, reminders, quick quiz questions etc
6. Teacher at the door
7. Dismissal, row by row

Be Kind. Be Brave. Be Present.





A link to the lesson templates can be found here: [... T&L 2024-25](#)

TLAC (teach like a champion) activities

We have adopted several strategies from the Doug Lemov TLAC book. Each of the TLAC strategies have their own logo so that students can easily recognise the type of activity that the teacher is delivering. Each lesson template has further information about each of the strategies so teachers can learn more about the pedagogy. Each strategy has its own CPD session for teachers to access.

We focus on the following TLAC and TLAC inspired strategies:

TLAC:

- Culture of Error/ No opt out
- Cold calling questioning
- Show Call
- Turn and Talk

TLAC inspired:

- Perfect Climate 2/ VOICE 21 oracy strategies
- Subject Specific Reading (disciplinary reading)
- Misconceptions- White Boards

Some examples of the Handsworth TLAC strategy logos:



HAP T&L

The following teaching strategies can help stretch the HAPs in your classes. The “7 excellent habits” were formed by Handsworth Curriculum Leaders subject and are aimed at encouraging HAPs to work on these habits so that in time they become regular day-to-day learning habits.

Teaching strategies

- Give more able GCSE students access to generic A level textbooks so that they can deepen their knowledge and write more in-depth and detailed class notes.
- Aim all explanations of complex ideas and concepts at the most able students in each class.
- Use legacy examiner reports and your own marking to identify common misconceptions and errors to inform lesson planning.
- Provide tiered past exam questions regularly in class.
- Encourage HAP students to explain concepts in their own words in class (verbally to the teacher or to each other and in writing).

Questioning

- Provide regular targeted questions to HAP students. This may be in front of the rest of the class or when you are circulating while the rest of the class is working.
- “Springboard” questions around the room. Start with less able students and allow more able students to add to, amend or make further connections to the initial responses.

Extended writing activities

- Higher tier papers will have an emphasis on higher mark extended writing questions. Less scaffolding information will also be available to students in the question stem.
- Provide regular opportunities for extended writing activities in class.
- Teach exam technique by encouraging students to circle command words and key words in the question stem and discuss what these mean prior to answering the question.
- As a class, identify and brainstorm key words or phrases that could be used in responses.
- Encourage students to draw and refer to labelled diagrams in their answers.
- Use model answers (either to aid with marking, to share success criteria, or for students to amend and improve)

Are these part of your daily or weekly routine?

7 Excellent habits for high achievers

1. More questions

2. High level notes

3. Reading to increase vocabulary

4. Current affairs awareness

5. Confident speaking

6. Embrace culture

7. Goals & aspirations

1. MORE QUESTIONS
Always be curious- aim to ask up to 5 subject specific questions in every class- ask quality, relevant questions to get more verbal feedback from teachers.

2. HIGH LEVEL NOTES- CLASSWORK
Is your note taking at a high level in every class? Are you writing questions in your margin to further improve your knowledge? Are you finding answers to your questions independently every week?

3. READING TO INCREASE VOCABULARY
Ask your teacher about 'wider reading'- this is reading around your subject and finding out more than what is in a text book. For example, reading 'National Geographic' magazine every week will help you learn more about geography, Science and History. Use this strategy to increase your vocabulary.

Be confident, be curious!

4. CURRENT AFFAIRS AWARENESS
Read a broadsheet newspaper article or listen to a news podcast daily or weekly. For example, the articles in the 'i' newspaper are well written and will showcase good grammar. Download a news app like the BBC News app.

6. EMBRACE CULTURE
Increase your cultural awareness -ask your teacher about subject specific documentaries, exhibitions and dramas that you can watch.

7. GOALS AND ASPIRATIONS
Know your end goals- what are your next steps? For example, what do you need to learn at GCSE to get on to A-Levels? What skills do you need for the career you want? How is what you are learning every day linked to your dream job?

5. CONFIDENT SPEAKING
Join the debating club in school to improve your confidence and your speaking skills. For example, improving your oracy skills will improve your literacy skills!

