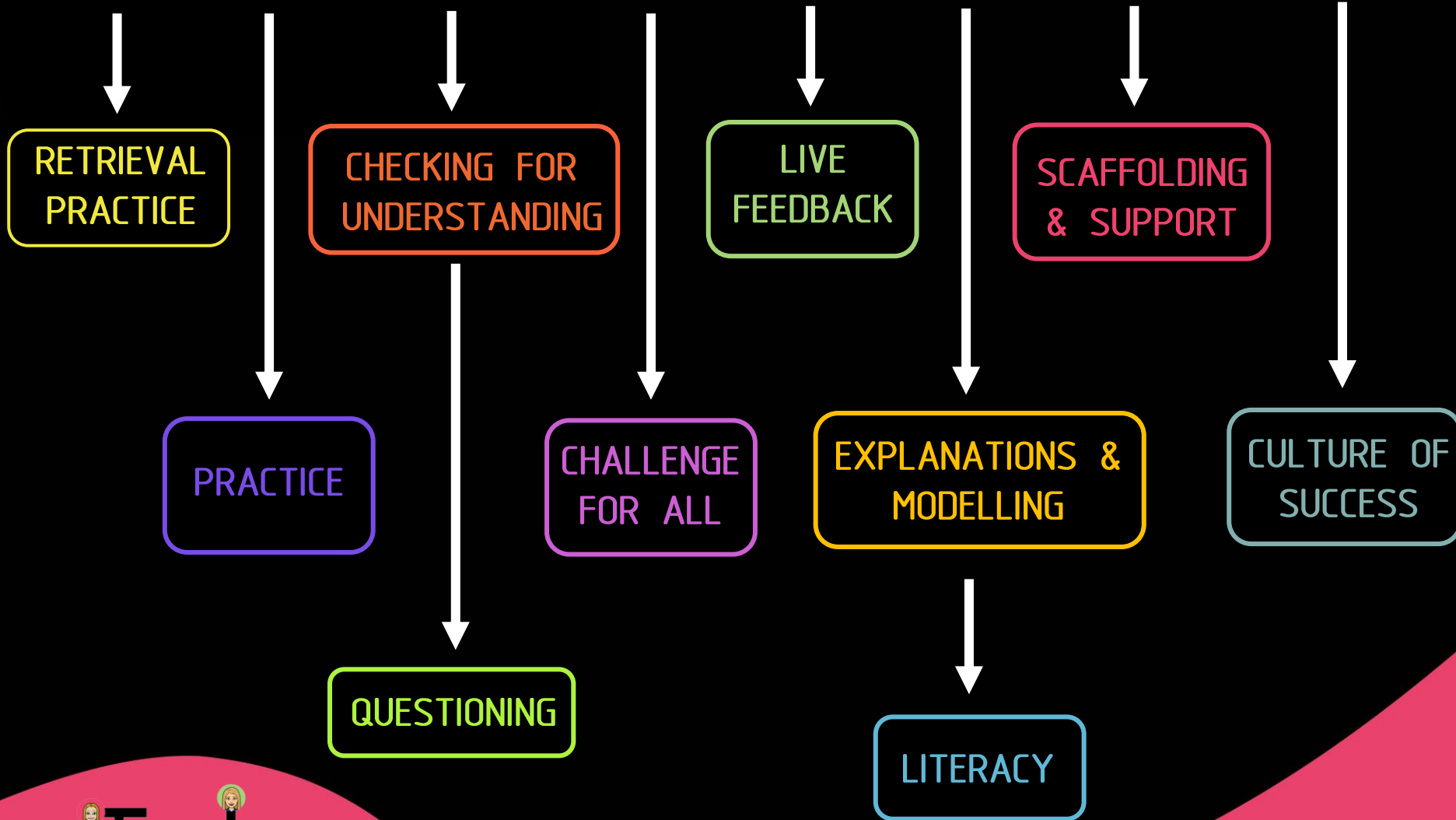


What is GREAT TEACHING at Mortimer?



Mortimer
MAKING A
POSITIVE
DIFFERENCE

ADDITIONAL POLICIES

- SEND/EAL
- ASSESSMENT
- CURRICULUM INTENT
- TEAM TEACHING



GREAT TEACHING at Mortimer

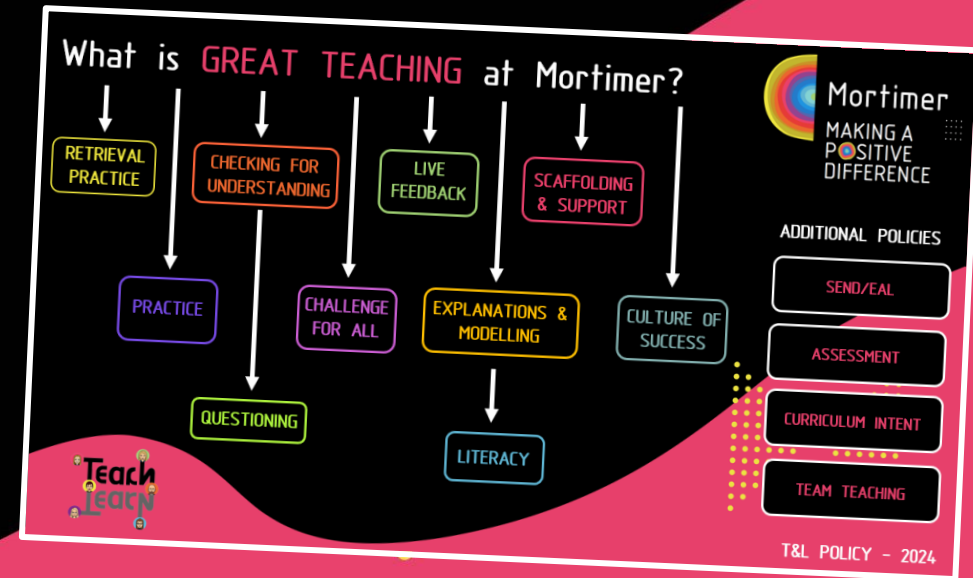


Mortimer
MAKING A
POSITIVE
DIFFERENCE

GREAT TEACHING at Mortimer ensures all students can **learn, make progress** and be both **challenged and supported** across all subjects.

Every teacher at Mortimer utilises our **10 CORE PRINCIPLES** of Teaching & Learning to ensure the very best learning experience for every student.

These are our **non-negotiables** and must be a **priority** in every lesson.

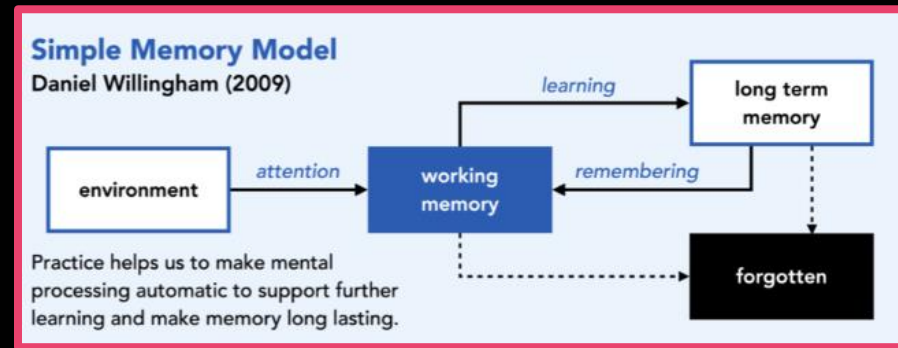


RETRIEVAL PRACTICE

Retrieval practice is utilised by all teachers at Mortimer to ensure students have multiple opportunities to **embed their learning** and **develop their schemas**. Students make and develop links within their learning which strengthens their overall knowledge. Retrieval activities are planned meticulously to **recap previous knowledge** that is required for new learning. Teachers are aware of **cognitive overload** and use retrieval practice to prevent issues around this. Prior learning is revisited on a regular basis, in a **meaningful** way.

APPROACHES TO RETRIEVAL PRACTICE:

- ✓ Low Stakes/Threat Quizzing & Testing (remember, the best person to mark a low stakes test is the person who takes it).
- ✓ Multiple Choice Questions (ensure they are designed correctly and misconceptions are explored).
- ✓ Retrieval Grids (last lesson/week/month/topic).
- ✓ Filling in blank knowledge organisers.
- ✓ Questioning (see more on page 9).



'Learning happens when there is a change in the long-term memory. If nothing changes, then nothing has been learned. Retrieval practice helps us to organise and integrate mental models that allow us to make inferences and apply our knowledge'.

Paul Kirschner & Jeffrey Karpicke (2012)

KEY PRINCIPLES OF RETRIEVAL PRACTICE:

- ✓ Involve **EVERYONE** in the process.
- ✓ Make checking **ACCURATE** and **EASY** (use technology).
- ✓ Specify the knowledge and make it **generative**.
- ✓ Vary students' diet of retrieval, **mix up the activities** to increase engagement.
- ✓ Make it **TIME** efficient (for both us and the students!).
- ✓ Make it **WORKLOAD** efficient (e.g. share activities that work well within your department - do not reinvent the wheel).

RETRIEVAL PRACTICE – FIND OUT MORE!



