

HANDSWORTH GRANGE
COMMUNITY SPORTS COLLEGE

T&L Handbook 2025-2026 “The Handsworth Way”



**Exceptional education for every
student, every day.**

Proud to be part of
 **Minerva**
Learning Trust

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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:

- can know more knowledge and remember more knowledge
- can 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

At Handsworth Grange Community Sports College we are committed to developing shared language, pedagogy and routines for both staff and students, this is based on research informed practice.

Our practices are based around Rosenshine's principles of instruction, cognitive load theory, the forgetting curve and deliberate practice.

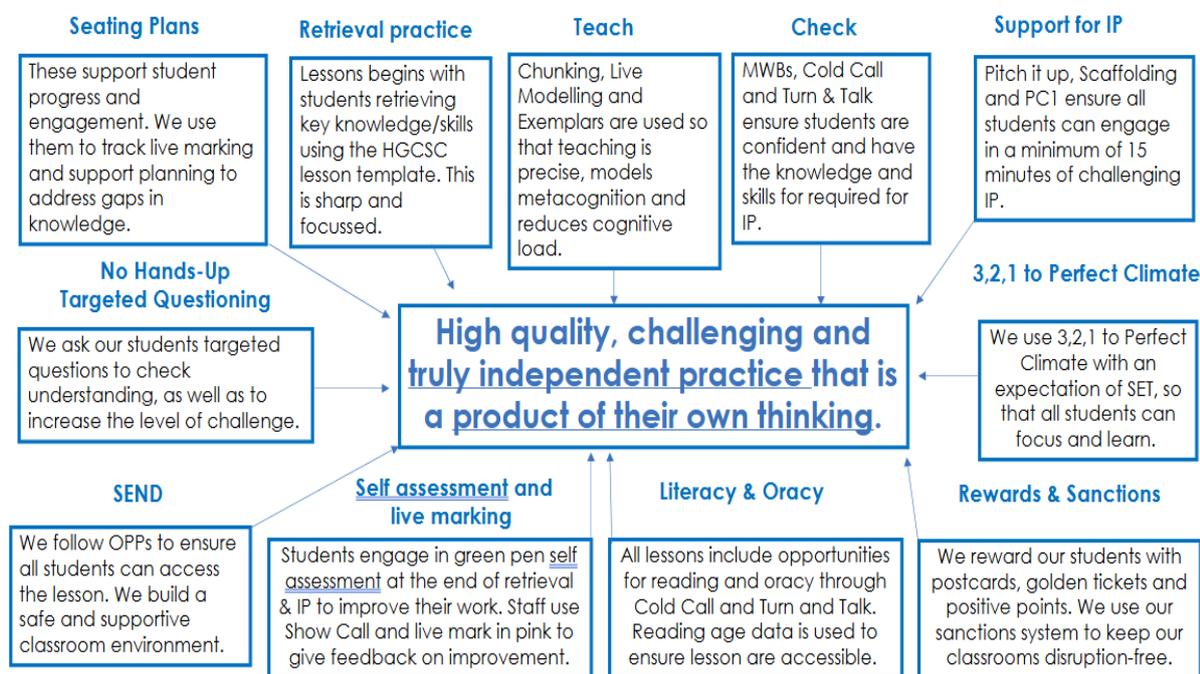
Our Shared pedagogy is based on Rosenshine's Principles of Instruction, this is to secure a shared understanding of the characteristics of effective teaching; developments in pedagogy through CPD enables teachers to apply and develop the principles in the context of each subject.

Rosenshine's 10 Principles of Instruction (NB NOT a checklist for every lesson)

1. **Begin a lesson with a short review of previous learning:** Daily review can strengthen previous learning and can lead to fluent recall.
2. **Present new material using small steps:** Only present small amounts of new material at any time, and then assist students as they practise this material.
3. **Ask questions:** Questions help students practise new information and connect new material to their prior learning.
4. **Provide models:** Providing students with models and worked examples can help students learn to solve problems faster.
5. **Guide student practice:** Successful teachers spent more time guiding the students' practice of new material.
6. **Check for student understanding:** Checking for student understanding at each point can help students learn the material with fewer errors.
7. **Obtain a high success rate:** It is important for students to achieve a high success rate during classroom instruction.
8. **Provide scaffolds for difficult tasks:** The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.
9. **Require and monitor independent practice:** Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.
10. **Engage students in weekly and monthly review:** Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

“The Handsworth Way”

The Handsworth Way Overview

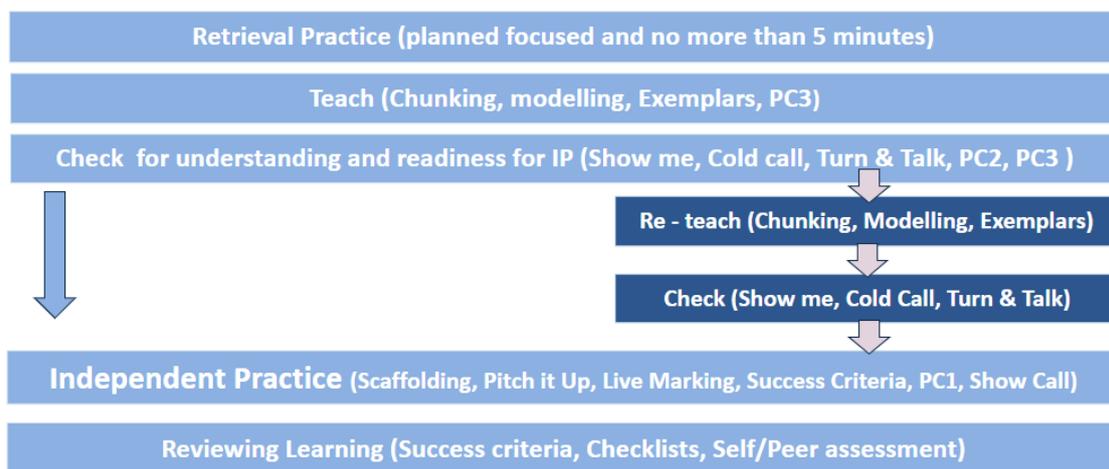


The Handsworth Way Lesson Structure

The independent practice phase of the lesson is especially important, for it’s in this phase that pupils think hard and produce work that is a product of their own thinking.

