NEW-BRIDGE INTEGRATED COLLEGE

TEACHING & LEARNING

FOUNDED 1995

NEW LESSON = NEW LEARNING

ENGAGE WITH ENTHUSIASM

WELCOME NEW CHALLENGES IN LESSONS

BE CURIOUS

RESILIENCE = GROWTH MINDSET / DON'T GIVE UP

INTERACT AND INVOLVE ALL LEARNERS

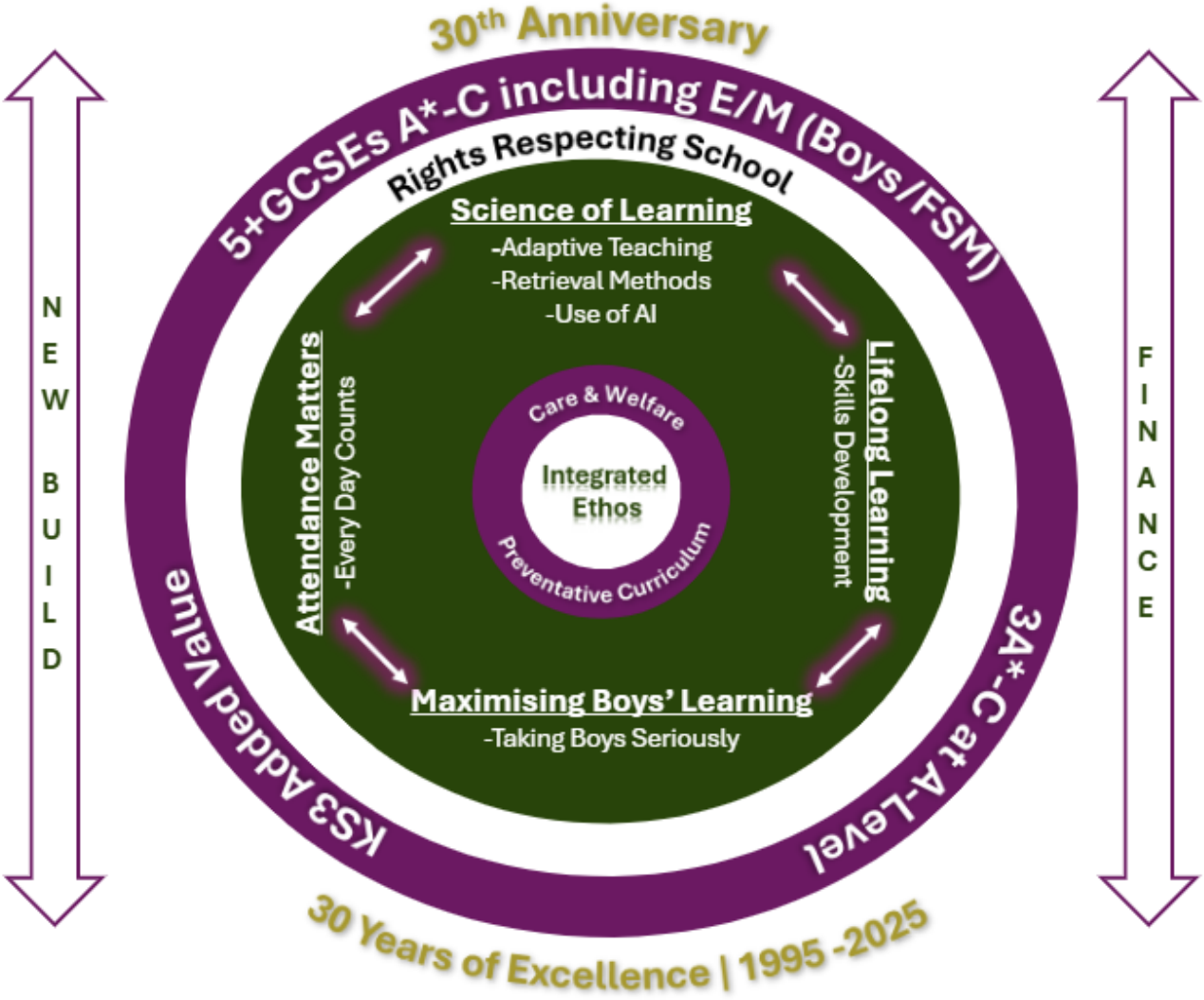
DISCOVER... NOW DEMONSTRATE!

GET FEEDBACK

EVALUATE YOUR SUCCESS IN LEARNING

New-Bridge Classrooms are Positive Climates for Learning

New-Bridge Integrated College School Development Plan Priorities 2025-2027



This Policy has been drafted by the Teaching & Learning team of New-Bridge Integrated College based on pupil and teacher voice. It has been produced with a strong vision of learning partnership between all New-Bridge Learners.