RETRIEVAL PRACTICE EBOOK *KATE JONES*

RETRIEVAL PRACTICE WEBINAR *TOM SHERRINGTON*

COGNITIVE SCIENCE REVIEW *EEF*

RETRIEVAL PRACTICE BLOGS *THE LEARNING SCIENTISTS*

RETRIEVAL PRACTICE
ONE PAGE SUMMARY
JAMIE CLARK

RETRIEVAL PRACTICE
BLOG
EEF

RETRIEVAL PRACTICE
PODCAST
SecEd

P&R | 112

QUIZZING



TEACHING WALKTHRU

P&R | 128

A REPERTOIRE
OF RETRIEVAL
ROUTINES



TEACHING WALKTHRU

P&R | 122

WEEKLY &
MONTHLY REVIEW



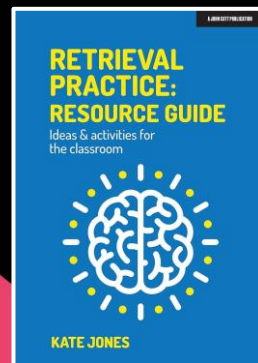
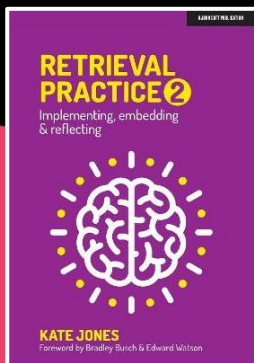
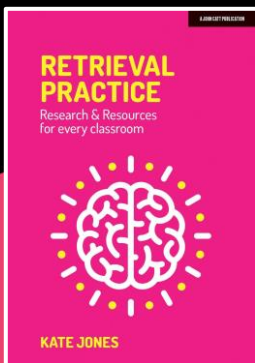
TEACHING WALKTHRU

P&R | 116

USING A
KNOWLEDGE
ORGANISER



TEACHING WALKTHRU



All of these books are
available in Mortimer's
T&L Library!



PRACTICE

'What matters is HOW things are taught, rather than WHAT is taught.'



Dylan Wiliam

Students at Mortimer are provided with frequent opportunities to demonstrate their learning and carry out **deliberate, independent practice**. This provides students with the opportunity to put new learning into practice, make links between new and prior learning, and receive feedback.

Practice comes in many forms - it could be solving a problem in Maths, making a recipe in Food Technology, or playing a sport in PE. The important part is that students take an **active role in their learning**.

Students are not 'passive' during lessons, but instead are **engaged in the learning process** and have time dedicated to demonstrating their new knowledge and skills.

CONSIDER:

- ✓ **TASK** - is the task **MEANINGFUL**? What do you want students to get out of completing the task. Tasks should not be 'time fillers', and all lesson time should be used in a purposeful way.
- ✓ **LINK** - how does the task fit into the **BIGGER PICTURE**? Is it helping students work towards a specific end point? Is it a chance for students to practice a skill which they will need to later demonstrate?
- ✓ **SUPPORT** - has the appropriate **SCAFFOLDING** been put in place in order for every student to be able to access the task? Find out more about this on page 19!
- ✓ **TIME** - has the appropriate level of **TIME** been given to students to complete the task? Remember the 'GOLDILOCKS' principle - not too much, not too little!
- ✓ **FEEDBACK** - how will students receive **FEEDBACK** for this task? Consider this from a workload perspective - will you be able to provide live, in the moment feedback for all students? If not, can you refine the task to help you assess a specific skill?



TASK



LINK



SUPPORT



TIME



FEEDBACK

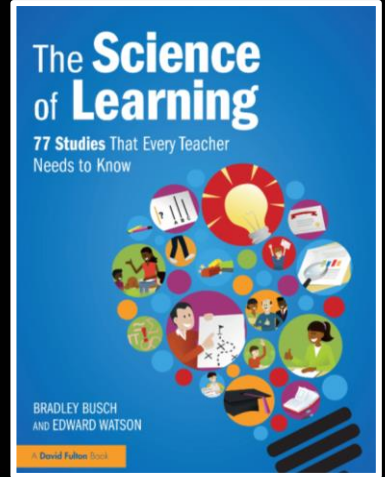
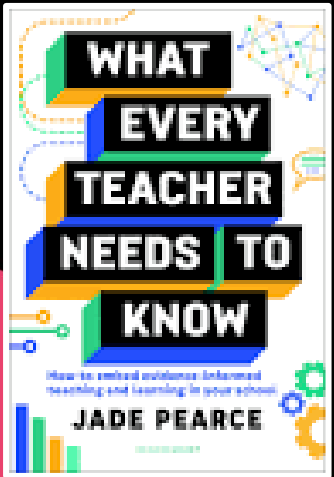
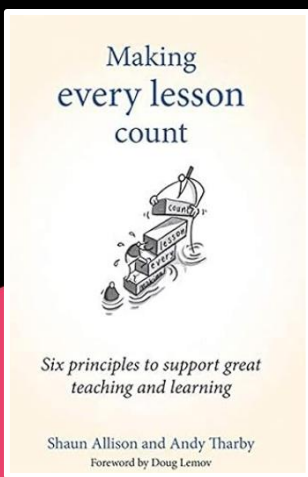
PRACTICE – FIND OUT MORE!



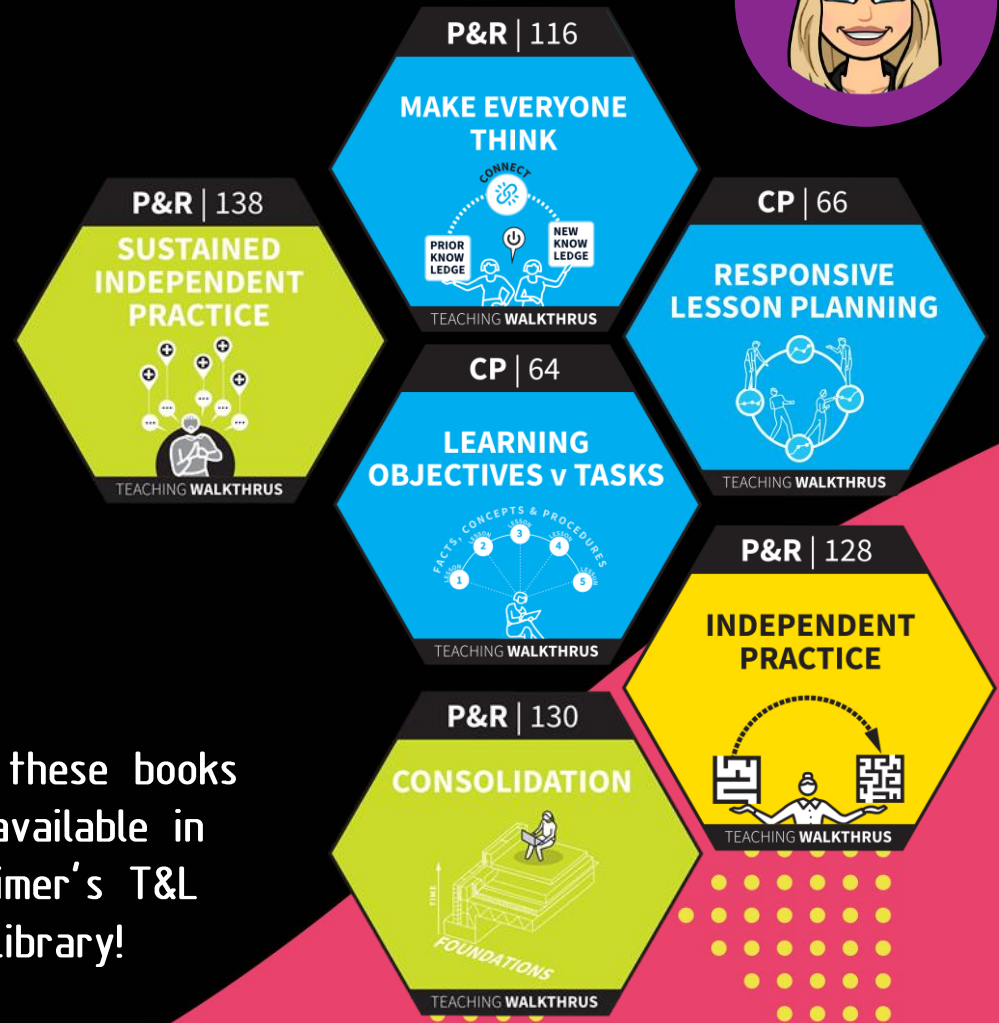
UNDERSTANDING MEMORY & LEARNING *EBE*

EXPLICIT INSTRUCTION ONE PAGE SUMMARY *JAMIE CLARK*

CREATING AN ENGAGING CLASSROOM PODCAST *HYWEL ROBERTS*



All of these books are available in Mortimer's T&L Library!



CHECKING FOR UNDERSTANDING

At Mortimer, all teachers deploy a range of strategies to check the understanding of **ALL** students **every lesson**. This is essential in ensuring no student gets left behind, and all students can make progress. **Adaptive, responsive teaching** and **formative assessment strategies** are used to identify misconceptions, and alter the direction of teaching accordingly.

ROSENSHINE'S PRINCIPLES OF INSTRUCTION

In Rosenshine's Principles of Instruction, he stresses the importance of checking for understanding and states that rather than asking students if they understand, we should ask them: 'what have you understood?'. This helps us to measure their understanding, and identify any misconceptions. Rosenshine's research suggests that teachers should also ask questions during instruction to maximise engagement of all students.

'Checking for understanding at each point can help students learn the material with fewer errors.'



Barak Rosenshine

CHECKING FOR UNDERSTANDING - STRATEGIES:

- ✓ **Questioning** - use cold-calling alongside elaborative interrogation questions (such as 'why is this true?') to check the depth of students' understanding.
- ✓ **Summarising** - frequently ask students to summarise what they are learning to help you gauge whether students have a firm grasp of the content.
- ✓ **Choice Statements** - provide students with different statements and ask them if they are true or false. This can help them build deeper connections whilst you check their level of understanding.
- ✓ **Live Feedback** - the best time for students to receive feedback is 'in the moment'. This is when we can have the most impact on student learning and should provide live feedback every lesson.
- ✓ **Correcting** - present students with a common misconception and ask them to correct it and explain the error.
- ✓ **Visualising** - concept maps or graphic organisers can be a useful way to check how well students have processed new information.
- ✓ **Low Stakes Testing** - short, informal quizzes or exit tickets can help you determine how well students have understood new content. Make sure these are used regularly so students are familiar with the process.
- ✓ **Whole Class Response** - use resources such as MWBs, ABCD cards or Zipgrade to quickly collect whole-class responses and check students' understanding.

