



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: Teaching and Learning 2026-27

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Most Recent Updates: Updating of T & L Monitoring procedures

SLT Responsible: GR

Other Staff Contribution:

Teaching & Learning with Marking Policy 2026-27

“Learning is a process of active engagement with experience which is driven by what goes on in the classroom (and other learning environments).”

Adapted from - Black and William

“It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. “

From EEF – Teaching & Learning Toolkit

CHSFG’s ethos is based on the following key learning principles:

- Every student has the right to be successful;
- Intelligence can be developed;
- Achievement can be improved;
- Each student must know what to do and how to do it, in order to improve;
- Consistency in the quality of Teaching & Learning is vital to the development of each student.

Our mission statement

At Chislehurst School for Girls, we will:

- Provide quality first teaching, focusing on embedding the ‘Inicio 5’, catering for all learning styles in order to enable all students to achieve;
- Provide a structured learning experience which will motivate the students to learn;
- Ensure that all students have a range of learning opportunities;
- Enable our students to develop transferable skills and to become more independent;
- Involve the parents in the review of their daughter/son’s progress;
- Ensure that these goals are met by reviewing the Teaching & Learning outcomes regularly and by ensuring that the school structures are effective in enhancing and supporting the Teaching & Learning processes.

Content of the policy

1 *Providing quality first teaching, using the ‘Inicio 5’*

- Metacognition and self-assessment;
- Clearly structured lessons, which check progress at regular intervals;
- Differentiated learning objectives;
- On-going monitoring of understanding;
- Differentiation/personalisation;
- Developing students’ retention & long-term memory skills;
- Providing a clear Intent for the curriculum and Implementing it in order that students can make links to prior learning and be fully engaged;
- Reviewing the outcomes.

2 *Enhancing the Quality of Teaching & Learning*

- Curriculum offers;
- Assessment;
- Attendance;
- Our reporting system;
- Our partnership with parents;
- Our targeting of students or groups of students;
- Enhancement days.

3 *Assuring the Quality of Teaching & Learning*

- Extended drop-ins and coaching follow up meetings
- Appraisal;
- Faculty reviews/self-evaluations;
- Results and data analysis (Impact);
- Strategies put in place to continue the enhancement of the Teaching & Learning;
- Student Voice.

CPD (Continuing Professional Development)

Throughout the year, CPD will focus on enhancing the skills necessary to fulfil our mission statement. CPD is delivered in a variety of ways:

- Sharing of good practice (in school and with other schools);
- 1 hour CPD twilights
- CPD Newsletters
- Teachmeets delivery
- Personal research (e.g. Masters);
- PDDs;
- Courses;
- Nationally Recognised Leadership Courses (NPQs, via NIOT)
- Targeted group INSETs;
- Information disseminated at meetings/training to develop colleagues
- Inicio Subject Networking and Peer Reviews.

Part 1: Providing quality first teaching, using the ‘Inicio 5’

The Inicio 5 elements are:

- Activate hard thinking
- Effective Questioning
- Scaffolding & Modelling
- Responsive Teaching
- Planning for Memory

All lessons will incorporate each of these elements.

In addition, the following elements constitute the basis of ‘strong practice’ lessons and relate closely to Part 1 of the Teacher Standards. Many of them are components of the Assessment for Learning (AfL) strategy:

- High Expectations Focus : Presentation of Work, ‘One Voice in the Room’, ‘All Eyes on Teacher’
- Metacognition, self-assessment and peer-assessment;
- Challenging learning objectives shared with students at all Key Stages;
- On-going monitoring of understanding throughout every lesson;
- Students can retain, recall and repeat information (retention strategies taught & used);
- Differentiation/personalisation in each topic;
- Reviewing the outcomes;
- Questioning techniques to develop thinking skills, including strategic targeted questioning;
- Strong relationships;
- A safe environment;
- Mutual respect;
- Good behaviour for learning and discipline;
- Variety of engaging activities;
- Relevant independent study;
- On-going monitoring and assessment;
- SMSC in all lessons.
- Students leading learning, teaching each other and the teacher facilitating learning;
- Students showing independence and confidence by being taught to think for themselves (3B4me).