All lessons are 65 minute long and are expected to follow the lesson structure below. Where a lesson is a continuation on a previous lesson or involves extended writing, the expectation is that it should still follow the agreed structure.

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Each lesson cycle is designed to cover a lesson outcome, lessons may have more than one cycle of teach, check, practice, depending on the number of outcomes. The teach phase can also be broken down, with additional checks in between prior to a practice.

The Handsworth Way Lesson Planning

Start at the end and work backwards – high quality, challenging IP is the purpose of the lesson.

- What is the lesson outcomes(s)
- The IP task(s) must meet the outcome and assess understanding.
- Any knowledge or skills are required for IP must be checked.
- Any knowledge or skills are required for the IP must be taught.

Teach, check and practice must perfectly align.

The Handsworth Way Pedagogy and Routines

Planned prior the lesson with resources that reflect the lesson structure. Each section is scripted to ensure clarity of expectations and consistency. [All lesson scripts can be found here.](#)

	Retrieval	Teach	Check	Practice	
Entry Routine	<ul style="list-style-type: none"> • Planned • Interleaved • Perfect Climate 1&3 • Show Call • Green pen feedback 	<ul style="list-style-type: none"> • Chunking • Live Modelling • Exemplars • Perfect Climate 3 • SET 	<ul style="list-style-type: none"> • Show me • Cold Call • Turn and Talk • Perfect climate 1&2 	<ul style="list-style-type: none"> • Pitch it Up • Scaffolding • Perfect Climate 1 • Show Call • Green pen feedback 	Exit Routine

Entrance Routine

Meet and Greet
Step 1 – as students transition from one lesson to the next
<ul style="list-style-type: none"> • Position yourself in the frame of the door wearing a hi vis. – you must have eyes on the classroom and corridor • Ensure that you support high standards by reminding students of expectations – where these are not met use the sanction system. • Remain in position until the majority of students have entered the room.
Step 2 – as students arrive at the lesson
<ul style="list-style-type: none"> • Greet students at the door and reinforce expectations before they enter the classroom. • Smile at students and welcome them to your classroom in a positive manner. • Direct them to collect their book, whiteboards/pens, any printed resources and complete the date, title, and knowledge retrieval task. • Students to go to their allocated seat [seating plan created by teacher using mint] • Students are to place their coat on the back of their chair and bags placed under their desk. <p>The below should be ready on entry:</p> <ul style="list-style-type: none"> • Books, whiteboards, pens, and printed resources laid out ready for collection by students. • Retrieval starter on the board.
Step 3 – register and checking basic expectations
<ul style="list-style-type: none"> • Complete the register on SIMS – use the greeting good morning/afternoon followed by the student’s name. • Students use the same response – challenge and repeat the student’s name for non-compliance. <p>Once the register is complete, circulate to check basic expectations:</p> <ul style="list-style-type: none"> • Bags and coats are not on desks or chairs. • Any outdoor clothing is removed. • Pencil cases and planners. • Students are writing in black ink. • Titles and dates are underlined. • Questions are answered in full sentences.

Retrieval Practice

As soon as we learn something we begin forgetting it, almost immediately. We reduce the amount and rate of forgetting by spacing out practice over time. Retrieval practice can serve as a link between long term memory and working memory i.e. through frequent recall we strengthen our long-term memory and offset the forgetting curve.

Retrieval Practice should consist of 4 questions. Expecting retrieval from knowledge gained:

- Last lesson

- Last week
- Last topic
- Pre-requisite knowledge/vocabulary

Retrieval Routines	
Step 1 – before the lesson	
<ul style="list-style-type: none">• All questions should be pre-planned and consistent across the department for the same lesson in a topic (tiers of entry are an exception).• Where the teacher has identified a misconception from the previous lesson – this will be an additional question.• All questions should be interleaved to assess knowledge from different topics – this is essential to challenge the curve of forgetting.• Questions should be closed questions or short answers.	
Step 2 – During knowledge retrieval	
<ul style="list-style-type: none">• Questions should be displayed on the board.• Where appropriate all questions should be answered in full sentences – we are developing fluency in writing. In practical lessons not using books this can be done using mini whiteboards and/or turn and talk.• Questions should be answered in silence and from memory – students should not talk or look back in their books.• Circulate to check engagement and pick up any misconceptions.• Students should be given no more than 4 minutes to answer these questions.• Retrieval should be completed in Perfect Climate 1.	
Step 3 – after students have completed the questions	
<ul style="list-style-type: none">• Ask students to pick up a green pen – all students should hold up the green pen so that you can check they have one.• Display the answers to the questions on the board.• Students are to self-assess and correct their answers in green pen.• In practical lessons not using books, address any misconceptions.	

Teach Phase

Our goal is to ensure that all students know more and remember more, the aim of the teach phase to present students with new knowledge, skills and vocabulary. To ensure the success of the teach phase we need to reduce the load on the working memory by presenting new information in small steps, providing plenty of practice, modelling and scaffolding.

The teach phase is expected to:

- Include live modelling
- Include exemplars
- Be chunked appropriately

Live Modelling
Step 1 – before the lesson
<ul style="list-style-type: none"> • Live modelling can be done using a visualiser or PowerPoint slides. • The model should be pre-planned to consider the needs and ability of the class – see chunking and teach to the top. • Consider the knowledge or processes required, and any specific tier 2 or 3 vocabulary – how will you explicitly teach this.
Step 2 – during the modelling phase
<ul style="list-style-type: none"> • Talk through the preliminary thinking; narrate how you think through the problem – What is being asked? What information do we already have? • Undertake the task yourself – talk through each step one action at a time. • Include your decision-making process – how do you decide what to do next? • Model how – float possible ideas before selecting one.
Step 3 – after the model has been created
<ul style="list-style-type: none"> • Stand back from your example to review it and check for understanding of each step. • Evaluate whether your model is correct, complete or meets the success criteria. • Make this explicit – have I done it well? Am I correct? Discuss ways it could be improved. • Model multiple alternatives – highlight how each meet the success criteria or provide valid alternative routes to success. • One example is rarely sufficient.