LPA T&L

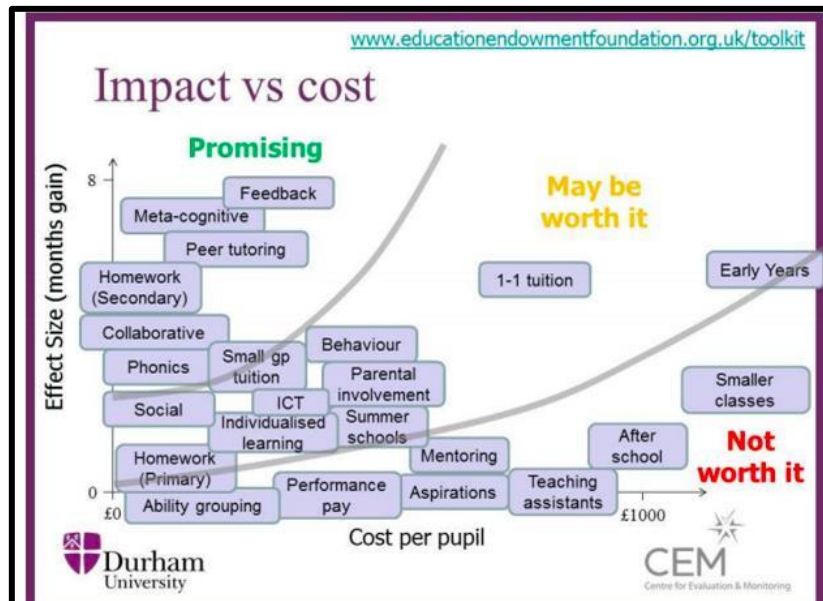
Having high expectations of what LPAs can achieve in a lesson and planning accordingly is the starting point. So, rather than starting with easy work and not really progressing (because they 'probably won't get it'), start with more challenging work and support them to achieve this. Below are some low effort, high impact tips when teaching LPAs:

- Don't overload the lesson templates (only provide key information)
- Make routines and instructions simple and easy to understand
- Provide simple explanations of key words
- Repeat key information at regular intervals throughout the lesson
- Provide regular praise for good work/good contributions
- Provide homework in written format (providing the method and example)
- Don't hand out homework at the last minute
- Ensure work is appropriate to the ability of the learners (start a little lower and accelerate as required)
- Ensure the basics are embedded and don't move on too quickly
- Ask students to repeat back what they think they need to do
- Don't ask low ability students to copy lots of information from the whiteboard
- Demand good presentation and have the same expectations as high ability learners

Practical teaching strategies for closing the gap

1. **Teacher talk** – Typically lower ability students find it difficult to listen and focus over longer periods of time. Keep the amount of teacher talk to a minimum.
2. **Praise** – Praising students for good behaviour, answering questions, even if they get them wrong, sounds simple but is a very effective way of boosting confidence and self-belief which lower ability learners can lack. It also helps build positive relationships with your students
3. **Competition**– Divide your class into houses or rows and make learning tasks competitive. Reward the winning team e.g. with house points. This simple, fun strategy will help motivate students to complete tasks and get them working together.
4. **Examples**– Use example work from students during the lesson. Use TLAC strategy “Show Call” with the visualiser- read out or display the best examples. This will reinforce to others what needs to be done and will motivate and boost self- esteem.
5. **Success** – Make sure students understand what they need to do to achieve on or above their target level during the lesson. Use AfL tasks such as assessing sample work, peer and self- assessment to do this. Be clear with your success criteria and how they can achieve this.
6. **Literacy**– Ask students to read out objectives or information you have provided in the “Our Lesson Intent” slide. Alternate between students every sentence so that most get the chance to read out. This will also ensure pupils are following along! Provide writing frames to prompt students into starting sentences. Provide literacy-based starters such as spelling tests, correcting work etc. Demand good presentation of work at all times.
7. **Independent work** – Personal learning and thinking skills. A common observation of lower ability students is that they struggle to work independently. However, they may not know how to be an independent learner in your lesson. Make independent learning skills a learning objective or outcome for the lesson and reinforce what this means and how students can achieve this.
8. **Differentiation** - by task, objective and outcome. Students need to be able to access the learning at a level appropriate to their needs and abilities. Look at your MINT data to help plan your lesson. Ensure you provide extra help for those who need it and that any extra help e.g. from TAs, is incorporated in your planning. Provide extension tasks for those who might finish early also taking into account the needs of the more able.