a Students are taught how to learn, and how to reflect upon their learning, by their teachers

This is made explicit in a variety of ways such as:

- Learning conversations with students (in lessons and outside the lessons);
- Explanations in lessons/question/answer;
- Support materials (e.g. writing frames at all Key Stages);
- Modelling and demonstrations;
- Taking corrective and developmental action, as a result of teachers’ marking;
- The development of study skills, research skills (e.g. revision techniques, note-taking, summarising etc.);
- Discussions of targets;
- Specific exercises on subject-specific skills;
- Our coaching/mentoring programme.
- Interleaving, Teaching students revision techniques, Distributed Learning/Spacing and Cumulative Learning are all essential in teachers’ planning and assessment to train students to help students retain knowledge in their long-term memory, as well as short-term.

b Teachers’ planning ensures that the learning takes place gradually and is reinforced throughout the lesson

The lesson structure is similar in all subjects:

- There is a clear start (a starter activity) which get students to retrieve prior learning/skills. This may include a student response to the teacher’s recent marking;
- The main body of the lesson develops new knowledge and skills: teachers provide the original input and the students apply this new knowledge. A variety of tasks are used in order to cater

for all learning styles and abilities. The learning is interactive and frequent questions, discussions and feedback (AfL) ensure good understanding and progress being made;

- The “plenary”, or final part of the lesson, recaps the key points of the lesson, through questioning of students;
- These key points are followed up by the work set for Independent Study (Homework).
- The lesson clearly follows the curriculum map/plan.

c Teachers share the differentiated learning objectives with students

Sharing Learning Objectives enables the students to understand what they will achieve and how to achieve it. In order to do this, teachers:

- make the Learning Objectives explicit at the start of the lesson. (e.g. To know, to do, to understand, etc). Grade/Level these wherever possible;
- revisit these Learning Objectives in the lesson to show students the progression and progress made so far (question/answer, self- and peer-assessment, for example).;
- check in the plenary, how the Learning Objectives have been met to inform the following lesson plan. Challenge students to **remember**

d Teachers check the students’ learning and how much progress they are making

- Within the lesson this is done in a variety of ways i.e. tests, group work feedback, question/answer, self- and peer-assessment, show of hands, use of the traffic-light cards etc.

The aims of these ongoing checks, are to enable each teacher to identify and tackle under-achievement, as well as reward effort and good attainment.

In order to ensure progress, teachers :

- know the students’ profiles and their needs;
- set aspirational targets based on the data that they have;
- review progress, through marking coursework and independent study;
- explain and illustrate the independent study requirements for all Year groups;
- give comments on how to improve, identifying WWW/EBI (what went well/even better if);
- talk to students and parents to try to identify potential barriers to progress;
- use appropriate sanctions when work or behaviour fails.

At the same time, they also reward their students through:

- The Rewards system;
- SIMS achievement points;
- Certificates;
- the faculty systems (postcards and ‘well done’ letters home);
- display of students’ work;
- school ceremonies (Awards Evening);
- commendations (to the Head of Faculty/Head of Year/Director of Studies or Head Teacher).

e Teachers plan tasks which are personalised, in order to ensure the achievement of all the students (at all Key Stages)

Students learn at different levels and in different ways. Teachers use a variety of techniques to address the various learning styles and use a variety of set-ups such as individual, pair- or group-work to develop certain skills and/or certain groups of students.