Exemplars
Step 1 – before the lesson
<ul style="list-style-type: none"> • Exemplars need to be planned – you must be able to articulate the key features and compare with different exemplars. • There should be exemplars of different grades or levels of competence – this allows comparison between different grades or levels. • To fully explore an exemplar everyone must be able to engage with it – do students need a copy? Can it be seen on the board? Do you need to zoom in on it.
Step 2 – during the teach phase
<ul style="list-style-type: none"> • Introduce exemplars one at a time – this is to avoid confusion between different elements. • Explore each exemplar fully – explain and discuss reasons why it is successful and how it could be better still. • Compare and contrast exemplars side by side – this allows features of each exemplar to become more apparent. • Establish precise features of success – what key elements need to be present when student produce their own work in the IP phase (see success criteria). • Test out the validity of the success criteria on other examples – show how criteria are evidenced in a new example.
Step 3 – during the check phase
<ul style="list-style-type: none"> • Students need to recognise features of success in the exemplar – this is to move from work being mediocre to excellent. • Invite students to evaluate exemplars themselves – this could be through MWBS or think, pair, share.
Step 4 – during IP
<ul style="list-style-type: none"> • Students complete independent practice using the success criteria established as part of exploring the exemplar. • Students should self-assess work using the success criteria.

Chunking

Step 1 – before the lesson

- The purpose of chunking is to **reduce cognitive load**.
- The basic principle is less slides, less text, less talk – **we need to students to retain the key knowledge**.
- All lessons should be planned so that the teach phases is chunked – **it may require a teach phase to be chunked into 2**.
- Check lesson resources only contain the essential knowledge related to the specification – **remove any unnecessary information or examples**.
- Ensure that the information on slides relates directly to the learning outcome and IP task.
- Key tier 2 and tier 3 vocabulary should be highlighted in bold.
- **Avoid using videos** – these tend to be long and contain unnecessary information that leads to cognitive overload.

Step 2 – during the lesson

- Avoid introducing unplanned examples or information – this will increase teacher talk and cognitive load.
- Engage in adaptive teaching – **does information need to be retaught or the teach phase further chunked**.
- If the information needs to be retaught, how can it be made simpler to ensure students understand and retain the information.

Step 3 – after the lesson

- Engage in self-reflection – use this reflection to amend resources.
- Share reflections during subject pedagogy sessions – staff can use these to amend their own resources.
- Discuss alternative ways to model information.

Check Phase

The check phase is designed to ensure that all students have the required knowledge and understanding, as well as being confident and prepared to produce high quality independent practice. It allows any misconceptions to be identified, so that they can be addressed and don't not become embedded, so must ensure the following:

- Students are secure in the required knowledge and skills.
- Understand the steps and process required for the task.
- Are confident to produce a fluent written response.

Show Me
Step 1 – before the lesson
<ul style="list-style-type: none"> • All questions should be pre-planned based on the key knowledge required for the IP task. • All questions should be closed questions – extended responses cannot be checked using MWBs. • There should be 1 question per slide with the answer either on the next slide or appearing on the same slide – multiple questions lead to cognitive overload. • Multiple choice questions can be used when there is a common misconception linked to a specification point.
Step 2 – using whiteboards to check understanding
<ul style="list-style-type: none"> • Read out the question as it appears on the slide. • Model the expectation of the process. • Students should be given no more than 10 seconds to respond – this must be in PC1. • Ask all students to hover boards - there must be 100% compliance • Use the phrase “3, 2, 1, show me” – there is no deviation to this verbal cue. • All boards must be displayed – there can be no blank boards or question marks. • Seating plans should enable you to check PP students work first.
Step 3 – after students have displayed whiteboards
<ul style="list-style-type: none"> • Engage in overt checking of boards – be seen looking. • Blank boards or incorrect answers must be addressed. • If there is a less than 80% success rate - reteach that element and repeat the MWB check. • For individual students – cold call students with correct responses, followed by students with incorrect responses. • Embed the idea with choral response. • During the IP explicitly check that the student is secure in that Knowledge.

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Cold Call Questioning

Step 1 – before the lesson

- All questions should be pre-planned based on the key knowledge required for the IP task.
- Cold call is used where knowledge needs to be applied – these can be open questions that cannot be checked using MWBs.
- **It is important that students are modelled the correct answer.**

Step 2 – using cold call

- Front load the means of participation. Inform students you are asking a question and want them to think about it. You will ask who you want to answer.
- Cold call uses the **pose, pause, pounce** format.
- Read out the question as it appears on the slide - **the question is always asked before a student is chosen. (Pose)**
- Students should be given thinking time – **it is important that the answer is not requested immediately. (Pause)**
- Choose a student by name and ask for the response to the question – **there is no opt out, you may need to rephrase the question (pounce).**
- Students must give a **fully correct answer** that is **articulated clearly.**
- Where the answer is not clear or fully correct **ask them to repeat the answer.**
- Where there are follow up questions repeat the above steps to bounce questions around the classroom.