Disadvantaged T&L



The top three strategies to support disadvantaged students are explained below.

1. Effective Feedback

Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teachers or the learner's actions to achieve the goal. It can be about the learning activity or task itself, about the process of the task or activity, about the student's management of their own learning or their self-regulation or about them as individuals. Research suggests that feedback is best directed at the task and process level. Research suggests that it should be:

- about challenging tasks or goals (rather than easy ones);
- given sparingly (i.e. needs to be meaningful);
- more important to give feedback about what is right than what is wrong;
- important to be as specific as you can and, if possible, compare what they are doing right now with what they have done wrong before; and
- it should encourage them, and not threaten their self-esteem.

2. Meta-cognitive strategies

Metacognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom. This is usually through teaching pupils' strategies to plan, monitor and evaluate their own learning. It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning.

3. Peer tutoring/ peer-assisted learning strategies

These are a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In this collaborative learning strategy, learners alternate between the role of tutor and tutee. The common characteristic is that the learners take on responsibility for aspects of teaching and for evaluating the success of the learner.

SEND T&L

Quality First Teaching for SEND students is Quality First Teaching for all students. Our lesson templates are SEND friendly and are designed to not overburden students with SEND needs. Specific strategies to meet individual student needs can be found on each SEND student's one page profile accessible from Edukey. However, below are some generic strategies that help support all students but in particularly SEND students in the classroom:

VISUALS	ORGANISATIONAL SUPPORTS	SEATING PLANS	COMMUNICATION
Pastel coloured background on whiteboards.	Key vocab displayed and recorded	Hearing and visually impaired pupils to be mindfully seated dependent on nature of need	Adjusted pace with time for processing
Limited text per page using student friendly language. No overcrowding.	Sentence starters Graphic organisers/writing frames	Pupils with ADHD away from doors, windows or distractions. Pupils with ASD to be consulted with	New vocabulary explicit, paraphrased and visual
Simple presentation: clear font; bold / coloured rather than underlined; wide line spacing (1.5 at least)	Clear timings with extra timing where appropriate Tidy classrooms, calm environment	Pupils with MLD seated for ease of access to support	Recall, revisit and repeat
Student to be able to 'see what you are saying' through linked images	Explain homework instructions	Well considered supportive pairings and groups- make reasonable adjustments	Explicit instruction regarding use of planner to record homework. Homework instructions printed where possible

Sheffield Support Grid- linking T&L to SEND needs- This support grid uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014) and illustrates the Teaching and Learning Strategies suitable for each. It also indicates the expected support levels to be provided, the identification and assessment tools that may be in place and which other services may be able to help.

[Sheffield Support Grid exemplification - Final Version - March 2019.pdf \(learnsheffield.co.uk\)](https://www.learnsheffield.co.uk/Sheffield-Support-Grid-exemplification-Final-Version-March-2019.pdf)

Pupils needing coloured paper- This can be found in Staff shared (T) > Whole School Resources > SEND > All Staff > Staff SEND info 2023-2024 > Pupils needing coloured paper.

More information on teaching SEND students can be found in the Accelerate handbook. Accelerate is our Alternative Learning Pathway (ALP).


Embedding our values (character development) into every lesson

We have specific posters linked to each of our three values. Our values are:

- Be kind
- Be brave
- Be present

Our Handsworth Value today is...

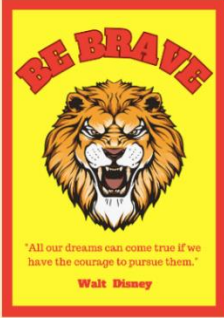
- We are going to demonstrate being
- We are going to do this by.....
- What Attitude to Learning area are you focusing on today?



BE KIND

"No act of kindness, no matter how small, is ever wasted."

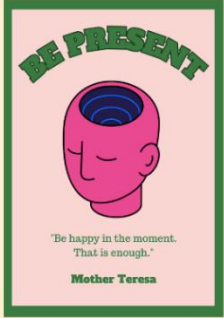
Aesop



BE BRAVE

"All our dreams can come true if we have the courage to pursue them."

Walt Disney



BE PRESENT

"Be happy in the moment. That is enough."

Mother Teresa

Be Kind. Be Brave. Be Present.