Personalisation is achieved through:

- setting targets and short-term goals for each student (through WWW/EBI formative comments on assessed work);
- developing tasks which correspond to the levels given i.e. differentiation by task;
- differentiation by question during the feedback (targeted questioning, Bloom's Taxonomy);
- differentiation by task (different students in the same set/class do different tasks to suit their needs);
- differentiation by resources;
- the formative comments and verbal feedback given, when marking books or pieces of work;
- strategies put in place for individuals, or groups of individuals, within the class.
- acting on strategies on SEND student profiles.

f Teachers review the outcomes after the lessons

It is the responsibility of each teacher to mark exercise books/pieces of work and/or project work. Although a grade/mark is given, the important piece of learning comes from the teacher's comments which explain:

- what has been done well, and why (WWW);
- what needs to be improved, and how to improve it (EBI);
- students are given the opportunity to self-assess their work;
- peer assessment.

Part 2: Enhancing the Teaching & Learning

CHSFG has the following structures and initiatives in place, to ensure that the Learning and the Teaching are always enhanced and/or supported:

- curriculum offers;
- assessment and reporting systems;
- attendance monitoring;
- our partnership with parents;
- our Additional Educational Needs provision;
- our Grammar Stream provision
- enhancement days include subject specific workshops;
- varied intervention strategies for different year groups in addition to lessons;
- outside classroom experiences (trips or events for example – see separate policy).

a Curriculum Offers

Whenever curriculum choices need to be made, the students' strengths and needs are taken into account. In order to cater for all abilities, subject choices are available at the end of Years 9 & 11. These choices/offers will be made after consultation with parents.

b Our Assessment and Reporting Systems

Assessment

The Assessment for Learning strategy (AfL) underpins our assessment practice throughout the whole school. The effective marking and assessment of work is used formatively, to put in place strategies for individual students or groups of individuals.

Assessment starts in the classroom. Each teacher is a leader of learning and is responsible for the assessment of the progress made by his/her students. Assessment can take a variety of formats: tests, Assessment Points, written reports, formative assessment, marking of coursework and homework, etc. All students must have a 'tracking sheet' at the front of their book/folder, where grades for half-termly assessments are logged. This means progress over time can be seen as a summary, which helps to inform the teacher when entering assessment point data. At KS3 (Years 7-9), feedback is based on skills; emerging, developing, secure and exceeding.

Tests and Examinations

- Assessment tasks are given in all subjects across the year;
- "Controlled condition" activities in most subjects, develop examination skills for 14+ assessment;
- These tests and examinations give a good indication of attainment (the grade reached by each student at the time of testing). These monitor regularly the level of understanding/retention/ability to apply knowledge of the students;
- Students are given grades and these are collected as part of the data that we then analyse;
- Students at KS4/5 will be given the opportunity to do mock examinations to prepare them for their GCSEs and A-Levels. Examination-type questions will be given for homework, or as part of the activities done during the lessons, to develop students' examination skills.

Formative Assessment

This form of assessment gives clear guidance to students on how to improve their work. Students are given the assessment criteria in advance to develop their understanding of what is expected of them.

All assessed work should receive formative comments (usually in writing). These comments should:

- be concise and accessible to students;
- highlight what has been done well (WWW);
- indicate how the students can improve on assessed pieces of work or in exercise books (EBI as per faculty policy). Students are expected to respond to these EBIs and teachers are expected to monitor student responses, as per the marking policy (FIT time in green);
- give explanations of what to do (to get a better grade/level) if the student has to re-do or improve the same piece of work and, when possible, ensure they know how;
- be personalised (individual to the student);
- support the student in a positive and constructive way.

Formative comments are also given orally during the course of each lesson, when the teacher monitors the work done by students. This plays an important part in the development of the students in lessons.

Reporting

Students and parents receive regular summative feedback through ‘Assessment Points’ (APs). Each report will include a grade/level and a mark for ‘attitude to learning’. Once a year, there will be a written report (Record of Progress) and a Parents’ Evening.

The rest of the time, parents should look through the student’s exercise books/project work to find out the strengths, and areas for development, of their daughter/son which will appear in the regular formative comments made by the teachers in every subject. Parents are also able to monitor HW through logging on to the ClassCharts app.