CHECKING FOR UNDERSTANDING – FIND OUT MORE!

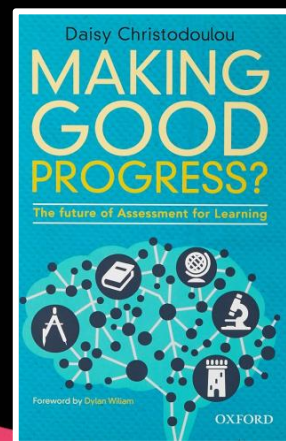
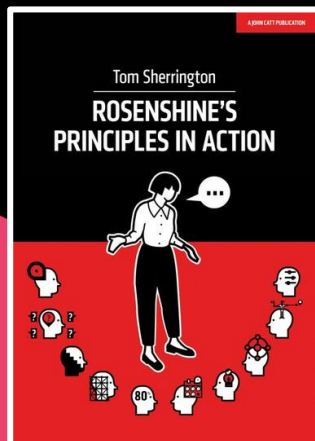
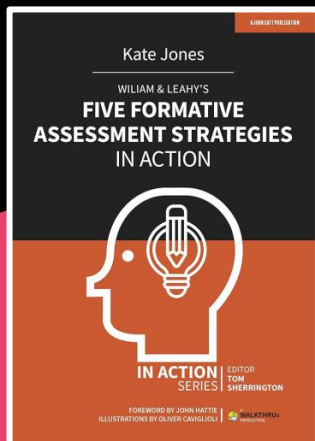


FORMATIVE ASSESSMENT STRATEGIES *EBE*

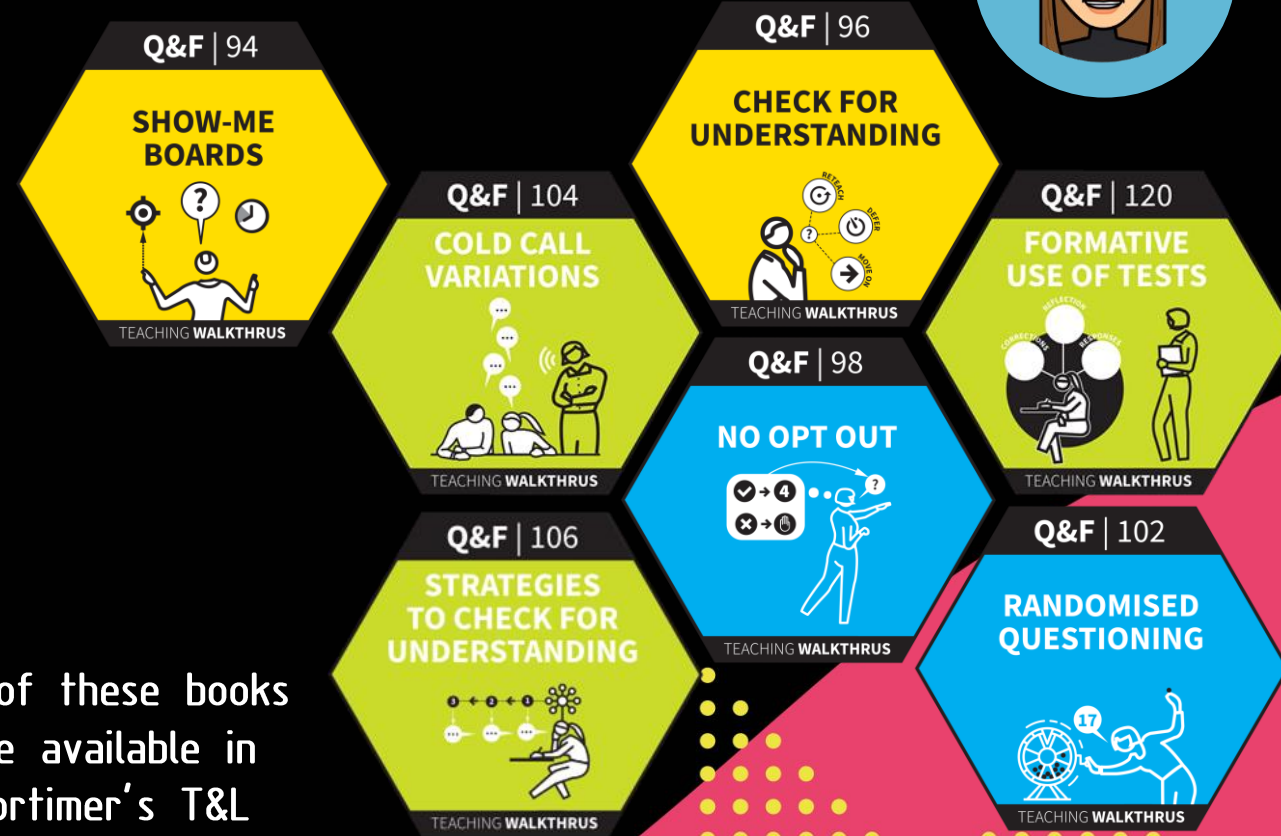
FORMATIVE ASSESSMENT ONE PAGE SUMMARY *JAMIE CLARK*

CHECKING FOR UNDERSTANDING BLOG *INNERDRIVE*

FORMATIVE ASSESSMENT WEBINAR *KATE JONES*



All of these books
are available in
Mortimer's T&L
Library!



QUESTIONING

At Mortimer, all teachers deploy a range of questioning strategies **regularly** throughout lessons to check for knowledge and understanding. This then **informs our next steps**, as to what we need to do to either secure learning, or progress students on.

When we use questioning as a way of teaching, students quickly begin to get into a routine and understand our expectations. Questioning knowledge is the only **TRUE** way we, as teachers, will know exactly what our students know. This tool is so important to continually reflect on our own practice and the learning journey our students are going on. Remember, just because a previous class advanced well within a topic, or made vast progress, does not mean another class will. We need to continuously use questioning and make it individualised to **EVERY LEARNER** so that we **KNOW** the **TRUE** extent of **EACH** and **EVERY** student's learning.

QUESTIONING STRATEGIES:

- ✓ Probing Questions
- ✓ Cold Calling
- ✓ No Opt Out
- ✓ Whole Class Response (MWBs, Plickers, Zipgrade, ABCD cards)
- ✓ Show Me Boards
- ✓ Random Questioning (lollipop sticks, ClassCharts randomiser)
- ✓ Multiple Choice Questions (ensure these are WELL DESIGNED)
- ✓ Hinge Point Questions

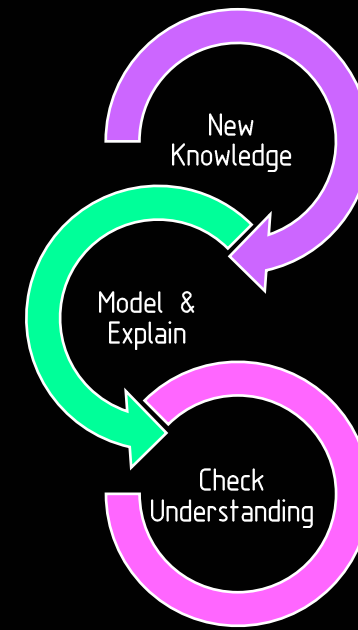
Always remember to **EXPLORE** the **INCORRECT** answers that students give during questioning.

This is where true learning takes place as you are able to clear up misconceptions and see where students have gone wrong.

Sometimes, the incorrect answers are more useful than the correct ones!

CONSIDER:

- Has time been invested into your curriculum which has allowed planning for questioning in lessons to occur?
- How do you use questioning to know what students already know?
- How regularly do you use questioning to inform your next steps?
- Is questioning a continual cycle or do you designate it to particular sections of your lessons?
- Do you find yourself allowing the same students to answer questions? If so, how could you address this?
- Do you accept answers as soon as they are correct? Or do you continue to probe for more detailed knowledge and allow students to elaborate on answers?
- What do you do if a student will not participate in answering questions?
- How can you motivate students to be curious about their learning and engage in questioning not only their peers, but us as teachers?
- How often do you allow students to show off their knowledge?
- Do you give students opportunities to 'say it for themselves?' Reciting key vocabulary or saying it out loud in context?
- Do you give students enough **TIME** to answer questions? We need to give at least 3 to 5 seconds for students to start to think deeply.



Strong **QUESTIONING** is vital at every step!