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Turn and Talk
Step 1 – before the lesson
<ul style="list-style-type: none">• This is used to develop metacognition and a fluent oral response to support a fluent written response.• This should be used where students need to produce an extended piece of writing or are required to answer a high tariff question - It is designed to develop confidence.• Voice 21 oracy stems should be used to focus the talk.• The question should be pre-planned and mirror the IP task.• An exemplar answer with all the required elements must be produced for the question.
Step 2 – preparing for the question
<ul style="list-style-type: none">• Explain that students will have 30 seconds to think about a response and 1 minute to articulate a response.• Timings can be adjusted based on the length and complexity of the response.• Students should be placed into pairs as they are seated, with students in each pair identified as A or B.• Ask As to raise their hands followed by Bs to ensure clarity in roles.• Explain the roles of person A and B (see below)• Select a student and ask them to articulate the different roles.• Direct pupils to the voice 21 oracy stems.
Step 3 – Turn and Talk
<ul style="list-style-type: none">• Display the question on the board.• Put 30 seconds on the timer and ask students to think about the response – to be completed in PC1• Put 1 minute on the board and ask person A to articulate their answer as they would write it to person B. Move to PC2• Remind person B that their role is to listen and highlight any incorrect or missing elements if needed. Pupil B can use the oracy stems to probe for more details.• As students are sharing, circulate and listen to student responses – you need an example of a fluent response and one that requires improvement.•
Step 4 – Live modelling and editing of student responses
<ul style="list-style-type: none">• Select a student with a fluent response and ask them to share with the class – it is important that you start with a fluent response.• Ask other students if there are any elements that are missing or need improving.• Select another student with a response that requires improvement and ask them to share with the class.• Ask other students if there are any elements that are missing or need improving.• Display a model answer and talk through the key elements.

[Voice 21 resources](#) can be found here

Re-teach Phase

This phase of the lesson should target misconceptions that have been identified through the check phase to ensure that the re-teach phase is responsive to student needs.

Re-teach is not indicative of failure or ineffective instruction, rather, it is an opportunity to differentiate instruction to meet the needs of all your students. Re-teaching involves presenting content using a new method or approach, the same teaching method used originally should not be repeated during the re-teach phase.

Independent Practice Phase

Memory is the residue of thought, and the work produced in lessons is an external representation of what pupils are thinking. Learning is generative, so we need pupils to create a version of what they know to test whether they know it. Pupils should produce a growing and improving body of work in each subject as they progress through the curriculum. Their books provide evidence of this.

Teacher should have high expectations in terms of the work that all students should produce. Students with additional needs should be supported to meet this expectation through scaffolding, setting alternative low expectation tasks does not allow all students to flourish.

Pitch it Up
Step 1 – planning considerations
<ul style="list-style-type: none"> • When planning lessons begin with a 'Pitched up' IP - for KS4 this should primarily be GCSE questions. • Planning should work backwards: <ul style="list-style-type: none"> ➢ What is the lesson outcome? ➢ How will the IP task assess this – the IP task must meet the outcome. ➢ Which knowledge must be checked before the IP – this must relate to the task. ➢ Which knowledge do we need to teach – this must match the IP.
Step 2 – eliminate low level tasks
<ul style="list-style-type: none"> • Tasks must make students think hard and consciously make connections with prior knowledge. • If a task can be done without much recall or cognitive processing this should be scrapped.
Step 3 – introduce pitched up tasks
<ul style="list-style-type: none"> • Give students a wide range of problems to explore within a topic. • Aim for deeper levels of analysis or sophistication in writing. • Apply knowledge to unfamiliar scenarios – this is to test depth of understanding. • Students do not learn to read difficult texts if they don't get the chance – use the agreed reading techniques. • Always consider a more demanding option - provide suitable scaffolding to allow access for all (see scaffolding).
Step 4 – during IP
<ul style="list-style-type: none"> • Circulate during IP to provide support, encouragement and pick up on misconceptions. • Provide verbal feedback to students.

Scaffolding	
Step 1 – before the lesson	
<ul style="list-style-type: none">• Set everyone a common goal – producing work of a high standard.• Map out the components of a task – break down the task into steps that students will need to achieve success.• Consider the difficulties that students will encounter with each step – design resources that support them to make those steps successfully.• Plan a level of scaffolding appropriate for the student(s) – we must avoid over scaffolding.	
Step 2 – during the lesson	
Detailed scaffolding might include: <ul style="list-style-type: none">• Word lists, sentence starters or sentence builders, useful phrases, connectives.• Diagrams, concept maps or other forms of dual coding.• Knowledge organisers or exemplars of different elements.• Provide support at overview level.	
Whole-task scaffolds might include: <ul style="list-style-type: none">• Essay structure strips.• Checklists of success criteria and prompts (see success criteria).• Exemplars of completed or partially completed tasks (see exemplars).	
Step 3 – after the lesson and subsequent lessons	
<ul style="list-style-type: none">• Aim to take the scaffolding down – students do not have scaffolding in assessments.• Scaffolding must be removed in stages – removing all scaffolding at once will damage confidence and competence.• The aim is that once scaffolding has been removed students have the confidence to complete tasks independently.• Consider alternative forms of support – explicit teaching of structures or steps can allow students to complete new tasks.	

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Independent Practice	
Step 1 – before IP	
<ul style="list-style-type: none">• The IP task must be displayed on the board.• Read through the IP task.• Ask the class if there are any questions that relate to the task on the board.• Explain the expectations of the IP task – it must be silent, independent and a product of their own thinking.• Explain the why behind this – we are developing resilience for assessments and by practicing this becomes habitual.• The teacher asks the students have any further questions.	
Step 2 – during IP	
<ul style="list-style-type: none">• Explain to students that we are entering Perfect Climate 1 and display the logo• Use the timer on the board so that students can visualise the time requirement for the task – when the timer is on, we expect Perfect Climate 1.• Students complete the IP task in silence, independently, and from memory.• There should be no whole class input from the teacher other than to give warnings for non-compliance.• Circulate around the room to check for engagement, compliance with expectations and to pick up misconceptions.• Always check in on SEND, EAL and PP students first.• Where students are not complying with the expectations issue a warning using the warn, move, remove system – this is vital to embed expectations.	
Step 3 – after IP	
<ul style="list-style-type: none">• Praise students for their engagement with the task and for meeting the expectations of Perfect Climate 1.	