FOUNDED 1995

Contents

Appendices – Learning tools

Introduction and Rationale

Outstanding Learning is at the heart of the vision of this policy and informs the planning and practice of all lessons in New-Bridge Integrated College. This policy is informed by consultation at all levels and has been made available for staff, parents and students to readily access.

The use of educational pedagogy and research (both academic and action-based approaches) inform the content of this policy. However, the vision for outstanding learning is not just focused on theory, rather it is about how ***our*** learners learn best in ***our*** context. To that end, the content of the **Outstanding Learning Policy** of New-Bridge Integrated College is about optimising the potential of every student, in every classroom. It is above all else **based on pupil and teacher relationships and partnerships in our school**. This policy has been informed by whole staff and pupil voice and is based on a partnership approach to learning, with a strong focus on the impact of the strategies used in our classrooms.

The educational research and pedagogy used to inform our approach is taken from, among others, Professor John Hattie's "Visible Learning for Teachers-Know Thy Impact", Mike Fleetham's "The Thinking Classroom", and Bradley Busch's "The Science of Learning", as well as ETI guidance documents on Self Evaluation (ISEF), Empowering Improvement and the Learning Insight Profile (LIP) as frameworks for **Outstanding Learning**.

Aims of Outstanding Practice

New-Bridge teachers **take joy in what they do and the power that can have** in and beyond our classrooms and school life. **We strive to:**

- ✓ Provide a wide variety of learning experiences in which ***our*** students can connect their learning and in doing so, experience a more relevant, coherent and engaging curriculum;
- ✓ Help students to enjoy their learning, believing that this will lead naturally to improved attendance and outcomes;
- ✓ Develop ***our*** students' thinking skills and personal capabilities through a wide range of classroom based and enrichment activities which challenge, motivate and engage;
- ✓ Improve ***our*** students' skills and performance in Numeracy, Literacy and ICT across the curriculum;
- ✓ Develop a 'Growth Mindset' model of assessment practice which engineers success through links to achievement, attitude, effort and home learning and acknowledges that although learners may not all succeed at the same point, with structured supportive strategies, they can improve and develop as self-reliant and resilient learners. We are **persistent i**n this and **believe that students can and will do better** with specific subject supportive mechanisms in place and provision of positive and meaningful feedback;
- ✓ **Strive to develop positive relationships** in our classrooms as evidenced in our "Taking Boys Seriously" work and strong focus on **behaviour for learning** which is supported through an enthusiastic approach to learning;
- ✓ **Take risks for learning in our classrooms** (teacher and pupil) and know through **our aspiration and vision** that the learner of the future must be flexible, adaptive and collaborative and
- ✓ Encourage self-belief in our learners through our optimistic and enthusiastic approach to their progress.
- ✓ Encourage our learners to be **active participants** in their own learning; help them to understand how they learn best; how to be self-reflective and how to take steps to improve their outcomes.

The Vision for Teachers is to develop New-Bridge Learners who are:

- ✓ **Resilient**
- ✓ **Motivated**
- ✓ **Aspirational**
- ✓ **Curious**
- ✓ **Respectful**
- ✓ **Hard working**
- ✓ **Problem Solvers**
- ✓ **Persevering**
- ✓ **Independent**
- ✓ **Critical Thinkers**
- ✓ **Responsible**
- ✓ **Engaged**

Classrooms are Positive Climates for Learning

Within all New-Bridge classrooms:

- ✓ There is clear subject identity;
- ✓ Presentational displays aid learning e.g. AFL, TSPC, reading, writing, spelling, positive behaviour are evident in all rooms;
- ✓ Pupil work is displayed and rotated according to the curriculum;
- ✓ Pupil work is celebrated including 'WOW' work or other celebration walls;
- ✓ Seating arrangements are conducive to learning depending on activity/task and needs of the students.

A Partnership Approach

Teachers will:

- ✓ Create a positive climate at the beginning of each day/lesson;
- ✓ Use positive affirming language: change "I can't" to "I can" and use positive body language
- ✓ Strive to be enthusiastic, motivational, fair, sympathetic and firm;
- ✓ Listen to pupils, show interest in them as individuals and value their opinions;
- ✓ Praise often, 'catch them being good';
- ✓ Communicate clearly and positively providing support to all pupils;

- ✓ Be sensitive to the needs of others;
- ✓ Communicate appropriately high behavioural and academic expectations to all students.