Target Setting and the Use of Data

We collect data to be able to put in place, strategies to help students to further improve their results. Subject staff, Heads of Faculty, pastoral leaders and Form Tutors are involved in this process, in order to achieve successful outcomes. This is the structure in place:

After each Assessment Point, **Teachers:**

- analyse the data for their classes (overall, and in student groups);
- identify strengths, areas for development and students who cause concern;
- discuss concerns with Head of Faculty/Second in Faculty/parents (all Cause for Concern should be recorded on the monitoring sheet);
- put in place strategies in lessons, to help the students who are struggling.

After each Assessment Point **the Second in Faculty** will:

- do an analysis of the faculty data;
- report this analysis to the Head of Faculty and the faculty;
- discuss with the Head of Faculty the possible strategies to put in place.

After each Assessment Point, **the Head of Faculty** will:

- support the teachers to analyse data/put strategies in place (seeing students/reports etc);
- discuss the strategies and share the report with their line manager (DH);
- discuss concerns with parents whenever necessary.

The data will then be passed to the Headteacher and strategies will be decided upon at the Data Meeting.

- At all times, **Students** should:
 - know their target/level for each subject (for KS3-5) (written on tracking sheets);
 - know what they need to do to improve;
 - review their target/skill level with each teacher; these will be reviewed up when they are reached.
- Heads of Year and Directors of Studies analyse each Year group and put in place mentoring groups, and other strategies, to tackle under-achievement.
- The whole of the faculty data is then analysed by the assessment group after each year examination.

c Attendance monitoring

- Research has shown that an attendance below 95% impacts upon the overall performance of students;
- Our electronic registers help us monitor lesson-to-lesson, attendance and how absences impact upon each subject and each student's performance in the subject;
- An attendance report will be part of the yearly report received by the parents at each Assessment Point;
- Regular 'attendance trackers' used (tutor group-specific);
- Mrs Hodgson and her pastoral team, will analyse the absence data as part of the overall data analysis.

d Additional Educational Needs

CHSFG is a fully inclusive school, and in relation to Teaching & Learning. Teachers:

- personalise tasks for students;
- work in collaboration with the Additional Educational Needs department to create differentiated materials;
- liaise with Teaching Assistants in advance of lessons;
- feedback to the Additional Educational Needs department, the progress of individuals in relation to their IEP or school action plans;
- put further strategies in place whenever necessary.

(SEND and More Able policies give more details).

e Partnership With Parents:

A positive partnership underpins the successful learning outcomes of all our students.

As a school, we:

- reward students and celebrate their success in a variety of ways;
- report progress and attainment regularly;
- see parents at parents' evening to discuss strengths and areas for development;
- report concerns to parents via telephone calls, letters, Student Planners and/or emails;
- discuss concerns in individual meetings;
- keep communication open at all levels.

In return, we require parents to:

- ensure that attendance and punctuality are excellent;
- encourage their daughters/sons to be pro-active in their Independent Study by helping them, checking ClassCharts, or taking an interest in the work they do;
- help create, outside of school, the right conditions for effective independent study;
- encourage wider participation in enrichment activities.

Part 3: Ensuring the Quality of Teaching & Learning

This is done through:

- Extended drop-ins, 'book looks', SLT walk-throughs, student feedback and appraisal;
- Follow-up CPD sessions (T & L led by the AHT and the Extal team).
- faculty and school self-evaluations which show: results analysis and strategies put in place to continue the enhancement of the Teaching & Learning.

a Observations and Appraisal

Observations:

Teachers are formally observed 3 times each year in Extended Drop-ins (typically 15-20 minutes each). ECTs are observed more often (6 times per year).