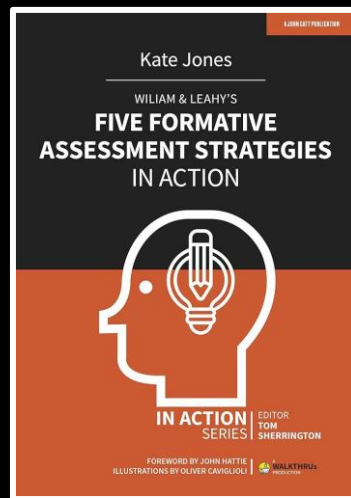
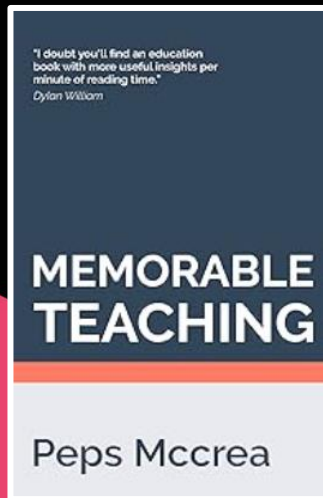
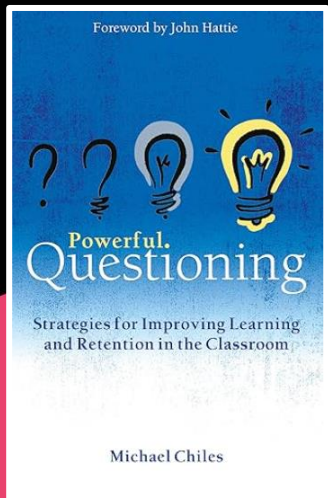
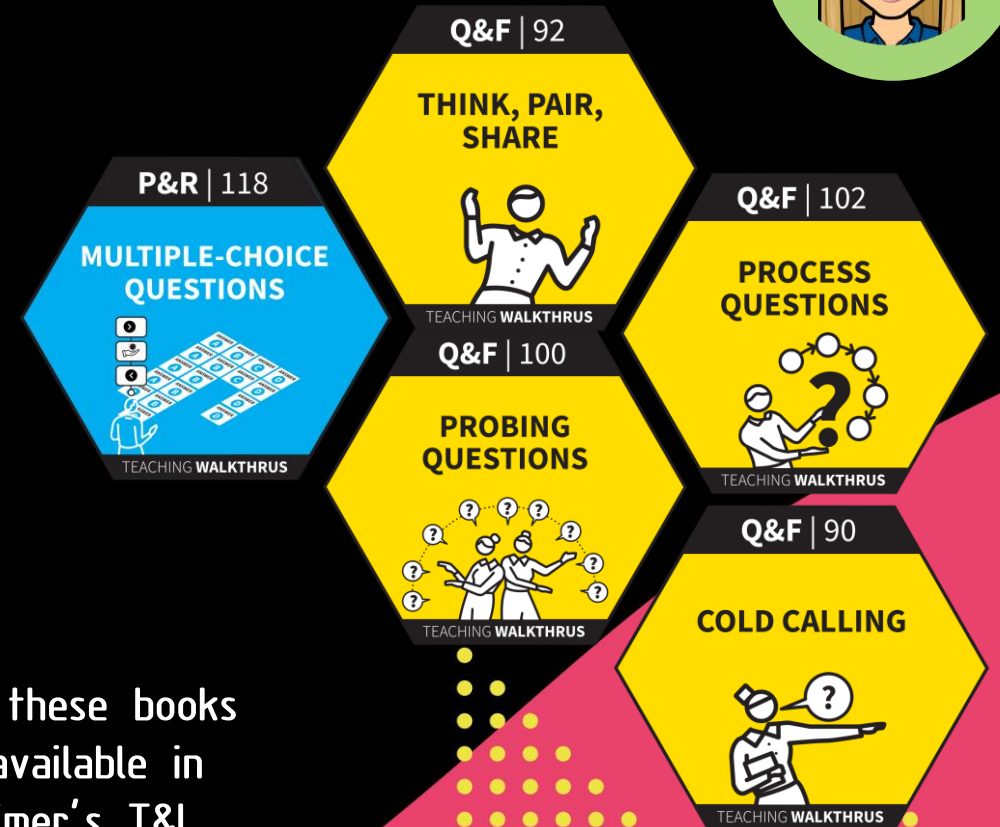
QUESTIONING – FIND OUT MORE!



UNDERSTANDING & ENGAGING LEARNERS *DYLAN WILIAM*

POWERFUL QUESTIONING ONE PAGE SUMMARY *JAMIE CLARK*

QUESTIONING IN THE CLASSROOM *EBE PODCAST*



All of these books are available in Mortimer's T&L Library!

CHALLENGE FOR ALL

Challenge for all is a priority at Mortimer. We must ensure we are always 'teaching to the top' and enabling every student to access challenging work. We provide scaffolding to support students to progress through challenging tasks, and we build floors to support and help our students build their thinking, NOT ceilings that can cap or limit their potential.

'High challenge, low threat' is the approach we should consistently take to ensure all students can engage with the challenging level of work that they deserve.

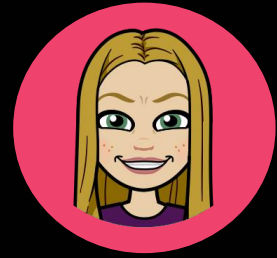
How can we support all students to access challenging work?

- Effective scaffolding must be in place, this 'differentiation' does not have to be a number of different tasks for different students. There should be **one learning goal** that all students can achieve.
- When planning scaffolding and support, we should plan downwards. **Plan the most difficult task first!** Think about what you want students to learn, then how you will support them to get there.
- Structure is needed to allow all students to access and attempt challenging tasks.
- Tasks that we plan should primarily allow the students to think about subject content, 'memory is residue of thought'.
- Students need surface learning (knowing facts about a topic) but it is very important to know when to move our students' learning to **deep learning** (being able to relate, link and extend their knowledge of a topic).
- **THINK:** what resources, support materials, background knowledge and targeted teaching could I provide that would enable students to bridge gaps and access challenge?

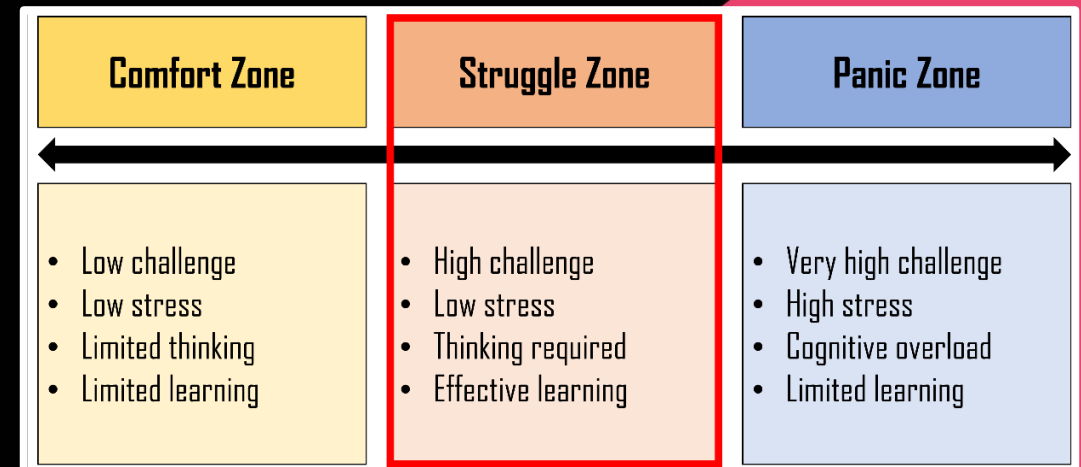
THE RESEARCH: [Mary Myatt](#)

Human beings are a challenge seeking species for enjoyment, but this needs to be high challenge, low threat:

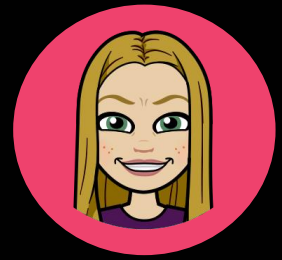
- Students want to be challenged, they want demanding work!
- Great results come from students working **above their pay-grade**.
- We can challenge and support students at the same time.
- Challenge is for **all** of our students - not just the most able.
- We must have high expectations for all students, regardless of their individual starting points. Refuse to allow prior attainment of our students to cap their future learning potential.



REMEMBER: it is good for our students to struggle just outside of their comfort zone (see diagram), as this is where we will see learning happen:



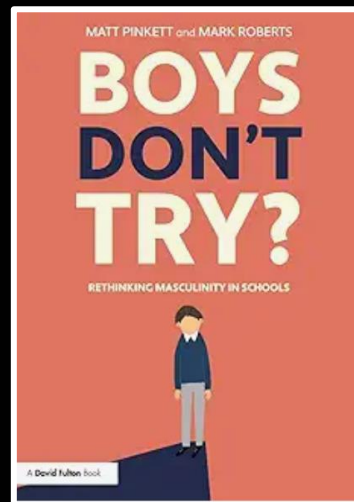
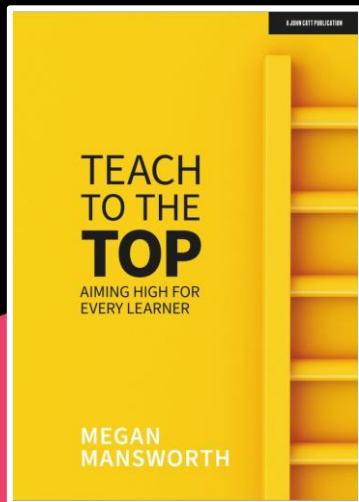
CHALLENGE FOR ALL – FIND OUT MORE!



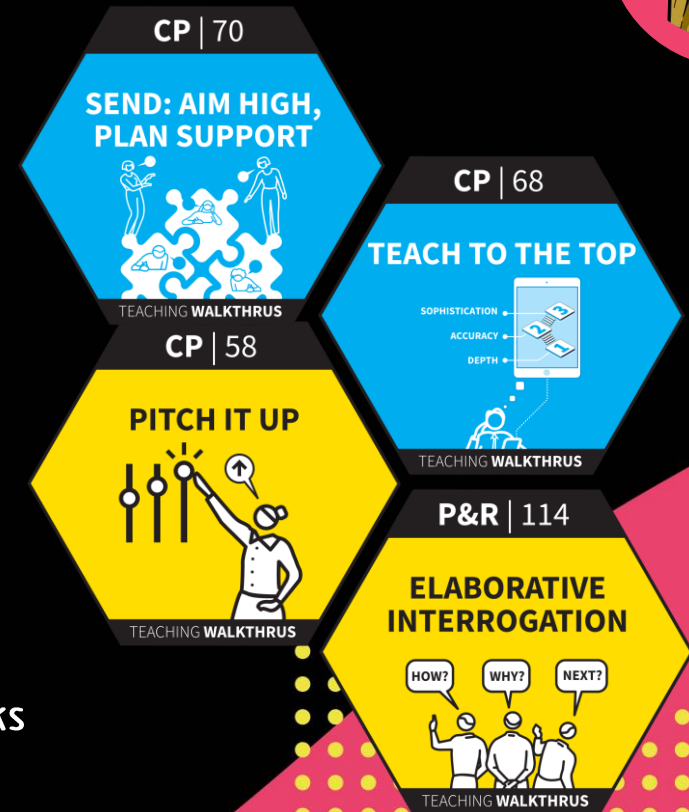
CURRICULUM MASTERCLASSES *MARY MYATT*

CURRICULUM THINKING *JOHN TOMSETT*

TEACH TO THE TOP PODCAST *MEGAN MANSWORTH*



All of these books are available in Mortimer's T&L Library!