Nine Stages of Outstanding Learning

- **New** Lesson- New Learning
- **E**ngage with Enthusiasm
- **W**elcome New Challenges
- **B**e Curious
- **R**esilience- Don't Give Up!
- **I**nteract and Involve All Learners
- **D**iscover…now Demonstrate
- **G**et Feedback
- **E**valuate your Success in Learning

New Lesson=New Learning

Stage 1

Teacher	Pupil
Bridge the learning	**I will be ready to learn**
➢ Meet & greet students ➢ Begin each lesson positively, using affirming language ➢ Recap on and connect to previous learning ➢ Learning intentions will be clear, measurable and build on previous learning and inform future learning ➢ A consistent classroom routine for every lesson ➢ Every lesson starts with a fresh page- fresh challenge every day ➢ Be prepared for each lesson- high quality resources to match learner needs	➢ Every lesson is a new opportunity to learn for me ➢ I will always be punctual, equipped and ready to learn ➢ I will control and self-manage my behaviours for learning ➢ I will be open minded and have a positive attitude ➢ I will come to class prepared- my homework and research completed. ➢ I will be prepared to think and learn and engage positively

Engage with Enthusiasm

Stage 2

Teacher	Pupil
Engage all learners ➢ Confident body language and positive approach will be adopted ➢ Provide students with a stimulus to generate thinking ➢ Thorough preparation which include a range of engaging activities for all learners ➢ Agree and share clear expectations of success (success criteria) ➢ Enthusiastic delivery, using a variety of strategies to input new information ➢ Encourage pupils to engage with wider reading/ consideration of topics with challenging questions ➢ Praise great effort, enthusiastic engagement and reward learning at all levels	**I will always try my best** ➢ I will come to class with a positive (growth) mindset ➢ I will listen carefully to all instructions ➢ I will agree my success criteria for this lesson ➢ I will contribute positively to the lesson ➢ I will ask for help when I need it ➢ I will apply my full effort to all class tasks ➢ I will complete homework tasks/ preparation work to the best of my ability ➢ I will celebrate my success ➢ I will take responsibility for achieving personal targets

Welcome New Challenges in Lessons

Stage 3

Teacher	Pupil
Classrooms have an atmosphere of aspiration and challenge	**I know I will learn from trying something new**
➢ Provide a safe environment to take risks in approaching challenging tasks	➢ I will actively engage in class and group presentations
➢ Tasks set should stretch and challenge all learners in each lesson	➢ I will teach the class sometimes or in small groups
➢ Value and encourage pupil contributions to lessons	➢ I realise that I might not succeed first time- I will learn from mistakes
➢ Provide opportunities for students to present to the class	➢ I will use teacher/ peer/ self-feedback to edit and improve my work
➢ Allow thinking time	➢ I will help other pupils
➢ Use pair/ group work so pupils can attempt new challenges	➢ I will challenge myself in each lesson

➢ Allow pupils to help other pupils with challenging tasks ➢ Schemes of work will show progression of learning/ skills in specific subjects	

FOUNDED 1995

Be Curious

Stage 4

Teacher	Pupil
Develop Higher Order Thinking Skills ➢ Thinking skills and Growth Mindset at the heart of the lesson ➢ Allow thinking time in lessons ➢ Promote enquiry and encourage time for reflection ➢ Use a variety of thinking approaches and effective questioning techniques(see appendix)	**Ask questions!** ➢ I will explore and try myself before asking for help ➢ I will ask questions when I don't understand ➢ I will ask questions about how I can improve ➢ I will use peer and self-assessment ➢ I will ask my peers for help and I will advise them too

➢ Promote independent and pupil-led learning ➢ Encourage collaborative problem-solving approaches	➢ I will complete research and wider reading ➢ I will try to discover alternative approaches/ methods

Resilience=Growth Mindset

Stage 5

Interact and Involve all Learners

T	
Provide a safe an	**'m n**
environment for problem solving	**YET...and find out HOW to improve**
➢ Give learners thinking time to learn from mistakes- Limit "Teacher Talk" ➢ Build in opportunities for learning from mistakes - DIRT ➢ Provide praise for effort as well as outcome ➢ Provide scaffolded approaches to improvement so that students know how to develop their skills ➢ Set learner targets which focus on improvement ➢ Encourage students to value the process or learning not just the final outcome	➢ I will act on feedback (use DIRT) to take control of my work ➢ I will self-edit and improve my work ➢ I will act in the role of a teacher- teach the class! ➢ I will contribute: I won't just sit back ➢ I will try to persevere and do my best ➢ I will complete all work and homework set to ensure my subject knowledge develops ➢ I will respect others' views and consider different points of view

Stage 6

Teacher	Pupil
Know your pupils- know your baseline ➢ Be familiar with pupil baseline scores and set appropriate targets- appropriate seating plan ➢ Use a variety of active teaching strategies to facilitate the learning of all pupils ➢ Differentiate all work appropriately to ensure all learners are engaged and challenged ➢ Embed effective questioning within the classroom to enhance and broaden pupil's understanding and their ability to synthesise information ➢ Assign roles within group work which suit all learners ➢ Differentiate work appropriately ➢ Individual- pair- group work is used in a variety of contexts ➢ Listen to pupil responses and use these to reinforce learning and challenge misconceptions	**Feel comfortable in my classroom - I can engage with others and involve everyone in group tasks** ➢ I will participate in all tasks - group work, paired work, individual tasks. ➢ I will share answers with the class ➢ I will respect the opinion of others ➢ I will set SMART targets for myself and my peers through paired work ➢ I will participate in all tasks- group work, paired work and individual tasks to the best of my ability ➢ I will engage in active listening throughout the lesson ➢ I will encourage everyone to do their best