Exit Routine

Dismiss	
Step 1 – Collection of books and whiteboards	
<ul style="list-style-type: none">• Select 2 students to collect exercise books and take these to their stored location – these students then return to their seats.• All students then ensure whiteboards, pens etc are neatly collected and stored in the centre of the table.• For any other resources, the above procedure is repeated.• All other students remain seated.	
Step 2 – packing away of student equipment	
<ul style="list-style-type: none">• Direct students to pack their belongings into their bags.• Direct students to stand up, push the chair under the desk, and stand behind it in silence.• Check pupil's uniform.	
Step 3 – student dismissal	
<ul style="list-style-type: none">• Position yourself at the door of your classroom to ensure that you maintain visibility of all students.• Select a table/row at a time to leave the classroom – no other students to move.• Stand at the door, reinforcing and reshaping expectations with students as they leave.	

SET in Handsworth Lessons

- S** – Sat/stood up to attention
- E** – Empty hands
- T** – Tracking the teacher making eye contact

SET is our expectation for when students are in PC3 and to prepare for PC1.

Why do we do this?

- Promotes a calm, purposeful environment for learning
- Ensures you are focused and listening to instructions
- Allows the teacher to reset expectations
- Capturing attention in large groups e.g. Fire drills and lineup



SET
Step 1 – give the signal for hands up for SET
<ul style="list-style-type: none"> • Give a verbal signal to students – eyes on me, 3,2,1. • Raise your hand directly above your head with your arm as at close to 180 degrees – we are modelling what we expect from students. • At this stage there is no verbal communication from the teacher.
Step 2 – student response and checking for compliance
<ul style="list-style-type: none"> • All students stop talking, empty their hands, sit up, raise their hands above their head and make eye contact with the teacher. • Student arms must be clearly up – we are intentional with our actions. • Wait until every student has followed these instructions – there must be 100% compliance. • For students not following instructions give a non-verbal signal to them or their partner. • Do not use verbal instructions, you must be silent – we are modelling the expectation to students.
Step 3 – after SET
<ul style="list-style-type: none"> • When 100% compliance has been reached, lower your hand, and thank students. • If any student is not following SET repeat steps 1 and 2. • The outcome is important not just the action. • The purpose of the routine is for all students to be sat up, with empty hands, tracking the teacher.

“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:

PC1



- 100% of students are expected to work in silence and remain focused on their task.
- This allows students to learn without distraction.
- If you have used the words “Perfect Climate 1” you **must** enforce silence in the classroom.
- Students should be in Perfect Climate 1 as they enter your classroom (Meet and Greet)

PC2



- 100% of students are expected to engage and contribute to any pair and group activity.
- Students are expected to talk **only** about things related to the learning taking place.
- This is essential in developing oracy and metacognition.
- If you have used the words “Perfect Climate 2” you **MUST** enforce engagement and contribution from 100% of students.

PC3



- 100% of students must be in SET, with no interruptions when the teacher is talking.
- This allows all students to listen to the teacher without distraction.
- If you have used the words “Perfect Climate 3” you **MUST** enforce silence and ensure everyone is listening in the classroom.

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.



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:



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.

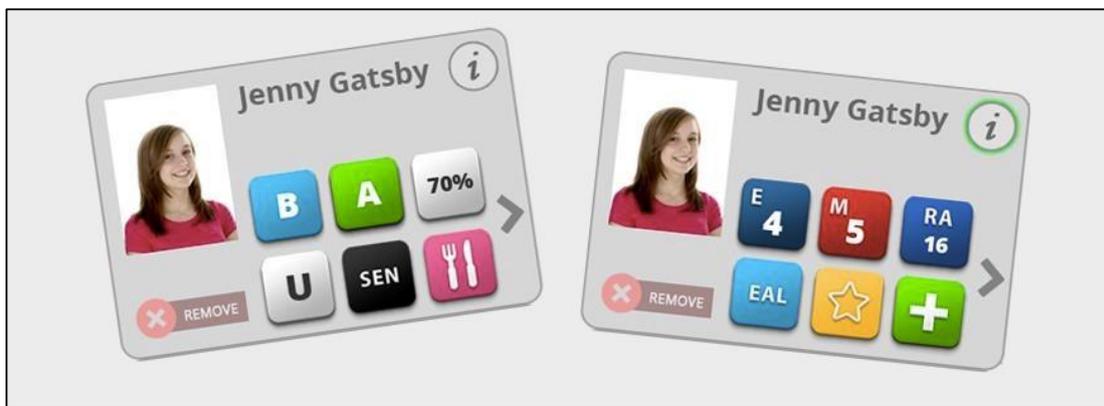
Essential:

- 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”
- Precision seating plans- we encourage “scribbles” to show updates on lesson evaluations and future planning changes
- Whole class feedback or live feedback information



Precision Seating Plans

- Precision Seating Plans allow us to really know our students.
- They are a record of our student's needs, as well as the gaps in their knowledge, skills and understanding.
- They allow us to adaptively plan to meet the “live” needs of students, addressing these and bridging gaps.
- Walk around the room during independent practice make notes (simple ticks/ one-word notes)
- As students bridge their knowledge/ skills gaps tick these off on the PSP for an individual child
- Target Questions using the Precision Seating Plan – know the students!

- PSPs feed into retrieval practice, home learning, intervention and PINs.

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.