LIVE FEEDBACK

As a school, we are conscious of reducing teacher workload and helping staff to work more efficiently and effectively for the students we teach. When used correctly, live feedback should reduce your workload. We must utilise it effectively in all of our lessons; there is an expectation that staff will **circulate the room**, not responding to emails and not sitting at their desks (unless using their visualiser etc).

We should use live feedback as a way to **continually check the quality of work being produced** and we should give verbal feedback along the way to **constantly identify misconceptions and fix errors**.

The best feedback we can give a student is the **feedback that is given directly to them**, students can act on this feedback **immediately**.

Know your focus:

- ✓ Are you checking that students have demonstrated a correct understanding of content taught e.g. correct/incorrect answers?
- ✓ Are you checking for use of key words within a piece of writing?
- ✓ Are you asking students to structure their writing in a particular way, and is that process what you are marking?
- ✓ How are you going to use your findings to inform your next steps?
- ✓ How often are you going to provide live feedback within your lessons?
- ✓ When will you identify opportunities to provide live feedback?
- ✓ **Do you set out the success criteria for a task and make this visible to students? This then makes live feedback more focused and specific to the task.**

Consider your answers to these questions in advance and ensure you share your focus with students. This will give your class a clear focus of what your expectations are when you are live marking.



Green (pen or highlighter):
positive comments, specific praise, encouragement, success, good practice.



Pink (pen or highlighter):
DIRT tasks, SPaG, errors, misconceptions, areas for development & improvement.



How do we provide effective live feedback at Mortimer?

- Coloured marking is used but this should NOT increase workload. **Green is for positives** and **pink is for everything else** (e.g. improvements, DIRT tasks, SPaG).
- Use DIRT (Dedicated Improvement & Reflection Time) to allow students to reflect on their work and improve it where required. Immediate verbal feedback will allow students to do this far more effectively than written comments they see in the next lesson (that is not to say that you should not use written comments).
- Verbal feedback does NOT need to be recorded.
- Dot marking is encouraged - a **green** or **pink** dot in the margin identifies good work, or areas that need improvement. This can be used in lessons, or before the next lesson to allow students to see what they need to improve and further develop their work.
- Self and peer assessment (**in red ink**) will further reduce teacher marking.
- When carrying out live feedback, remember to regularly pause the lesson when common errors are spotted. Address the misconceptions with the whole class and give concrete examples to help support their learning.
- Remember that you can also use the visualiser to live mark, this will allow students to fully understand the feedback process.

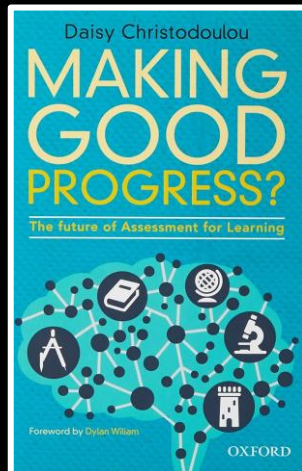
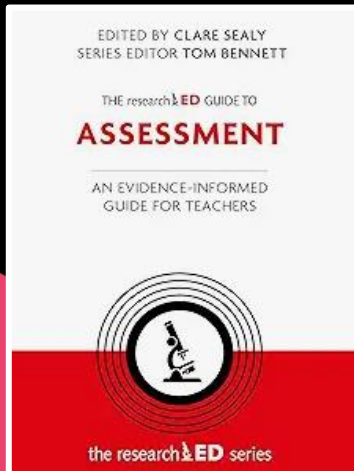
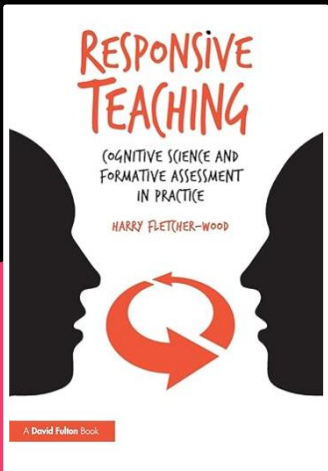
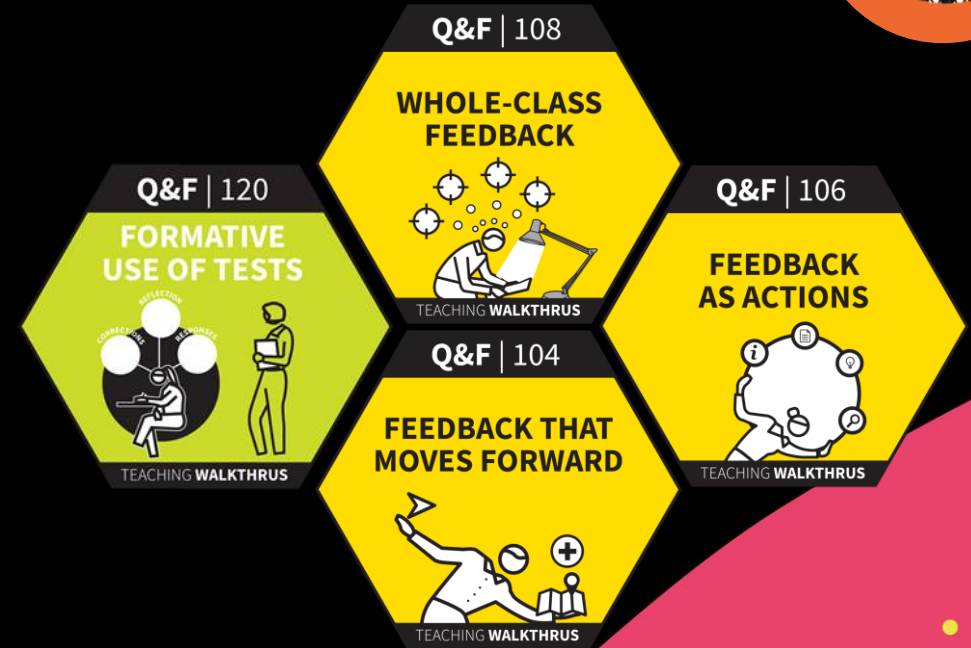
LIVE FEEDBACK – FIND OUT MORE!



TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING *EEF*

EFFECTIVE FEEDBACK GUIDE *EVIDENCE BASED EDUCATION*

EFFECTIVE FEEDBACK & MARKING PODCAST *SecED*



All of these books are available in Mortimer's T&L Library!



EXPLANATIONS & MODELLING

All teachers at Mortimer ensure high quality modelling takes place in every lesson to ensure the thought process of an 'expert learner' is revealed to students. This enables students to internalise their thinking and ask themselves questions, not only increasing their metacognitive ability, but also enabling them to LEARN and recreate the modelled process independently.

I DO, WE DO, YOU DO

Worked examples refer to the **guided practice** that students do following a teacher's initial explanation. They provide expert problem solving manuals for learners to emulate. The gradual release of responsibility method - 'I DO, WE DO, YOU DO' - allows the cognitive work to shift '**slowly and intentionally**' from the teacher to the student.

'Teacher modelling leads to students internalising thinking and asking themselves questions.'

Jennifer Webb

MAKE THINKING VISIBLE - USE A VISUALISER!



One of the most effective ways to model to students is to use a **visualiser**. Students benefit from watching your approach and seeing your mistakes, corrections and strategies in **real time**.



APPROACHES TO MODELLING:

- ✓ **Live Modelling** - walk students through a process.
- ✓ **Dual Coding** - share the steps visually and with words.
- ✓ **Worked Examples** (I DO, WE DO, YOU DO).
- ✓ **Self-explanation** - interrogate with how and why questions.
- ✓ **Metacognitive Talk** - develop verbal self-regulation (more on this on page 21!).

DON'T FORGET that a key part of explaining and modelling is in the **HANDOVER!** Often, we think that modelling once is enough and students should then be able to replicate that. This isn't possible - especially if you have missed out crucial steps of the modelling process such as 'thinking aloud' and questioning. It takes students time to replicate the skillset of an expert learner, and this is why we must always dedicate time to modelling.