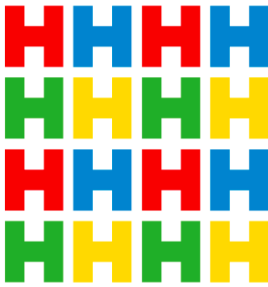
Handsworth Grange Community Sports College

Attitude to Learning (AtL)

	Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
L5 (for Y9, Y10 and Y11 only)	<p>I am exceptional in showing strong character through respect to others.</p> <p>I show kindness, understanding and acceptance towards the views and opinions of others.</p> <p>I lead others in learning activities and always ensure others are motivated by being a positive role model.</p>	<p>I am exceptional in showing strong character through my engagement in all aspects of learning.</p> <p>I am ambitious, determined and resilient; I work with 100% effort in order to make outstanding progress.</p> <p>I am a positive role model as I always develop positive relationships with peers and staff in lessons.</p>	<p>I am exceptional in showing strong character through my personal responsibility for learning.</p> <p>I am organised and engaged in my lessons; I have all of my equipment and often have additional resources to support my learning.</p> <p>I am a positive role model as I always take pride in my work and present work neatly.</p>	<p>I am exceptional in showing strong character through my dedication to responding to feedback.</p> <p>I am a positive role model as I always reflect on my own learning, and this helps me know what to do to improve- I always follow this up by acting on my areas for development.</p>	<p>I am exceptional in showing strong character by being independent in all aspects of my learning.</p> <p>I am a positive role model as I independently seek to develop my own understanding and apply learning in all of my lessons.</p>
L4	<p>I show kindness, understanding and acceptance towards the views and opinions of others.</p> <p>I use social and emotional language to take the opportunity to develop my character.</p> <p>I lead others in learning activities and always ensure others are motivated by being a positive role model.</p>	<p>I am ambitious, determined and resilient; I work with 100% effort in order to make outstanding progress.</p> <p>I always develop positive relationships with peers and staff in lessons.</p> <p>I always engage in discussions by speaking in full sentences and extending my verbal answers.</p>	<p>I am organised and engaged in my lessons; I have all of my equipment and often have additional resources to support my learning.</p> <p>I always take pride in my work and present work neatly.</p> <p>I always show courage by asking questions in order to develop my thinking skills and understanding.</p>	<p>I am adaptable and determined; I always respond to feedback in order to improve my work.</p> <p>I always reflect on my own learning, and this helps me know what to do to improve- I always follow this up by acting on my areas for development.</p>	<p>I always work independently to complete homework to a high standard.</p> <p>I independently seek to develop my own understanding and apply learning in lessons.</p>
L3	<p>I am respectful and behave in ways that help me, and the rest of the class learn.</p> <p>I use social and emotional language to take the opportunity to develop my character.</p>	<p>I am resilient and courageous and continue to try when I make mistakes. I am determined and work hard in my lessons to make good progress.</p> <p>I develop positive relationships with peers and staff in lessons.</p>	<p>I am organised and always have my necessary equipment for learning.</p> <p>I take pride in my work and present work neatly.</p> <p>I show courage by asking questions in order to develop my thinking skills and understanding.</p>	<p>I am adaptable and respond to feedback appropriately.</p> <p>I reflect on my own learning, and this helps me know what to do to improve- I follow this up my acting on my areas for development.</p>	<p>I always work independently to complete homework.</p> <p>I work very well independently, in a team, or as a part of the whole class.</p>
	I lead others in learning activities and try to encourage others by being a positive role model.	I engage in discussions by speaking in full sentences and extending my verbal answers.			HHHH
L2	<p>I am respectful to others in class but sometimes my behaviour can be a distraction.</p> <p>I sometimes use social and emotional language to take the opportunity to develop my character.</p> <p>I sometimes lead in learning activities but need to be aware of being a positive role model.</p>	<p>I try my best but need to show more resilience and determination, especially when I get things wrong.</p> <p>I sometimes try to develop positive relationships with peers and staff in lessons.</p> <p>I sometimes engage in discussions and try to speak in full sentences with some attempt at extending my verbal answers.</p>	<p>I am well organised for learning but occasionally I have equipment missing.</p> <p>I take pride in my work; however, I have to be reminded about my presentation or quality occasionally.</p> <p>I try to show courage by asking questions and making contributions.</p>	<p>I respond to the teacher feedback but sometimes in not enough detail.</p> <p>I sometimes reflect on my own learning in order to improve my work.</p>	<p>I complete homework but sometimes it could be of better quality.</p> <p>I can work independently or in a team but sometimes I need reminders to stay on task in lessons.</p>
L1	<p>My behaviour often distracts others from learning.</p> <p>I need to use social and emotional language to take the opportunity to develop my character.</p> <p>I never lead in learning activities, and I am not a positive role model.</p>	<p>I give up easily and I am not engaged in lessons.</p> <p>I don't try to develop positive relationships with peers and staff in lessons.</p> <p>I don't engage in discussions, and I don't speak in full sentences or extend my verbal answers.</p>	<p>I often don't have equipment for my lessons.</p> <p>My work is often presented poorly.</p> <p>I rarely answer questions in lessons.</p>	<p>I do not respond to teacher feedback.</p> <p>I never reflect on my own learning.</p>	<p>I rarely complete homework.</p> <p>I am not good at working independently in lessons.</p>