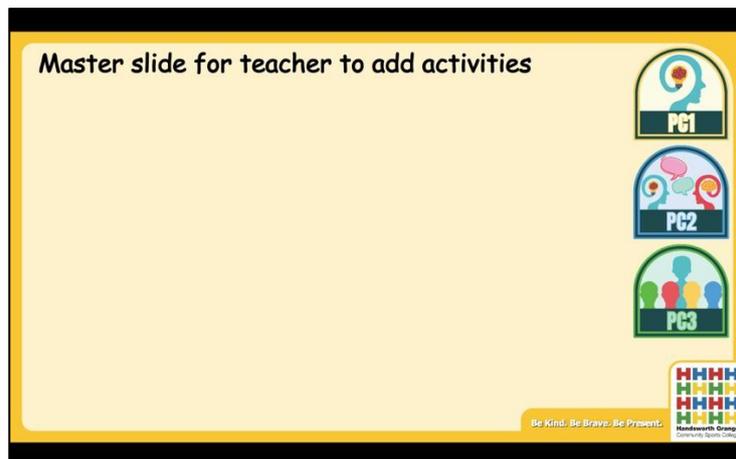
There are three adapted lesson templates at Handsworth:

- 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:



A link to the lesson templates can be found here:

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?	1. More questions	1. MORE QUESTIONS <i>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.</i>	3. READING TO INCREASE VOCABULARY <i>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.</i>
	2. High level notes	2. HIGH LEVEL NOTES- CLASSWORK <i>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?</i>	Be confident, be curious!
	3. Reading to increase vocabulary		
	4. Current affairs awareness	4. CURRENT AFFAIRS AWARENESS <i>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.</i>	6. EMBRACE CULTURE <i>Increase your cultural awareness -ask your teacher about subject specific documentaries, exhibitions and dramas that you can watch.</i>
	5. Confident speaking	5. CONFIDENT SPEAKING <i>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!</i>	7. GOALS AND ASPIRATIONS <i>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?</i>
	6. Embrace culture		
	7. Goals & aspirations		

7 Excellent habits for high achievers

SEND QFT

Having high expectations of what pupils 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:

- 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
- Check that the words you use are understood
- Demonstrate what you want students to do.
- Consider using physical resources to help abstract concepts become more accessible and meaningful.
- Sequence learning so that each new idea makes logical sense and builds on what they already know.
- 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 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 students to copy lots of information from the whiteboard
- Demand good presentation and have the same expectations as other learners

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:

T&L Handbook 2024-25

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: 025 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 \(learnsheffield.co.uk\)](#)

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).

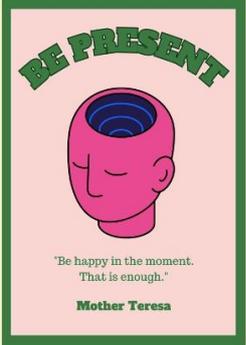
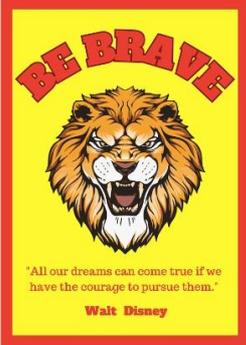
Embedding our values into every lesson

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. Be Brave. Be Present.



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>
	<p>I lead others in learning activities and try to encourage others by being a positive role model.</p>	<p>I engage in discussions by speaking in full sentences and extending my verbal answers.</p>			HHH
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.

<p><u>1st September 2023</u></p>	<h3><u>HGSC Presentation of Work and Marking</u></h3>
P	<p>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.</p>
R	<p>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.</p>
O	<p>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.</p>
U	<p>Teacher re-marking: Teachers will re-mark any work you have taken time to improve, again using Pink pen.</p>
D	<p>Student peer assessment: All your peer assessment work will be completed using Purple pen so that it stands out from your own work.</p>

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

- Conduct during **15-minute independent activity** in *Perfect Climate 1*.
- **Teacher actions:**
 - Circulate the room with **clipboard + Whole Class Feedback Sheet**.
 - Use **pink pen** for live feedback in student books:
 - Focus on **SPAG, PROUD**, misconceptions, and knowledge acquisition.
 - **Student response:** Use **green pen** to act on feedback.
 - **Prioritization:** Teacher decides approach:
 - Target **PP/SEND students** first or rotate through seating plan.
 - **Expectation:** All students receive live feedback regularly with visible pink pen evidence.

Written Feedback

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- Required **after formal calendared assessments**.
- Delivered during **Feedback Windows** on the school calendar.
- Allows time for marking and structured departmental feedback.

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.

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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://www.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.

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	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. 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>

Geography	<p>One project per topic, each project is made up of 6 tasks and designed to be completed over the course of the topic</p> <p>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</p>	<p>Homework is set fortnightly, students are given a simplified case study to learn. This is done via teams with paper copies available if needed.</p> <p>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.</p> <p>There are 18 case studies in total.</p>
PE	<p>Every term</p> <p>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.</p>	<p>Set by component window so, one term per year. Sep-Dec or Jan-April.</p> <p>Content based for the component they are completing. This can be research based or completing of the assignment.</p>
Drama	<p>The main homework is a student self-review, which happens 4 times a year, after each practical performance is finished.</p> <p>Additional tasks include self-assessing strengths and weaknesses as an actor and sometimes learning lines or finding props and costumes for performances.</p> <p>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.</p>	<p>Dependent upon the work being done: homework can include line learning, completing reflective pieces of writing, finding resources for upcoming performances.</p> <p>Theatre reviews are spread across the year, dependent upon when suitable performances are programmed in local theatres.</p> <p>Revision for trial and actual written exams is done just before that exam series starts.</p>

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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

Improving students' literacy skills is the responsibility of all colleagues. Most of the students' literacy teaching will come via the mainstream curriculum and through their everyday learning.

We aim to:

1. Ensure that all students are supported to become **fluent readers**.
2. Ensure that students are taught how to read and write academic texts in **different subjects**.
3. Develop students' **vocabulary**, ensuring that they learn both subject specific terminology as well as academic vocabulary.
4. Provide opportunities for students to **explore and celebrate a variety of texts and perspectives**, providing a wider cultural experience.
5. Support the **development of writing** in all subjects.
6. Teach students how to develop their **spoken language** skills. #

Reading

Step 1 – before the lesson - Prior knowledge and vocabulary

- All reading materials should be pre-read by the teacher.
- Key words and challenging vocabulary should be noted in advance and pre taught. Students must have definitions or explanations of all challenging or new vocabulary contained within the text.
- Comprehension questions must be prepared in advance.
- Students need to hear, write or 'work with the word' between 10 and 15 times before it will be in their long-term memory.
- Teachers must pre-teach the vocabulary prior to reading. This is particularly useful for Tier 3 vocabulary or words which they will need to retain for the topic/exam.
- Printed word lists are useful for initial explanations but the inclusion of any activities which make the students 'work with the word' will help retain the vocabulary.