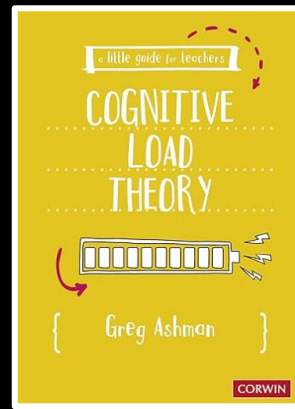
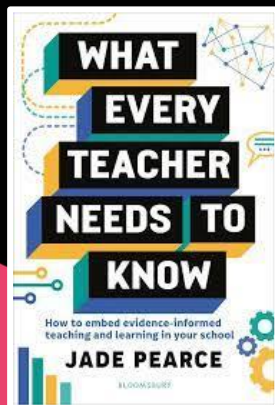
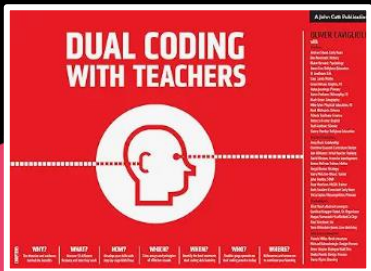
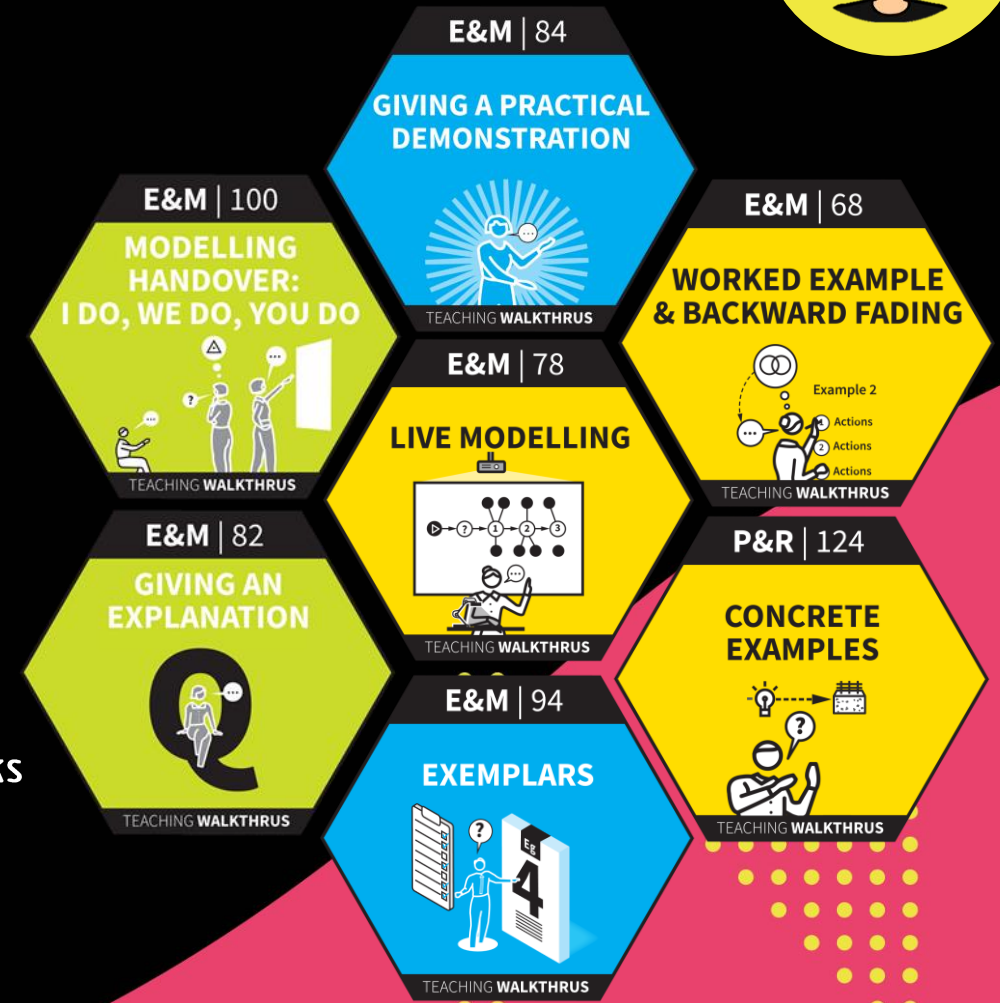
EXPLANATIONS & MODELLING – FIND OUT MORE!



EXPLAINING & MODELLING MASTERCLASS *TOM SHERRINGTON*

COGNITIVE LOAD THEORY COURSE *SENECA*

DUAL CODING WEBINAR *OLIVER CAVIGLIOLI*



All of these books are available in Mortimer's T&L Library!



LITERACY



At Mortimer, we take a **DISCIPLINARY APPROACH** to Literacy, where teachers understand that **all teachers are teachers of Literacy**. Literacy is promoted in each subject in a way that is relevant to their discipline. All teachers promote high standards of Literacy within their lessons through consideration of our three core aims: **READING, WRITING, and SPEAKING & LISTENING**.

RECIPROCAL READING is taught in Year 7 and students, where appropriate, should be encouraged to use this approach to reading:

1. PREDICT (what do you think the text will be about?)
2. CLARIFY (clarify any unknown vocabulary)
3. QUESTION (ask and answer questions)
4. SUMMARISE (summarise the key ideas).

'To grasp the words on a page, we have to know a lot of information that isn't on the page.'

Professor E.D. Hirsch

READING AIMS:

- ✓ To create an environment where reading is promoted across the school by all staff.
- ✓ To provide time in every lesson where vocabulary and text are a focus.
- ✓ To support reading through a range of strategies.
- ✓ To encourage 'reactions to reading' in both school and the wider world.



WRITING AIMS:

- ✓ To provide students with a range of challenging writing tasks within subjects.
- ✓ To support writing with frames or scaffolds, where appropriate, and to use modelling.
- ✓ To ensure students write with clear sentence demarcation in all subjects.
- ✓ To build in time for reflection and improvement.



SPEAKING & LISTENING AIMS:

- ✓ To raise awareness of the importance of speaking and listening skills across the school.
- ✓ To encourage a more systematic approach to the use of speaking and listening tasks in all subjects, including the use of key roles and 'speak like an expert' stems.



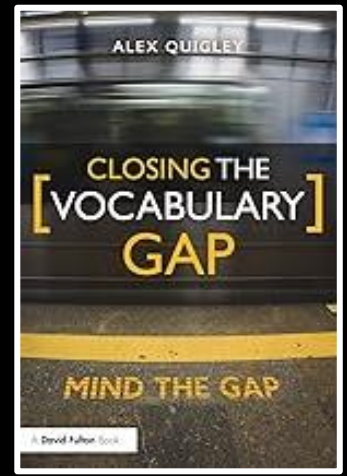
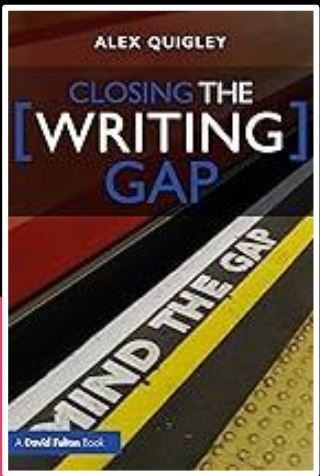
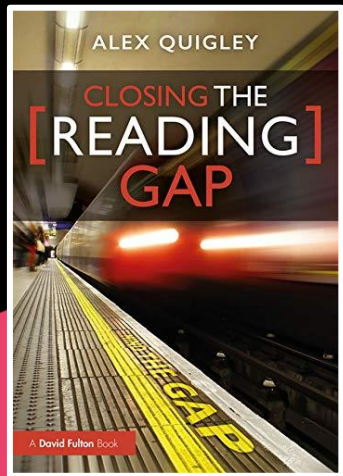
LITERACY – FIND OUT MORE!



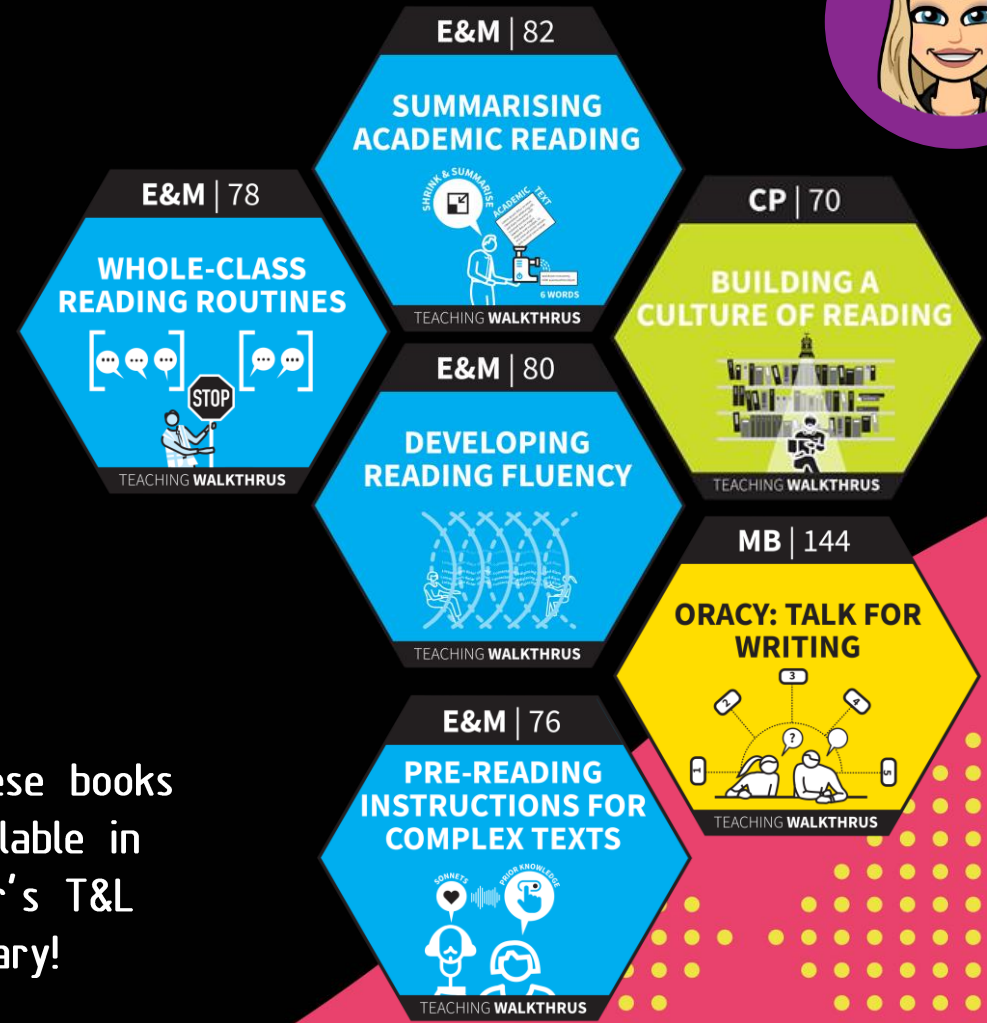
ACADEMIC PHRASES & LANGUAGE BLOG *ALEX QUIGLEY*

IMPROVING LITERACY IN SECONDARY SCHOOLS *EEF*

USING WORD LISTS TO DEVELOP VOCABULARY *ALEX QUIGLEY*



All of these books are available in Mortimer's T&L Library!