- each observation feedback explains the strengths and areas for development of the teaching seen in the lesson;
- Areas for development are discussed in depth, with the teacher at follow-up coaching meetings and strategies/goals are suggested/agreed;
- At least one student will be spoken to by the lesson observer and asked some prescribed questions about their learning, progress and understanding;
- In most cases a 'next step' will be agreed at the end of a coaching meeting, to help a teacher further improve their practice, then demonstrate in a subsequent lesson visit.
- The school priorities are also part of the Teaching & Learning observations.
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Appraisal

This happens once a year with an interim review in the summer term (normally April/May)). A separate Inicio Trust appraisal policy is available. Appraisal should be a positive experience which allows each teacher to:

- share their strengths and achievements;
- set new goals;
- discuss how to achieve these goals including the CPD input that they would need.

b Self-Evaluation

Self evaluation at all levels of the school, is key to the review process at CHSFG:

- After each AP, the teachers analyse their results and review the teaching strategies that they use;
- Each Head of Faculty has a faculty review with their line manager and the Head Teacher once a year to discuss the Teaching & Learning outcomes and the strategies to put in place for the following year. This informs the Faculty Improvement Plan;
- The school self-evaluation document highlights all the strengths, and areas for development, for the school;
- These self-evaluations lead to the development of the SDP (School Development Plan) which is reviewed yearly by a group representative of all the school stakeholders;
- The SDP develops ideas and strategies for the provision for Teaching & Learning as well as the overall well-being of the students.

Conclusion

The quality of the Teaching & Learning outcomes comes from the association of:

- the teacher's expertise;
- the students' engagement;
- the parents' positive support;
- high quality feedback and CPD to improve teaching, learning & assessment.
- the initiatives which are put in place/reviewed on a yearly basis (e.g. changes in the curriculum);
- the quality-assurance reviews that the school has in place;
- Successful Intent of Curriculum Conveyed, high standards of Implementation and an Impact showing good student progress/learning.
- the ongoing partnership between all the school stakeholders.

Marking Policy

The main purpose of effective marking should be to provide written feedback to students indicating **what they have done well** and **how they can improve**. The end result of any piece of work should be that if a student were to redraft, or encounter work of a similar nature, the work would be improved having followed the teacher's **formative comments**. **The success criteria of any marking is what the student does with it.** Marking should provide a summary of the strengths and weaknesses in terms of **content, structure** and **style** in the context of the objectives of the piece of work. The expected format for these comments is **WWW** (what worked well) and **EBI** (even better if...). Students should write a FIT response to EBIs whenever possible in green as soon as the marked work is returned.

Expectations of marking:

- 1 **Written formative comments are given on each of the two assessments, half-termly.** This will be **Graded** (using 1-9 at GCSE, or A*-E at A Level) (or Skill Levels at KS3 Yrs 7-9)
- 2 **Certain pieces of Homework will also require written feedback/grading: these are decided by the Faculty.**
3. No additional marking (e.g. acknowledgement marking or tick/flick) is expected in students' books.
- 4 **Personalised** according to the student (including awareness of strategies on SEND student profiles);
- 5 **WWW** and **EBI** are used for the two half-termly assessments.
- 6 **FIT time** is used to improve learning. Students respond in green pen.
7. Teacher may mark in in any coloured pen except green or in ink the same colour as students' work. Green ink is for students' FIT time only.
8. Students should be rewarded for good effort or attainment with Achievement Points.
9. **Challenge students' poor presentation** of work. (a FIT task may be to rewrite it.) (Check SEND Pupil Profile – student may find it difficult to write legibly)
10. **Tracking sheets & Curriculum Maps** are used in **ALL** books/folders to accurately log and track progress over time and help demonstrate the sequencing of the curriculum This will follow the school's basic proforma and will only contain grades for specific pieces of work agreed by the Head of Faculty, so tracking and grading is consistent.

In lessons and for Homework tasks, students must also be encouraged to **peer-assess** and **self-assess** by marking their own and each other's work according to the given success criteria.

NOTE: at the time of APs, collecting the students' books/folder in to have a good overview of their learning journey is recommended in order to give an accurate AP grade taking into account the work done over the term.

Managing Workload

Staff are encouraged to use a faculty-specific method of 'coded marking' sheets for formal assessments, in order that the same high-quality feedback can be given, but greatly reducing the time required to mark it. These must meet all of the expectations above and typically, will convey the skills and success criteria that was used in assessing the work, with a clear & appropriate FIT task.