Student work and PROUD expectations

I AM PROUD!



Handsworth Grange
Community Sports College

P	PREPARED
<ul style="list-style-type: none"> I have all of my equipment; my pens (black, purple and green), pencil, ruler, scientific calculator, reading book, knowledge organiser, planner, rubber, glue stick, whiteboard pen and highlighter. 	
R	RULE OFF
<ul style="list-style-type: none"> I rule off after every lesson and use all space in my book. I use a ruler to cross out mistakes. 	
O	ORGANISED
<ul style="list-style-type: none"> I keep my handwriting neat, my book tidy and I organise the learning in my book. I stick worksheets in during the lesson. I draw in pencil and I write in pen. 	
U	UNDERLINE
<ul style="list-style-type: none"> I write down, and underline with a ruler, all dates and titles. 	
D	DEDICATED
<ul style="list-style-type: none"> I dedicate time and effort to completing all work set to the best of my ability. 	

1 st September 2023	
HGCSC Presentation of Work and Marking	
P R O U D	Student work: All your written work in books or folders must be completed in Black pen. All titles must be underlined with a ruler and the date inserted into the margin.
	Teacher marking: Teachers will mark your work using Pink . Teachers will give you praise, will grade your work where necessary and will give you targets for further improvement.
	Student improvements: All your improvements will be completed using Green pen. This is so we can see clearly where you have added to existing work.
	Teacher re-marking: Teachers will re-mark any work you have taken time to improve, again using Pink pen.
	Student peer assessment: All your peer assessment work will be completed using Purple pen so that it stands out from your own work.

Feedback (including live feedback)

Feedback Key principles

1. Lay the foundations for effective feedback

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

2. Deliver appropriately timed feedback that focuses on moving learning forward. Teachers should judge whether more immediate or delayed feedback is required.

Task or content-specific feedback

It is likely that if the feedback is related to a specific task; knowledge, subject content or is addressing a misconception then immediate feedback will be more effective (e.g. live marking, question/answer, classroom intervention etc). Although this type of feedback can be effective, it might not be as effective as others. Feedback about a specific task is usually not generalisable, and might encourage pupils to focus on getting the current task right instead of encouraging them to learn strategies that can be used in other tasks in the future.

Process feedback

If the feedback is related to underlying processes related to the task, then delayed feedback may be more powerful. Feedback about the underlying processes involved in tasks focuses on the decisions, strategies and techniques students used during a task. It is about whether students have actually understood and implemented a concept or idea, and can be highly effective for enhancing deeper learning.

Metacognitive or self-regulation feedback

Feedback about self-regulation addresses the way that students monitor, direct and regulate their behaviour when they are learning.

Feedback that focuses on a pupil's personal characteristics, or that only offers vague or general remarks is less likely to be effective.

3. Plan for how pupils will receive and use feedback

Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage pupils to welcome feedback, and should monitor whether pupils are using it.

Teachers should also provide opportunities for pupils to use feedback. In this way the feedback loop can be closed so that pupil learning can progress.

Provision of feedback

The effects of feedback, whether verbal or written, can vary. The method of delivery (written or verbal) is likely to be less important than ensuring the principles above are followed – it should follow high quality foundations, be timed appropriately, be focussed on the task, subject and/or self-regulation, and then used by pupils.