SCAFFOLDING & SUPPORT

All teaching staff at Mortimer understand how to assess the **appropriate level of support** that individual students need, and how to provide that level of support. This enables all students to learn, make progress and access the same challenging work.

Effective use of scaffolding strategies allow all students to access challenging work and be **appropriately supported** throughout their learning journey. Sometimes, scaffolding may come through a specific resource, but quite often the most effective scaffolding comes through **high quality teacher-led modelling** and questioning.

APPROACHES TO SCAFFOLDING:

- ✓ Knowledge/Graphic Organisers (e.g. flowcharts, double-bubbles, Venn diagrams)
- ✓ Modelling
- ✓ WAGOLLS
- ✓ Structure Strips
- ✓ Vocabulary Banks
- ✓ Questioning
- ✓ Success Criteria/Checklists
- ✓ Dual Coding

However, we must remember that the most effective scaffolds are **temporary**. Just like stabilisers on a bike, they support the development of learning, but are withdrawn so that students do not become reliant on them. We must also remember that **NOT EVERY STUDENT** will need the same, if any, scaffold. We should not see the whole class receiving the same level of support.

FOUR PRINCIPLES OF EFFECTIVE SUPPORT:

1. **Task** (how do we ensure appropriate access to the learning for all students?)
2. **Outcome** (how do we use formative assessment to assess the level of support that students need?)
3. **Intervention** (which roles are undertaken by the teacher and support during the lesson to ensure appropriate support is available? e.g. priority check-in)
4. **Route** (do you allow students different journeys through the learning, but to reach the same outcome? This is vital!)



Providing support is **NOT** dumbing down work, making work easier, lowering your expectations for 'low ability' students or giving students different tasks.



Providing support **IS** providing scaffolding to help students reach the same outcomes, being responsive to the needs of all and teaching to the top!

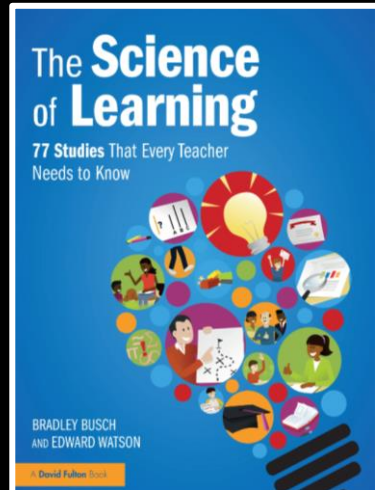
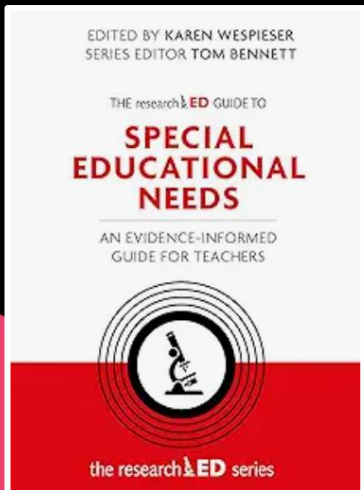
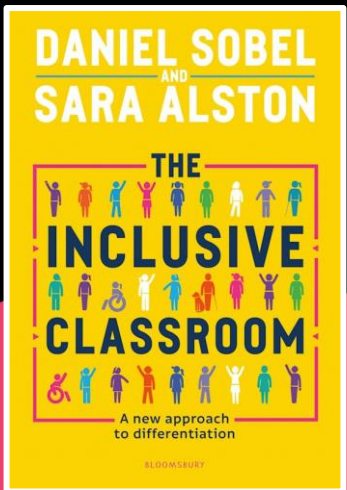
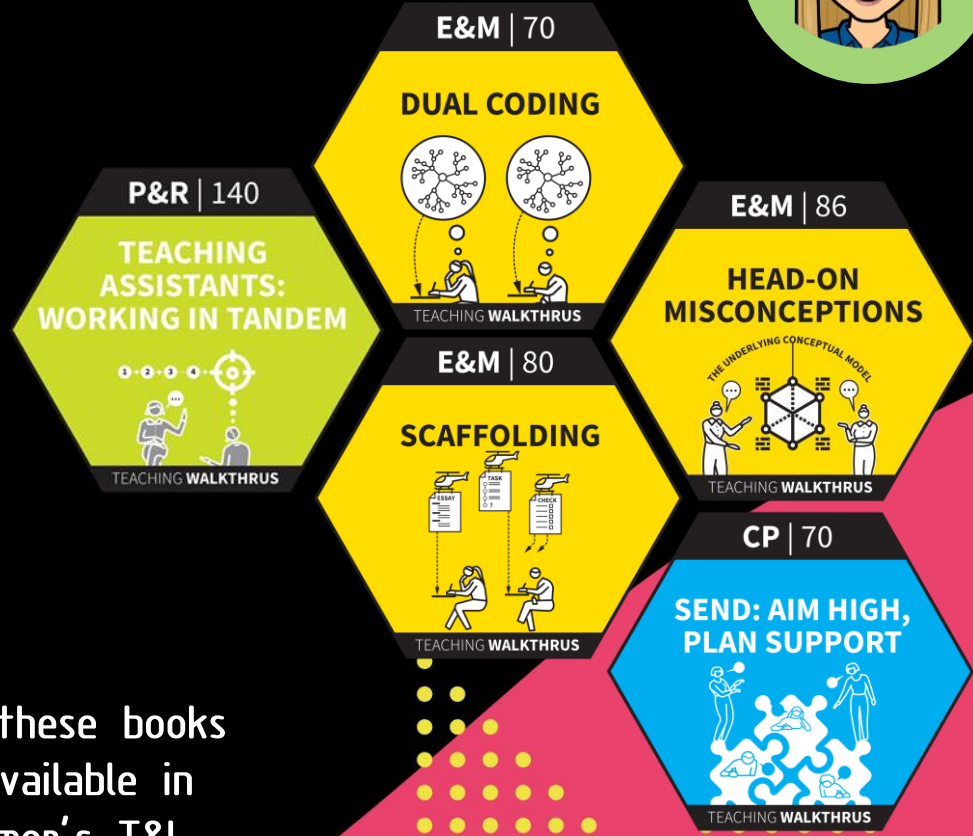
SCAFFOLDING & SUPPORT – FIND OUT MORE!



SEND IN SECONDARY SCHOOLS *EEF GUIDANCE REPORT*

INCLUSIVE CLASSROOMS PODCAST *BRADLEY BUSCH*

'MORE THAN JUST A WORKSHEET' BLOG *EEF*



All of these books are available in Mortimer's T&L Library!



CULTURE OF SUCCESS



Students are supported to achieve challenging goals. They do not give up when they start to struggle.



All teachers at Mortimer promote and foster a culture of success by having the **highest of expectations** of ALL students. Students are motivated to learn and want to succeed. A strong work ethic is promoted and celebrated to maximise the **best outcomes for every student**.



Students are encouraged to redraft, edit, and develop their work and answers to ensure they achieve the very best they can. The first attempt is not always the best attempt.

Having a culture of success in every classroom ensures students **work hard, present their work well, expect to be challenged and understand that independent work is essential to their success**.



Students have high expectations of themselves and reach for the very top. They have aspirational goals and know how to achieve them.

CHALLENGE AND METACOGNITION:

- We embed behaviours which maximise the potential for **efficacy of learning**.
- A metacognitive learner is one who has knowledge and control over cognitive skills and processes. They understand how learning happens, and they are able to actively and independently apply this understanding to help them learn in the most effective way, and to sustain that learning into the future.
- We teach metacognitively so that students think metacognitively. This will help **promote independent thinking** and encourage students to challenge themselves and each other.

THREE STRANDS OF METACOGNITION:

1. **Metacognitive Knowledge** - students are able to identify what they need to do and what they know that will help them do this,
2. **Metacognitive Regulation** - students have an awareness of themselves while working through a task, and are able to correct their behaviours,
3. **Metacognitive Motivation** - students are able to consider how they feel about a task before, during and afterwards.



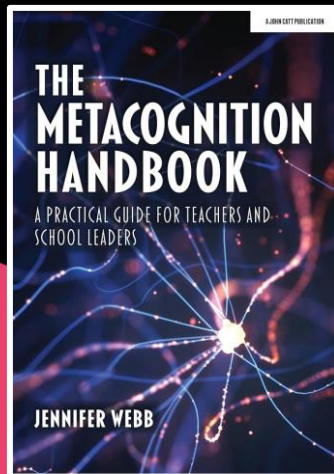
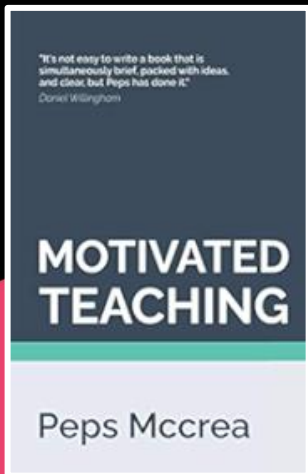
CULTURE OF SUCCESS – FIND OUT MORE!