FIT Time

Focused Improvement Time (FIT) is lesson time dedicated to students engaging with their WWW/EBI and then responding to the marking. Responses are always in green ink. Boxes of green pens are available from the AHT in charge of teaching & learning. The wording of the EBI/FIT task should focus on the learning and enable the student to learn and make progress. Avoid phrases such as 'Stick in this sheet' or 'Complete this work' as FIT tasks. Where possible, relate the tasks to progress through grading. For example, an excellent FIT task to show progress could be:

“To improve this work to a grade 7, rewrite the final paragraph, but with your own opinion added and correct punctuation.”

Marking for Literacy

All teaching staff are required to ensure high standards of literacy in lessons and through their marking. Typically, this marking will be shown in the two assessments each half term. Teachers may use the symbols below, when marking for literacy. This may point out improvements in the correction of paragraphs, apostrophes, speech marks, capital letters and other forms of punctuation. Selected spellings should be corrected, or suitable guidance given. Dialogue may involve a student rewriting the spelling a number of times.

Specific Practical Subjects

Art, Textiles and Photography	• KS3 > 2 assessments per half term: marked like other subjects. • KS4 and 5> holistic marking every half term (1 big project piece) part of their portfolio (marking/ FIT/ grade/ WWW and EBIs) • Cannot use green pen on project work but post its instead. • Note: start of Y10 and 12 > task by task marking to give short and regular feedback until they start their independent project.
PE/Dance	• KS3 > 1 activity per rotation that is assessed Practical assessment through teacher’s observation and uses the 4 categories : emerging/ developing/ secure and exceeding 1 written piece that is assessed. • KS4 PE/ Dance GCSE> 1 practical and 1 theory assessment each half term; marked with GCSE grades • KS5 Dance > 1 practical and 1 theory every half term; marked and FIT for the theory. Verbal feedback for practical .
Music	• KS3 > 2 assessments (either performance or written assessment). The performance receives verbal feedback and is followed by the EBIs. • KS4 > - composition gets verbal feedback every lesson and is marked once fully at the end of the year for Y10 and Feb half term for Y11. Then FIT task is to make improvements in the composition. - Performance> 2 assessments per half term (formative assessments) - Listening and theory > assessment at the end of each unit. • KS5> - composition gets verbal feedback every lesson and is marked once fully completed. Then FIT task is to make improvements in the composition. - Performance > recording once a term + feedback sheet - Theory > Essay once per half-term.

Table of suggested Marking Symbols

Symbol	Meaning
✓	Good/correct
✓✓	Very good
X	Factually incorrect/misunderstanding
∨	Omission (something missing – a word missed out)
sp	Spelling error (write in correct spelling of word)
gr	Grammatical error (write in correct grammatical form). e.g. : <i>were</i> , not <i>was</i>
p	Punctuation (write in missing punctuation) e.g. : .,!?”’;;
O	Missing capital letter (circle incorrect lower case letter - maybe correct it)
?	The phrase/sentence doesn’t make sense. Can’t read the writing.
//	New paragraph
V	(vocabulary) Try a different/more suitable word

The symbols above are the only ones that may be used. However, the most important aspect of the marking is for it to inform the student what was wrong, and how to improve. For instance, a capital letter might be amended by crossing it out and correcting it instead of circling it.

Attitude to learning grades

Grade	
1 = Outstanding	• Excellent focus and participation in the task • Work to the best of her ability (classwork and homework) • Outstanding level of presentation. • Significant time spent on the work.
2 = Good	• Good focus and participation in the task • Works approaching the best of her ability (classwork and homework) • Good level of presentation. • Suitable time spent on the work.
3 = Requires improvement	• Focus could have been better • Works below the standard expected (classwork and homework) • Satisfactory level of presentation, but could be better. • Some time spent on the work, but less than expected.
4 = Cause for concern	• Minimal focus in participation in the task. • Work well below the standard expected (classwork and homework) • Poor level of presentation/no work presented. • Minimal time spent on the work.

This policy will be reviewed in October 2026