Some examples of this are:

- Frayer models
- Demonstrating the word in a sentence or other context
- verbally explaining in pairs
- testing
- matching up definitions and words.
- Suffix/prefix matching

Step 2 – during the lesson - read aloud

Teachers should read aloud to model expression, intonation and phrasing.

- The teacher must read to the class.
- The teacher must explain complicated vocabulary and concepts.
- The teacher must use the visualiser so students can see where you are reading from.
- The teacher must use a ruler to highlight which line is being read.
- Students must track the text with their own rulers.

Student reading aloud: The teacher must begin the reading to model expression, intonation and phrasing.

- Students are then selected at random by the teacher to continue the reading aloud (see Control the Game – Doug Lemov).
- Other turn by turn methods such as selecting readers in advance/snake/popcorn reading should not be used. This is because it limits participation and engagement during reading.
- The choice of student and length of their reading time is at the teacher discretion, however poor readers should not be reading for long sections. A balance between encouraging all students to read aloud yet keeping the reading engaging and on track should be the aim.
- Do not allow other students to select readers.

Step 3 – after the reading

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- Teachers should use MWBs/Cold Calling to ask comprehension questions in order to check student understanding of the text that has just been read.
- You should prepare approximately between 2-6 reading comprehension questions for students to answer.
- This can be verbal or written depending on the text and the subject.
- It is imperative that questions are prepared beforehand.

Examples:

Predict: What do you think will be the consequence of this?

Clarify: What does the example on line 4 show?

Prior knowledge: How does this connect to the learning from the retrieval practice starter

Extended writing is one of the most complex skills that students have to master. In order to complete a written task, students must think about their handwriting, sentence construction, spelling, subject content and advanced and often unfamiliar vocabulary. As with reading, it is imperative that all staff follow the same strategy to reduce cognitive load.

Writing

Step 1 – before the lesson - Prior knowledge

- Make sure that the class are clear on the key elements needed for the task.
- These elements must come from concepts and knowledge they have recently been taught.
- Ensure that requisite key words have been embedded.
- Ensure that students understand the question.
- Ensure that the task is clearly linked to prior and future learning.
- Break the task down into manageable chunks-refer to scaffolding/cognitive load.
- If appropriate display an example of the end-product before live modelling so that students can visualise their goal.

Step 2a– during the lesson Teacher Modelling

- Use a student exercise book to model the writing under a visualiser.
- Vocalise your metacognitive process and be aware of any cognitive leaps of your own.
- If you make mistakes, explain how and why the mistake happened.
- As well as the 'what', modelling should include explanations of the 'why' behind choices made in the writing process.
- Speak slowly and clearly.
- Be mindful of using advanced vocabulary without prior teaching.
- Remember to use only the resources available to students. This includes key words and content knowledge.

Step 2b– during the lesson

Joint Construction with class contributions

As students become more adept/confident, you can move to a joint construction of the text. Introduce 'talk for writing' to support the shift to greater independence.

- Use Think, Pair, Share and/or Turn and Talk as vehicles for the construction of the writing.
- Ask students for their ideas, contributions but the process is still guided by the teacher.
- Pause between new sentences/paragraphs and ask students to vocalise the next section of writing. This is an effective bridge between full modelling (I do) and shared/paired writing (we do).
- Use targeted questioning to check understanding

Step 2c – during the lesson - Independent Writing

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- Use graphic organisers or checklists to frame the content needed so students can complete the writing independently.
- Use Think, Pair, Share or Turn and Talk and ask students to briefly outline orally with the person next to them what they will write or at the very least the key elements needed for the answer.
- Write a basic frame for less able students but then leave gaps for students to fill in.

Step 3 – - Review (Feedback)

- Students to independently apply the process in a different context-sentences starters can reduce cognitive load and build confidence of reluctant writers.
- Students to assess their responses to in relation to success criteria/exemplar responses- this might be on their own or with the person next to them.
- Display examples of students' work using the visualiser as examples of good practice.
- Ask students to redraft their own work in the light of teacher/peer/self-evaluation feedback.

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

Praise Ratio: 90:10

- Aim for **90% positive interactions** vs. 10% corrective.
- Positivity builds **resilience, engagement, and motivation**.
- People act more strongly to **achieve success** than to avoid punishment.

Six Rules for Positive Behaviour Management

1. Live in the Now

- Correct behaviour by focusing on **what to do next**, not past mistakes.
- Example:
 - ☑ "Keana, I need your eyes on me."
 - ✗ "Keana, stop looking back at Tanya."

2. Assume the Best

- Attribute mistakes to **distraction or misunderstanding**, not bad intent.

- Example:
 - "Some people seem to have forgotten to push chairs in."
 - "Some people don't think they have to push chairs in."

3. Allow Plausible Anonymity

- Correct without naming names when possible.
- Example:
 - "Check to make sure you've done exactly what I asked."
 - "Year 9, I need you quiet and ready to go!"

4. Build Momentum & Narrate the Positive

- Highlight progress and compliance to create a **sense of success**.
- Example:
 - "I need three people... now two... great, thank you!"
 - "Some people aren't listening. I'm waiting."

5. Challenge!

- Use **competition and challenge** to motivate.
- Examples:
 - "Let's see if you can take it up a notch."
 - "Can we get these papers out in 12 seconds? Ready?!"

6. Talk Expectations & Aspiration

- Frame praise around **future goals** and identity.
- Examples:
 - "In this class, we always track."