Discover…Now Demonstrate

Stage 7

Teacher	Pupil
Give opportunities for pupils to demonstrate their learning ➢ Less teacher talk and more opportunities for pupil-led activities ➢ Plan for active learning ➢ Choose groups for maximum effect ➢ Assess knowledge and understanding to inform future teaching and learning ➢ Create an atmosphere where pupils feel confident in demonstrating their learning ➢ Provide opportunities for summative assessments and close tracking of pupils' progress ➢ Encourage pupils to articulate their knowledge using subject specific terminology	**I will show what I know** ➢ I will show what I have learned through different Assessment for Learning tasks ➢ I will teach other students what I have researched and learned ➢ I will help other students in the class ➢ I will try my best in my classwork and my homework to show my best work ➢ I will try my best for all assessments(including homework and classwork) so my results reflect my learning

Get Feedback

Stage 8

Teacher	Pupils
Uses Peer and Self-Assessment ➢ All task and assessment criteria are accessible to all learners ➢ Give meaningful feedback which allows learners to take control of the improvement process (allow for self/ peer assessment) ➢ Marking for Improvement - using strategies such as DIRT, what went well (www) Even Better If (EBI) ➢ Allow time for feedback to feedforward ➢ Allow students to summarise THEIR learning at plenary stage of the lesson ➢ Use exemplar mark schemes/ modelled approaches ➢ Allow time to set targets for improvement ➢ Measure the impact of feedback through student progress and use of feedback.	**Be Honest- what is going well? How can I improve?** ➢ Complete peer and self-assessment ➢ Listen to and teach each other ➢ DIRT- set my own targets for improvement- "If it's not excellent...It's not finished" ➢ Make good use of the feedback that my teachers give me- it's more than a grade! ➢ I will value the process as well as the product

Evaluate your success in learning

FOUNDED 1995

Stage 9

Teacher	Pupil
Know Thy Impact **Reflect upon lesson- did those strategies work?** ➢ Measure progress against success criteria ➢ Revisit success criteria in the plenary stage of lesson to measure progress ➢ Use of First-hand Evidence to measure progress in learning (Learning walks/ collegiate book discussions/voice/data) ➢ Use of First-hand Evidence to plan for future learning ➢ Link learning to the next lesson/ link to other curricular areas ➢ **End and Send** all pupils having evaluated their success in learning?	**Reflect upon lesson- What stayed with me in that lesson?** ➢ What did I learn in this lesson today? Can I summarise it? ➢ Have I used self and peer assessment? ➢ Which tools could I use to make sure my learning was successful? For example, KWL board to measure success ➢ How will I measure my success in this lesson? What do I need to do now?

➢ Reflect on the lesson-plan for improvement- Did this lesson have impact on my student's learning?	

The Science of Learning

At New-Bridge Integrated College, our teaching and learning approach is informed by the science of learning—an evidence-based understanding of how students acquire, retain, and apply knowledge. Bradley Busch, a leading educational psychologist, emphasises that effective learning strategies are grounded in cognitive science, focusing on how memory, attention, and motivation interact to shape progress.

The science of learning identifies key principles such as **retrieval practice**, **spaced learning**, and **dual coding**. Retrieval practice involves recalling information from memory rather than simply re-reading notes, strengthening long-term retention. Spaced learning distributes study and review over time, reducing cognitive overload and enhancing consolidation. Dual coding combines verbal and visual representations, helping students process and store information more effectively.

Impact on Student Learning

Embedding the science of learning in classroom practice leads to:

- **Improved retention and understanding** of complex material.
- **Greater engagement and motivation**, as pupils experience success through effective strategies.
- **Enhanced independence**, equipping learners with tools to manage their own progress.

Bradley Busch's research highlights that these strategies not only improve academic performance but also build resilience and confidence. When pupils understand *how* they learn best, they become active participants in their education, developing habits that support lifelong learning.

Teacher Expectations

All teachers at New-Bridge Integrated College are expected to:

- **Integrate retrieval practice**: Use low-stakes quizzes, questioning, and recap activities to strengthen memory.
- **Apply spaced learning**: Revisit key concepts across lessons and units to reinforce understanding.
- **Use dual coding**: Combine visuals (diagrams, timelines, concept maps) with text to aid comprehension.
- **Promote metacognition**: Encourage pupils to reflect on their learning strategies and progress.
- **Model effective study habits**: Explicitly teach pupils how to use these strategies independently.
- **Maintain high expectations**: Ensure these approaches support challenge and progress for all learners.