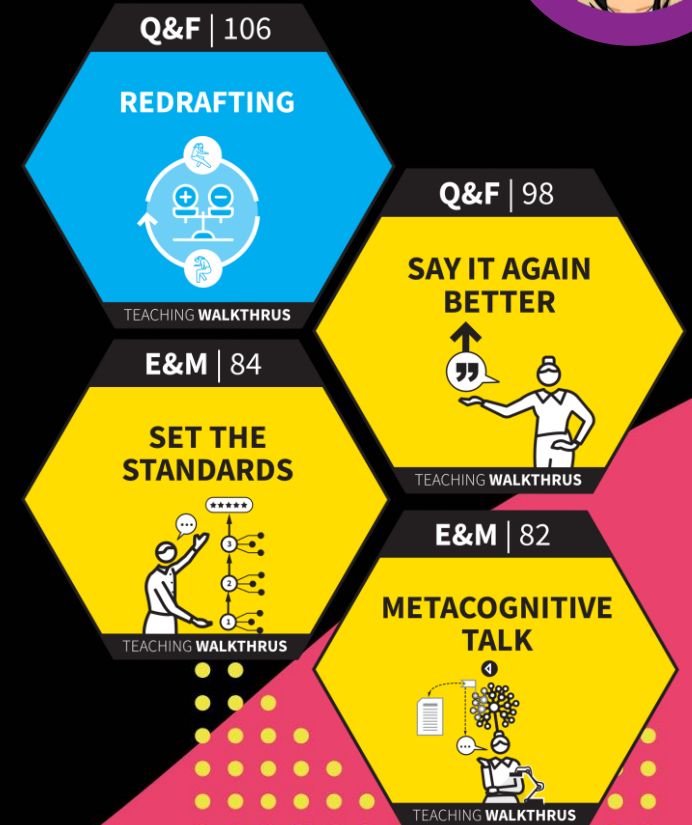
METACOGNITION IN THE CLASSROOM *INNERDRIVE*

METACOGNITION TO IMPROVE OUTCOMES *JENNIFER WEBB*

BOOSTING STUDENT BUY-IN BLOG *PEPS MCCREA*



All of these books are available in Mortimer's T&L Library!



SEND/EAL

At Mortimer, inclusion is a priority. Through our teaching and learning, we strive to support all of our SEND and EAL students to achieve their full potential. **ALL staff are teachers of SEND.**

A student has SEND if they have a **learning difficulty** or **disability** which calls for *special educational provision* to be made. A student has a **learning difficulty** or **disability** if they have *greater difficulty in learning than the majority of others of the same age*. Where a student is identified as having SEND, schools should take action to *remove barriers to learning* and put *effective educational provision in place*.

The **four areas of SEND**, and the needs we encounter at Mortimer, are in the diagram. Please refer to the **SEND department**, and **student passports**, for strategies to use with individual students.

Strategies which should be embedded into all lessons to support all of our SEND and EAL students:

1. Consider use of **access arrangements** e.g. extra time, prompts, reading pens. Please refer to the [access arrangements booklet](#) to help you understand how to support students with this.
2. Regular **retrieval practice**.
3. Teach and model strategies for **overcoming difficulties**.
4. Ensure learners have supportive materials and appropriate **scaffolding** to hand during tasks.
5. Plan for the effective use of **LSAs**.

SEND Key Terms and Definitions:

SEND: Special Educational Needs and Disabilities

SENDCO: Special Educational Needs and Disabilities Coordinator

HLTA: Higher Level Teaching Assistant

LSA: Learning Support Assistant

EAL: English as an Additional Language

EP: Educational Psychologist

C+L: Cognition and Learning

C+I: Communication and Interaction

S+P: Sensory and Physical

SEMH: Social, Emotional and Mental Health

ASD: Autism Spectrum Disorder

ADHD: Attention Deficit Hyperactivity Disorder

MLD: Moderate Learning Difficulties

SLD: Severe Learning Difficulties

PMLD: Profound and Multiple Learning Difficulties

SpLD: Specific Learning Difficulties

SLCN: Speech, Language and Communication Needs

BESD: Behavioural, Emotional and Social Difficulties

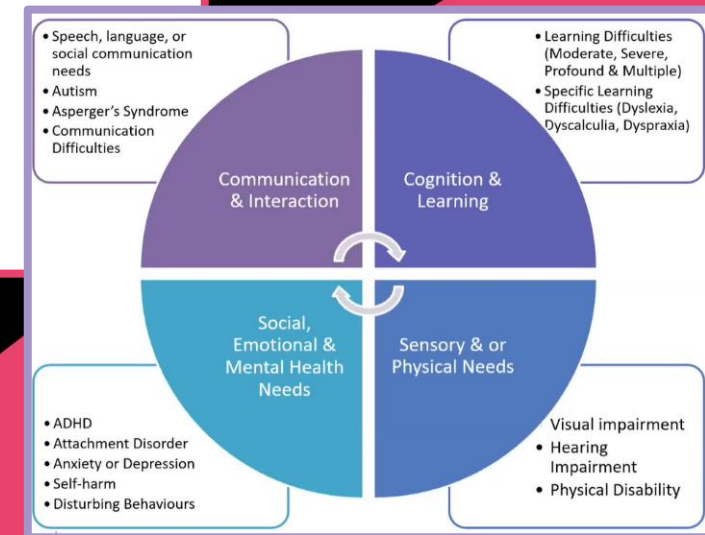
VI: Visual Impairment

HI: Hearing Impairment.

If you have an ongoing concern about a child you teach (whether they are on the SEND register or not) it is important that this is raised with our **SENDCO, Charlene Dine**, in case further action needs to be taken.



FOUR AREAS OF SEND:



ASSESSMENT

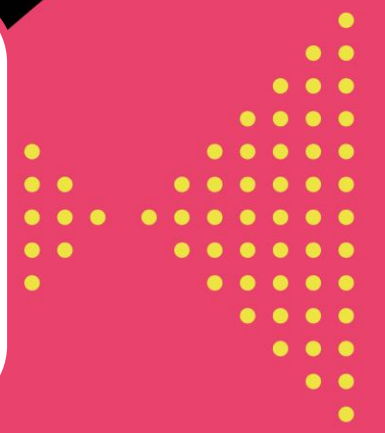


Mortimer's [Comprehensive Assessment & Feedback Policy](#) can be found here.

This policy is designed to be a thorough guide to assessment and feedback, with the purpose of assisting subject leaders to make informed decisions about feedback and assessment in their areas of responsibility.

Mortimer's [Assessment & Feedback Framework](#) can be found here.

This document is designed to summarise our approach to assessment and feedback and is for teachers to use for day-to-day purposes to inform their practice.



CURRICULUM INTENT



GOOD PROGRESS through high-quality **RESPONSIVE** and incisive **FEEDBACK**.

A strong **ETHOS** of **ENJOYMENT, COMMITMENT RESILIENCE** and **INSPIRATION**.

A **DIVERSE** range of **ENRICHMENT** opportunities within and beyond the curriculum.

A **REGULARLY REVIEWED** curriculum that is **DEMANDING** and **PROGRESSIVE** and using the six effective learning strategies to allow students **KNOW** more and **REMEMBER** more.

A **BROAD** and **BALANCED** curriculum that is **CAREFULLY PLANNED** and **SEQUENCED** and is **INCLUSIVE** and **AMBITIOUS FOR ALL**.

An **INSPIRATIONAL** curriculum that promotes a love of **LIFE-LONG LEARNING**.

A **WORD-RICH** culture that promotes literacy, oracy and a love of reading.

A sense of **IDENTITY** and **COMMUNITY** with a **BESPOKE** curriculum for Mortimer students.

A PSHE and RSE embedded curriculum that **PREPARES** students for life in a rapidly changing world and a **CAREERS** curriculum that **INSPIRES** and **PREPARES** for life after Mortimer.



TEAM TEACHING

Mortimer's Team-Teaching policy is to ensure all staff take a **consistent, whole-school approach to Team-Teaching**, in order that all students benefit from additional staff being in the classroom, due to staff being well-utilised and Team-Teaching time being appropriately planned.

WHEN THE MAIN CLASS TEACHER IS ABSENT:

- ✓ If the main class teacher is absent due to illness, the 'extra' teacher will plan and deliver the lesson. The 'extra' teacher should not view Team-Teaching time as a 'cover lesson' and generic 'cover work' should not be delivered.
- ✓ If the main class teacher is absent for a planned reason (LOA etc.), the 'extra' teacher will deliver the lesson that the main class teacher has planned in advance.

Personnel – if a FL/HoD informs Personnel that a main class teacher is absent, but that class has a 'Team-Teach'/'extra' teacher in with them, that class do NOT need a supply teacher. We must always be making decisions that benefit our students, a subject specialist in the classroom will always be the best option.

FL/HoD – ensure Personnel and Team-Teaching staff are aware of the expectations in the case of a main class teacher absence. The 'extra' teacher should not deliver generic 'cover work', they must plan and deliver the appropriate lesson that would be delivered if the main class teacher was present.

WHEN THE MAIN CLASS TEACHER IS PRESENT:

- ✓ The 'extra' teacher should actively get involved in the **live feedback** and marking that should be taking place every lesson, they should **actively support the students** in the room.
- ✓ The 'extra' teacher should not be standing at the back of the room and/or away from students, they need to be **actively involved** in the teaching of the lesson and/or the supporting of students.
- ✓ The 'extra' teacher should communicate with the main class teacher (in advance of the lesson) to **plan** how they can be best utilised during the Team-Teaching time.
- ✓ The 'extra' teacher should be actively involved in the planning process, and **be familiar with all resources** that are being used during the Team-Teaching lesson.
- ✓ During modelling and explaining from the main class teacher, the 'extra' teacher should be sitting with one of the **priority check-in students**.
- ✓ If the 'extra' teacher is going to miss a Team-Teaching lesson (LOA etc.), they must seek authorisation from Joanne Thornton and inform their HoD/FL, **Team-Teaching is part of a teacher's timetable** and therefore must be treated as that, and taken into consideration, when planning for absences.