- There is no expectation that feedback will be in written form. Though it can be effective, the effects of written feedback can vary.
- Verbal feedback methods may be more time-efficient when compared to written feedback.
- Feedback takes place in every lesson in many forms, most of which will not be evidenced. There is no expectation for feedback to be captured.
- Whole-class feedback, live marking, modelling and the use of visualisers can be effective tools for providing feedback. Feedback may sometimes be focussed on a particular element of pupils' work e.g. introductory or concluding paragraphs. This may reduce the time burden of assessment and feedback in some subjects.
- Teachers should check that pupils' presentation of their work is in line with school expectations and take opportunities to issue reminders of these expectations.
- It is sometimes appropriate for teachers to provide feedback on pupils' written accuracy. This includes academic language, SPaG and key vocabulary.
- Marks from summative assessments should be shared with pupils in a timely manner, at an appropriate time chosen by the teacher. The approach to sharing grades should be decided at a department level.
- Numeric marks, grades and scores can provide a helpful form of written feedback, but it is very likely than any accompanying verbal or written feedback delivered at the same time will be diminished in impact. It may therefore be appropriate to separate these forms of feedback in time.
- There is no expectation to provide summative marks or grades except through calendared assessments. Departments may wish to centrally store more information, and this should be decided at a department level with due consideration of teacher well-being and opportunity cost. This means that such arrangements must be reasonable, proportionate and designed for a purpose (e.g. for grouping arrangements, judging the quality of curriculum delivery and effectiveness etc.).

Live feedback at Handsworth

We encourage teachers to conduct live feedback in every lesson. A good opportunity to do this effectively is during the 15-minute independent activity in perfect climate 1. This behaviour for learning ensures the room is quiet and the teacher has the ability to go around the class and give live feedback regarding the task and the student's book. Each teacher has been provided with a clipboard and the school's whole class feedback sheet to make notes when circulating the room. Our teacher uses a pink pen when giving live feedback- this is to review SPaG, PROUD, misconceptions and knowledge acquisition. As there is an opportunity in every lesson to conduct live feedback, the teacher may decide to focus their time using the seating plan e.g. PP students or SEND students first or conduct a simple rotation around the classroom- the teacher has the autonomy to decide which students are a priority during the live feedback class rotation but the expectation is that all students will receive live feedback on a regular basis with evidence of pink pen in their books. Students respond to pink pen live feedback or whole class feedback using a green pen.

Written feedback is expected after formal calendared assessments have taken place- see assessment section below. There are "Feedback" windows on the school calendar so subjects can deliver formal assessment feedback at a time appropriate for the department. This allows time for teachers to mark formal assessments.

Assessment

Assessment falls into three broad categories:

- Day-to-day formative assessment (this could include end of topic tasks or tests)
- Medium-term summative assessment (for instance formal end of year assessments sat in either the classroom or an examination hall)
- Final (end of course) formal summative assessment (for instance BTEC and GCSE external exams)

The purpose of assessment varies depending on the context. We give very careful consideration to developing high quality assessment design and how we share the results of it. Individual subject assessments are detailed in their curriculum plans. On our school calendar we have "Consolidation" periods planned so lessons in the run up to important assessments are focused on consolidating core knowledge. Following assessments, we have "Feedback" windows so that lessons focus on giving valuable feedback to students from the assessments. Due to the timings of assessments subjects have autonomy to change these periods to match the workload of marking formal assessments.

Further information can be found in our Assessment and Data handbook. Please find below a timetable of our more formal assessments.

Key Stage 3	Type of Assessment	Month
Year 7	English and maths start of year baseline tests	September
Year 7	End of Year Assessment	June
Year 8	English and maths start of year baseline tests	September
Year 8	End of Year Assessment	June
Year 9	English and maths start of year baseline tests	September
Year 9	End of Year Assessment	June
Year 7	Reading Assessment 1	October
Year 7	Reading Assessment 2	July
Year 8	Reading Assessment 1	October
Year 8	Reading Assessment 2	July
Year 9	Reading Assessment 1	October
Year 9	Reading Assessment 2	July