Adaptive Teaching

At New-Bridge Integrated College, adaptive teaching is a core principle of high-quality classroom practice. It ensures that all learners, regardless of starting point, can access the curriculum and achieve ambitious outcomes. Adaptive teaching is defined *as the responsive adjustment of teaching strategies, resources, and support within a shared learning environment, based on ongoing assessment and observation*.

This approach is grounded in research by Carol Ann Tomlinson (2001), who emphasises flexibility and responsiveness over rigid differentiation, and Dylan Wiliam (2018), who highlights formative assessment as key to effective adaptation. John Hattie's (2009) meta-analysis further demonstrates that strategies such as feedback, scaffolding, and metacognitive support—central to adaptive teaching—have significant positive impacts on student achievement.

Impact on Student Learning

Adaptive teaching promotes equity and inclusion, ensuring that all pupils experience appropriate challenge and support. It fosters engagement, motivation, and resilience, enabling learners to develop independence and confidence. By embedding adaptive teaching, we create a culture where every student can thrive academically and personally.

Teacher Expectations

All teachers at New-Bridge Integrated College are expected to:

- **Plan for flexibility**: Design lessons that allow for adjustments based on pupil needs and responses.
- **Use formative assessment**: Employ questioning, observation, and feedback to identify misconceptions and adapt teaching in real time.
- **Provide scaffolding and challenge**: Support learners who need additional help while extending tasks for those ready for deeper learning.
- **Offer multiple representations**: Present content in varied formats (visual, auditory, practical) to enhance accessibility.
- **Encourage independence**: Gradually reduce support as pupils develop confidence and competence.
- **Maintain high expectations**: Ensure adaptations do not lower standards but provide pathways for all learners to meet ambitious goals.

Monitoring and Evaluation

To ensure consistency and impact, adaptive teaching will be monitored through:

- **Lesson observations and learning walks**: Focused on evidence of responsive teaching and pupil engagement.
- **Work scrutiny**: Checking for differentiation and challenge in pupil outcomes.
- **Pupil voice**: Gathering feedback on accessibility and challenge within lessons.
- **Data analysis**: Reviewing progress of all learners, including those with additional needs.
- **Professional dialogue**: Regular discussions in departmental and whole-school meetings to share best practice and address challenges.

Lesson Structure

Consistent Lesson Structure: Importance and Benefits

A consistent lesson structure across all subjects provides clarity, predictability, and coherence for learners, which research shows can significantly enhance pupil attainment and behaviour for learning. When students understand the rhythm of lessons—beginning with a starter, incorporating formative assessment, and concluding with a plenary—they are better able to focus on learning rather than navigating uncertainty. Rosenshine's Principles of Instruction (2012) emphasise that clear routines reduce cognitive load and allow students to concentrate on mastering content.

Impact on Behaviour for Learning
Consistency creates security and reduces anxiety, which is essential for positive behaviour. According to Paul Dix (2017), predictable routines help establish a calm, purposeful environment where expectations are clear. When every lesson follows a familiar structure, students know what is required at each stage, reducing off-task behaviour and promoting engagement.

Starters
Starters activate prior knowledge and set the tone for learning. Ausubel's theory of advance organisers (1968) shows that connecting new material to existing knowledge improves comprehension and retention. Effective starters engage students immediately, reducing idle time that can lead to disruption.

Formative Assessment
Black and Wiliam (1998) demonstrated that ongoing assessment for learning has one of the most significant impacts on progress. It also supports behaviour by keeping students accountable and involved, as they receive immediate feedback and understand their next steps.

Plenaries
Plenaries consolidate learning and encourage reflection. Schön (1983) highlights the importance of reflective practice in developing metacognitive skills. Plenaries signal closure, reducing uncertainty and ensuring students leave the lesson with a sense of achievement.

Benefits of a Consistent Structure

- Enhances **clarity and predictability**, improving engagement and reducing low-level disruption.
- Supports **retrieval practice** and knowledge retention.

- Encourages **active participation** and reflection throughout the lesson.
- Provides regular opportunities for **feedback and intervention**, improving outcomes.

Assessment for Learning

The Role of Effective Assessment in Improving Student Outcomes

Assessment is a fundamental component of teaching and learning, providing insight into pupil progress and informing future instruction. At New-Bridge Integrated College, we emphasise a balanced approach that includes **in-class continuous assessment**, **formative assessment**, and **summative assessment**, each contributing uniquely to pupil attainment.

Continuous Assessment
Ongoing checks during lessons—such as questioning, mini-whiteboard responses, and peer feedback—allow teachers to gauge understanding in real time. According to Black and Wiliam (1998), this immediate feedback loop enables teachers to adapt instruction and address misconceptions before they hinder progress.