Build Emotional Currency

- Invest in **trust and respect** over time.
- Emotional reserves help in **crisis moments** and with challenging students.
- Persistence matters—don't give up too soon.

Ways to Build Emotional Currency:

- Send a positive postcard or make a celebratory phone call home.
- Organise a memorable trip or outing.
- Stay late to support a school event.
- Hold the door with a smile and a kind word.
- Greet pupils warmly in the morning or afternoon.

- Engage in conversations about shared interests.
- Speak positively about a pupil to a colleague.

Quality Assurance of Lessons

All students should receive a consistent, high-quality education in all subjects. It is essential that all leaders are aware of the strengths and areas for development at a subject and whole school level. Central to knowing this and being able to respond to support improvement is quality assurance. Quality assurance will mainly take the form of low stakes learning walks, as well as book looks and deep dives at a subject level.

Formal Lesson Observations

These will be completed twice per year by a member of SLT. The focus for these observations will be determined by school priorities, CPD foci and findings from previous QA. The SIF will also be used to guide thinking as well as any specific area a teacher may wish to be reviewed as part of their PDR. As part of these formal lesson observations, a student voice activity will take place, which will involve speaking to a group of students with books.

Learning Walks

All staff will be routinely seen by a member of SLT twice per half-term, there will be a clear focus for the learning walk, this will have been shared with staff, along with the success criteria and will link to the Handsworth Way that were introduced the previous half-term.

Members of SLT will come into the lesson to look at the implementation of the Handsworth Way and will complete a Microsoft Form. For each element of the Handsworth way it will be marked as Y if present and meets the success criteria or N if it is not present and should have been or has not been implemented correctly.

Follow up Support

Where a member of staff receives an N for checking understanding and progress, during a formal lesson observation they will receive follow up support (detailed below). Where a member of staff receives another N during a learning walk in the same area, following support, there will be further additional support and a subsequent learning walk to ensure that this is now securely embedded.

The structure of follow up support is below:

- Small group CPD
- Individual CPD conversation
- Instructional coaching
- Informal support plan

Instructional Coaching

We recognise that not all individuals learn the same way or at the same rate. Therefore, we apply this principle to our adult learners when we consider their professional learning. Whilst we will cover all relevant content through our whole school sessions, it may become clear following Monitoring and Assessment activities that some members of staff are not confident with specific areas of their pedagogical practice. When a situation such as this is identified, we will supportively coach members of staff to help support their improvement.

Every Lesson

In addition to quality assurance learning walks, leaders will visit lessons on a regular basis to judge the climate of the school. These Every Lesson visits will be non-judgemental and will not be looking at any phase of the lesson or implementation of the Handsworth Way.

CPD

Professional learning has been strategically mapped out for the entire academic year so that it meets the needs of all staff, addresses trust and school priorities, and gives staff time to think, plan and implement to improve the quality and consistency of their practice.

Professional learning will include the following:

Routine Briefings

Routine briefings are held every Monday morning, with a focus on key aspects of the Handsworth Way. These sessions typically build on the themes explored in the previous whole-school pedagogy session. Additionally, the briefings may respond to insights gathered from the prior week's Every Lesson visits, allowing for timely and relevant reflection and discussion.

Whole School Pedagogy

These sessions will demonstrate each element of the Handsworth Way that is scheduled for implementation in lessons during the upcoming half term. They will follow the Handsworth lesson structure and place deliberate practice at the heart of the approach, ensuring staff are well-prepared to embed these strategies effectively.

CL Meetings

These sessions will ensure that all middle leaders have the skills to carry out their role effectively and that common approaches are used by all leaders for key tasks and processes.

Embedding Formative Assessment

The **Embedding Formative Assessment CPD package**, developed by **Dylan Wiliam**, is a structured professional development program aimed at improving teaching and learning through effective formative assessment practices. It consists of a two-year cycle of monthly workshops, each designed to be delivered by school leaders or facilitators using pre-prepared materials. The package focuses on five key strategies of formative assessment: clarifying

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learning intentions, engineering effective classroom discussions, providing feedback that moves learners forward, activating students as instructional resources for one another, and encouraging students to take ownership of their learning. Through collaborative learning communities and practical classroom techniques, the program empowers teachers to make small, sustainable changes that have a significant impact on student outcomes.

Cover Expectations

A folder should be created on T Shared which is clearly labelled with the date and teachers initials. This folder must include the below:

- [Cover sheet](#) giving details on key points of the lesson. This can be handwritten and left on teachers desk.
- PowerPoint with all relative information on for a non-specialist to teach.
- Seating plan - All seating plans must be up to date and saved on the PPT or a PDF in the folder.
- Location of books and resources: Indicate on the cover sheet where the students' books are.

Any photocopying for planned absence should be completed by the absent colleague and left on the desk, clearly labelled. (Do try to keep this to a minimum)

Any photocopying/resources needed for unplanned absences must be done by the department with support from Admin if required.

Lesson expectations:

- Lessons must be saved to T shared by 8:30am at the latest.
- Lessons should be planned for a non-specialist to deliver - 'the next lesson' that you would have taught as a specialist teacher is not appropriate.
- Lessons should follow the Handsworth lesson structure. Retrieval Practice is particularly important as this gives colleagues a crisp start to the lesson. Make sure you include the answers!
- Videos or lessons from [Oak Learning](#) are very useful for the Teach phase of cover lessons and can support student learning and help covering colleagues who are not experts.
- Recording your teach phase onto the PPT is a very helpful addition if this is at all possible.
- Colleagues can make use of textbooks to ease the burden of additional planning, remember to share the location of these on the PowerPoint.
- Lessons must be planned to cover the duration of the lesson

Supporting covering colleagues:

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Please ensure that we all check in on cover lessons wherever possible. HODs/SLT/Pastoral colleagues should be checking the information from MFE in the morning which highlights hotspots for the day. However, all teaching staff should be aware and supportive of covering colleagues - please check in on your neighbouring classroom if you know there is a cover lesson.

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