Key Stage 4	Assessment Type	Month
Year 10	English and maths start of year baseline tests	September
Year 10	Mid-term Baselines (English and maths)	February
Year 10	End of Year Assessments	July
Year 11	Trial Exams 1	October
Year 11	Trial Exams 2	February
Year 11	GCSEs	May/June
Year 10	Reading Assessment 1	October
Year 10	Reading Assessment 2	July

Home Learning

We believe that study at home is vitally important for pupil attainment and progress. We also believe that it fosters independent learning skills, as well as allowing space and time for pupils to investigate and explore areas that they are interested in. Home learning at Handsworth comes in a variety of formats and frequencies depending on the needs of the subject and the stage of pupil learning. Please find a document, linked to our website, below that details all the home learning expectations, broken down by subject and year group (where relevant). From September 2024 all home learning set will be communicated to parents and carers using the SIMS ParentApp. This communication will include a home learning due date.

[HOME LEARNING : Students : Handsworth Grange \(hgcsc.co.uk\)](https://hgcsc.co.uk)

Also available on the website are several links to home learning websites and resources.

Details of subject specific homework is shown in the table below.

T&L Handbook 2024-25

	Key Stage 3	Key Stage 4
English	<p>Three times per year</p> <p>We set an oracy research project. Pupils have 6 weeks to research a specific topic and create a presentation around this topic. Pupils then present this to the class.</p>	<p>Every fortnight (unless exams are on)</p> <p>Pupils are set an assignment on SENECA covering topics that we have done in lesson. All the topics are based on GCSE content and skill.</p>
Maths	<p>Sparx Homework given once a week. Tasks are based on in class learning. The Sparx system learns from pupils strengths and weaknesses and will adjust topics and difficulty level accordingly.</p>	<p>Once a half-term</p> <p>Homework booklet on previous half term's learning. Pinpoint also gives targeted questions to pupils on their weaknesses from assessments</p>
Science	<p>One per week across science</p> <p>Homework will consolidate prior learning and allow students to revisit new concepts they learn in class. This will be through an online app which Science teachers will provide students with more information on how to access and complete knowledge recall homework.</p>	<p>One per week across science</p> <p>Homework will consolidate prior learning and allow students to revisit new concepts they learn in class. This will be through an online app which Science teachers will provide students with more information on how to access and complete knowledge recall homework.</p> <p>Year 10 and 11 will also receive extra homework through the form of exam questions. Students are also strongly encouraged to purchase the AQA revision guide to help them complete homework and revise for assessments. See your Science teacher for more information.</p>
Modern Foreign Languages	<p>Weekly</p> <p>Vocabulary revision</p>	<p>Weekly and half termly</p> <p>Weekly vocabulary revision and vocabulary test.</p> <p>Completion of one vocabulary learning module per half term on the website Memrise.</p> <p>Four pages of CGP Revision workbook every half-term holiday – self-assessed by pupils.</p>
History	<p>One per term.</p> <p>A new learning activity to support and boost knowledge of a topic in class, including making greater links to local history.</p>	<p>Year 10 - twice per half-term, a mixture of new topic content (marked) and revision.</p> <p>Year 11 - twice per half-term, a mixture of new topic content (marked) and revision. In addition, one piece of revision work per topic will be emailed to students to be done at home.</p>