Formative Assessment
Formative assessment focuses on learning rather than grading. It includes strategies like exit tickets, low-stakes quizzes, and self-assessment tasks. Research by Sadler (1989) highlights that formative assessment helps students understand success criteria and take ownership of improvement. Hattie (2009) identifies feedback as one of the most powerful influences on achievement, and formative assessment provides this regularly.

Summative Assessment
Summative assessments—such as end-of-unit tests or mock exams—measure cumulative learning and prepare students for external examinations. While summative assessment is evaluative, it also informs long-term planning and intervention strategies.

Examples of Practice

- **In-Class**: Quick-fire questioning, think-pair-share, and live marking.
- **Formative**: Retrieval quizzes, peer-assessed drafts, and reflective journals.
- **Summative**: GCSE-style papers, controlled assessments, and standardised tests.

Impact on Outcomes
Effective assessment fosters metacognition, builds confidence, and ensures targeted support. By combining continuous, formative, and summative approaches, teachers create a responsive learning environment that maximises progress and prepares pupils for academic success.

Retrieval Practice

Retrieval Practice: Definition and Benefits

Retrieval practice is a learning strategy that involves recalling information from memory rather than simply reviewing it. Instead of re-reading notes or highlighting text, students actively retrieve knowledge through activities such as quizzes, flashcards, or low-stakes questioning. This process strengthens memory and improves long-term retention because, as Roediger and Karpicke (2006) demonstrated, the act of retrieval enhances learning more effectively than passive review.

Benefits for Student Outcomes
Retrieval practice aligns with cognitive science research on the "testing effect," which shows that frequent recall improves both retention and understanding. According to Dunlosky et al. (2013), retrieval is one of the most effective strategies for durable learning. It also promotes metacognition, helping students identify gaps in their knowledge and focus on areas for improvement. Hattie (2009) notes that feedback and deliberate practice have high effect sizes on achievement—retrieval practice provides both.

Examples of Use

- **English**: Begin lessons with a quick-fire quiz on key quotations or themes.
- **Science**: Use "brain dumps" where students write everything they remember about a topic before reviewing notes.

- **Maths**: Incorporate spaced retrieval by revisiting past topics in starter activities.

By embedding retrieval practice into daily routines, teachers help students consolidate learning, reduce forgetting, and build confidence—ultimately improving GCSE outcomes.

Effective Questioning

Effective Questioning: Strategies and Impact

Effective questioning is a powerful teaching tool that drives engagement, deepens understanding, and informs instructional decisions. At New-Bridge Integrated College, teachers are encouraged to use a combination of Bloom's Taxonomy, Socratic questioning, and diagnostic questioning to maximise learning outcomes.

Bloom's Taxonomy (Bloom, 1956) provides a structured framework for questioning, moving from lower-order thinking (recall and comprehension) to higher-order thinking (analysis, synthesis, and evaluation). For example, teachers might begin with "What happened in the text?" before progressing to "Why do you think the character acted this way?" and "How would you apply this theme to a modern context?" This scaffolding ensures all learners are challenged appropriately.

Socratic questioning, rooted in the work of Socrates and developed by Paul (1993), encourages students to explore ideas through dialogue rather than being given answers. Questions such as "What evidence supports your view?" or "Could there be another interpretation?" promote critical thinking, independence, and resilience.

Diagnostic questioning helps teachers identify misconceptions and gaps in understanding. According to Black and Wiliam (1998), such formative checks enable timely intervention and personalised support, improving progress for all learners.

Impact on Student Learning

Research by Hattie (2009) highlights questioning as one of the most effective strategies for raising achievement. Purposeful questioning fosters metacognition, encourages active participation, and builds confidence in articulating ideas. When combined, Bloom's, Socratic, and diagnostic approaches create a classroom culture where curiosity drives learning and students become active problem-solvers.

Practical Examples of Effective Questioning

English Literature

- *Bloom's*:
    - **Knowledge**: "What happened in Act 2 of *Macbeth*?"
    - **Analysis**: "How does Shakespeare use imagery to present guilt?"
    - **Evaluation**: "Do you think Macbeth is a tragic hero? Why or why not?"
- *Socratic*:
    - "What evidence in the text supports your interpretation?"
    - "Could there be another reason for Lady Macbeth's actions?"

Mathematics

- *Bloom's*:
    - **Comprehension**: "Explain what Pythagoras' theorem means in your own words."
    - **Application**: "How would you use Pythagoras' theorem to find the missing side of this triangle?"
    - **Synthesis**: "Can you create a real-life problem that uses Pythagoras' theorem?"
- *Socratic*:
    - "What steps did you take to solve this problem?"
    - "Is there another method that could work?"

Science

- *Bloom's*:
    - **Knowledge**: "What are the three states of matter?"
    - **Analysis**: "Why does ice float on water?"
    - **Evaluation**: "How would you design an experiment to test the effect of temperature on solubility?"
- *Socratic*:

- "What evidence supports your hypothesis?"
- "What assumptions are you making in your conclusion?"

History

- *Bloom's*:
  - **Knowledge**: "When did World War I begin?"
  - **Analysis**: "Why was the Treaty of Versailles controversial?"
  - **Evaluation**: "Was the treaty fair? Justify your opinion."
- *Socratic*:
  - "What sources support your argument?"
  - "Could someone from that time period see this differently?"

Examples of Diagnostic Questioning

Diagnostic questioning is designed to uncover what pupils know, identify misconceptions, and determine areas needing support. These questions often require short, precise answers and are used at the start or during lessons to inform teaching.

English Literature

- "What does the term 'soliloquy' mean?"
- "Which character delivers the line 'Out, damned spot'?"
- "What is the main theme of Act 1 in *Macbeth*?"

Mathematics

- "What is the difference between area and perimeter?"
- "If a triangle has sides of 3 cm and 4 cm, what theorem helps you find the third side?"
- "What does 'mean' represent in statistics?"

Science

- "What is the chemical symbol for sodium?"
- "Why does ice float on water?"

- "What is the difference between evaporation and condensation?"

History

- "What year did World War I begin?"
- "What was the Treaty of Versailles?"
- "Who was the Prime Minister of Britain during World War II?"

These questions help teachers quickly assess prior knowledge, clarify misunderstandings, and adapt instruction accordingly—ensuring that learning is targeted and effective.

Peer Assessment

Peer Assessment: Benefits and Impact

Peer assessment is a collaborative learning strategy where students evaluate each other's work against clear success criteria. This process shifts learners from passive recipients of feedback to active participants in the assessment process, fostering ownership and accountability. According to Topping (1998), peer assessment enhances understanding by requiring students to apply assessment criteria, which deepens their grasp of subject content and quality standards.

Benefits for Student Outcomes

Peer assessment promotes metacognition—students reflect on their own work while assessing others—leading to improved self-regulation and higher attainment (Sadler, 1989). It also develops critical thinking and communication skills, as learners justify judgements and provide constructive feedback. Research by Black and Wiliam (1998) highlights that formative feedback, including peer-led feedback, significantly raises achievement when it is specific and actionable.

Examples of Peer Assessment

- **English**: Students swap essays and highlight effective use of quotations, suggesting one improvement.
- **Science**: Pupils review lab reports, checking accuracy of data presentation and clarity of conclusions.

- **Art**: Learners critique design drafts using a rubric focused on creativity and technique.

By embedding peer assessment into classroom practice, teachers create a culture of collaboration and reflection, improving confidence, independence, and overall academic performance.

Homework

At New-Bridge Integrated College, homework is an essential component of our teaching and learning strategy. It extends classroom learning, reinforces key concepts, and develops independent study skills. Research from the Education Endowment Foundation (EEF) indicates that well-designed homework tasks, combined with effective feedback, can significantly enhance pupil progress, particularly at Key Stage 4 and Key Stage 5.

Homework should be purposeful, linked to curriculum objectives, and differentiated to support and challenge learners. It is not an optional add-on but a strategic tool to consolidate knowledge and deepen understanding.

Impact on Student Learning

Effective homework:

- Reinforces classroom learning and improves retention.
- Builds independence, resilience, and time-management skills.
- Provides opportunities for stretch and challenge, fostering higher-order thinking.
- Enhances engagement when feedback is timely and constructive.

Teacher Expectations

All teachers at New-Bridge Integrated College are expected to:

- **Set purposeful homework**: Tasks must align with lesson objectives and support curriculum progression.
- **Differentiate homework**:
    - **Supportive tasks**: Retrieval practice, vocabulary reviews, guided reading, scaffolded exercises.

    - **Stretch and challenge tasks**: Extended writing, problem-solving, independent research, critical analysis.

- **Ensure consistency across KS3, KS4, and KS5**:
    - KS3: Short, focused tasks to build core skills.
    - KS4: Exam-style questions, revision activities, and extended responses.
    - KS5: Independent research, essay planning, and evaluative tasks.
- **Provide timely feedback**: Feedback should be specific, actionable, and focused on improvement rather than grades alone.
- **Model effective study habits**: Teach pupils how to approach homework strategically.

Monitoring and Evaluation

Homework will be monitored through:

- **Work scrutiny**: Checking quality and completion.
- **Pupil voice**: Gathering feedback on workload and impact.
- **Data analysis**: Reviewing progress and attainment trends.
- **Lesson observations**: Ensuring homework links to classroom learning.

D.I.R.T

Directed Individual Reflection Time (DIRT) is a purposeful strategy embedded in the classroom to empower students to act on feedback and develop metacognitive skills. It involves allocating specific periods during lessons when students engage in structured reflection—reviewing teacher comments, identifying areas for improvement, and revising their work accordingly. By framing DIRT as "Directed" improvement, teachers provide targeted guidance; as "Individual" reflection, students take ownership; and as "Time", it reinforces the importance of thoughtful engagement rather than rushing through feedback.