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Geography	One project per topic, each project is made up of 6 tasks and designed to be completed over the course of the topic A series of tasks based around the topic being studied, designed to get students to learn around the topic; both practising and extending the learning they do in class	Homework is set fortnightly, students are given a simplified case study to learn. This is done via teams with paper copies available if needed. This is followed by a short low-stakes test based on the case study knowledge. Students achieving below a set score are retested the following week in their own time. There are 18 case studies in total.
PE	Every term Different unit of work to cover theory, or parts of the subject we feel are important but unable to give the time to in lesson eg healthy living, looking at changing eating habits, improving mental health via physical activities or increasing pupils awareness of sport not covered in school.	Set by component window so, one term per year. Sep-Dec or Jan-April. Content based for the component they are completing. This can be research based or completing of the assignment.
Drama	The main homework is a student self-review, which happens 4 times a year, after each practical performance is finished. Additional tasks include self-assessing strengths and weaknesses as an actor and sometimes learning lines or finding props and costumes for performances. All student self-reviews and self-assessments are set on Teams and can be completed online; paper versions exist for those who have no online access.	Dependent upon the work being done: homework can include line learning, completing reflective pieces of writing, finding resources for upcoming performances. Theatre reviews are spread across the year, dependent upon when suitable performances are programmed in local theatres. Revision for trial and actual written exams is done just before that exam series starts.
Music	Once per project (3 times a year) Basic musical theory recaps. They log-in to teaching gadget and are given a baseline score set by myself that they should achieve. They have to keep going with the homework quiz until they reach the score. They are sent QR code/printed QR code to ensure they can access it easily.	Fortnightly (going to weekly in Year 11) Knowledge recaps/revision for exam. Performance practise, if close to deadlines.
Art	Twice per rotation Fact gathering for research work. Drawing activity.	When appropriate, pupils are asked to complete unfinished lesson work, either in intervention or at home. It is personalised depending on the individual pupil's work. Artist research work, Holiday homework is set.
Business	One per fortnight It is between 10 and 15 marks including multiple choice or short answer questions and is focused on knowledge recall from across the year and across the current topic.	One per fortnight. Knowledge recap with a mix of multiple choice questions and short answer questions. Home to be set using Seneca Learning.
Sociology		Year 10: homework booklets given for each unit based on key studies. Tasks completed fortnightly which support knowledge from lessons. Year11: studies based homework booklets given in first half term. Tasks completed fortnightly which support knowledge from lessons. Half term 2 onwards exam practice questions/revision tasks given fortnightly.
Computer Science	One piece per half term. Recall and knowledge questions that recaps current topic. Set using Quizzes and in the form of multiple choice and short written answer style questions.	One per fortnight A mix of basic recall and exam questions based on previous learning. All will include a mix of both to ensure exam practice is done alongside theory revision. Homework set on Seneca.
Digital Skills		One per fortnight. Knowledge recap with a mix of multiple choice questions and short answer questions. Home to be set using Know It All Ninja.

Literacy (including VOICE 21)

For more information about our literacy offer at Handsworth please see the Literacy handbook with further information on the following areas that are related to T&L:

- how we use our reading test data in lesson planning.
- VOICE 21 oracy information
- Subject specific (disciplinary reading) strategies
- How VCR is used in lesson planning
- Explanation of literacy interventions

Perfect Climate 2- VOICE 21- oracy activities

Challenge	Clarify
Disagree or present an alternative argument	Asking questions to make things clearer and check your understanding
<ul style="list-style-type: none"> “ I disagree because ____ ” “ To challenge you X, I think ____ ” “ I understand your point of view, but have you thought about ____? ” 	<ul style="list-style-type: none"> “ So are you saying ____? ” “ Does that mean ____? ” “ Can you clarify what you mean by ____? ”

Summarise	Build	Instigate	Probe
Identify and recap the main ideas	Develop, add to or elaborate on an idea	Present an idea or open up a new line of inquiry	Dig deeper, ask for evidence or justification of ideas
<ul style="list-style-type: none"> “ So far we have talked about ____ ” “ The main points raised today were ____ ” “ Our discussion focused on ____ ” 	<ul style="list-style-type: none"> “ Building on X's idea ____ ” “ I agree and would like to add ____ ” “ X's idea made me think ____ ” 	<ul style="list-style-type: none"> “ I would like to start by saying ____ ” “ I think ____ ” “ We haven't yet talked about ____ ” 	<ul style="list-style-type: none"> “ Why do you think ____? ” “ What evidence do you have to support X's idea? ” “ Could you provide an example? ”

Be Kind. Be Brave. Be Present.

Handsorth Grange Community Sports College

Other handbooks

Other handbooks are available with further information:

- Curriculum handbook (including Subject Intents, Learning Journeys and Curriculum milestones)
- Assessment and exams handbook
- Accelerate Curriculum handbook
- AP (Phoenix) Curriculum handbook
- Literacy handbook
- PD handbook
- QA handbook

Monitoring and evaluating lessons

For more information on our QA system and lesson feedback, please follow the link below to see our QA handbook and related documents such as our lesson feedback form. A link to the QA folder can be found here: [QA 2024-25](#)

CPD

This T&L handbook is complimented by our CPD handbook. An overview of the CPD offer can be found in the CPD handbook. Each strategy in this handbook is accompanied by a CPD session. We also discuss T&L and student needs as part of our Monday briefing every week.