Research demonstrates that effective DIRT aligns with the principles of formative feedback. Hattie and Timperley (2007) argue that feedback's impact depends on clarity about learning

goals and how to close the gap between current and desired performance—goals that DIRT helps to operationalise. By encouraging learners to compare their work against success criteria, DIRT fosters self-regulated learning, tapping into metacognitive processes elucidated by Schön (1983). Students reflect on "what went well", "what needs improvement", and "what to do next", internalising feedback to inform future work.

The link between self-assessment and DIRT is well-supported by Andrade's (2019) review, which highlights how formative self-assessment enhances student motivation, achievement, and regulation when learners are taught to monitor, evaluate, and act on their performance. DIRT operationalises these stages by giving students structured time to self-assess using criteria and actionable feedback. In practice, the teacher models reflection, provides clear prompts and rubrics, and ensures students revise errors.

In sum, DIRT places feedback and self-assessment at the heart of learning, nurturing a growth mindset and developing independent, reflective learners guided by clear feedback loops.

Key Benefits of DIRT

- Promotes **deep learning** through active engagement with feedback.
- Develops **metacognitive skills** and self-regulation.
- Encourages **ownership of learning** and independence.
- Improves **quality of work** through structured revision.
- Supports a **growth mindset** by focusing on progress.

Magenta Principles

Magenta Principles: Definition and Benefits

The **Magenta Principles**, developed by Mike Hughes, are a set of strategies designed to make learning more active, engaging, and thought-provoking. At their core, these principles encourage teachers to design tasks that require students to **think, talk, and apply knowledge**, rather than passively receive information. The emphasis is on

transforming content into activities that promote deeper understanding through interaction and creativity.

Benefits for Student Outcomes

Magenta strategies align with constructivist pedagogy (Piaget, 1972; Vygotsky, 1978), which asserts that learners build knowledge through active engagement and social interaction. By requiring students to manipulate, categorise, compare, and connect ideas, Magenta tasks develop higher-order thinking skills as outlined in Bloom's Taxonomy (Bloom, 1956). This approach fosters independence, resilience, and metacognition—key drivers of academic success identified by Hattie (2009).

Examples of Use

- In **English**, pupils might re-sequence events in a novel and justify their choices, promoting analysis and interpretation.
- In **Science**, students could create concept maps linking key terms, encouraging synthesis and application.
- In **History**, learners might debate which causes of a war were most significant, developing evaluative skills.

Magenta Principles transform lessons into dynamic experiences where students actively construct meaning, leading to improved engagement, deeper learning, and stronger attainment.

Flipped Learning

Flipped Classroom: Definition and Benefits

The **flipped classroom** is an active learning strategy that reverses the traditional teaching model. Instead of introducing new content during class, students engage with instructional materials—such as videos, readings, or podcasts—at home. Classroom time is then dedicated to discussion, problem-solving, and applying knowledge collaboratively. This

approach shifts the teacher's role from lecturer to facilitator, creating a more interactive and student-centred environment.

Benefits for Student Outcomes

Research by Bergmann and Sams (2012), pioneers of the flipped classroom model, shows that this strategy promotes deeper understanding and higher engagement. By accessing content at their own pace, students develop autonomy and can revisit complex ideas as needed. In-class activities focus on higher-order thinking skills, aligning with Bloom's Taxonomy (Bloom, 1956), which enhances critical analysis and application. Hattie (2009) emphasises that active learning and feedback have a strong positive effect on achievement—both integral to flipped learning.

Examples of Use

- In **Science**, students watch a video on chemical reactions at home, then conduct experiments in class.
- In **English**, learners read a short story before class and use lesson time for thematic analysis and debate.
- In **Maths**, students review worked examples online, then solve challenging problems collaboratively during the lesson.

Flipped learning fosters independence, maximises classroom interaction, and ultimately improves attainment by making learning more personalised and engaging.

Getting ready

The Importance of the Year 10 'Getting Ready' Year

Year 10 is a critical transition stage in preparing pupils for the demands of GCSE study. At New-Bridge Integrated College, our 'Getting Ready' year focuses on building strong foundations in knowledge, skills, and attitudes that enable success at Key Stage 4. Research by Bruner (1960) and Ausubel (1968) emphasises the importance of prior knowledge in learning; pupils cannot make sense of new information if it is too far removed from their current understanding. By introducing GCSE-style content and assessment approaches early, we reduce cognitive overload and increase confidence.

This approach creates a **high-challenge, low-stress environment**, which Claxton (2002) identifies as essential for fostering resilience and motivation. Pupils develop familiarity

with exam command words, analytical writing, and subject-specific skills, ensuring that Year 11 and 12 can focus on higher-order thinking rather than basic comprehension. Early intervention also addresses gaps in literacy, numeracy, and subject knowledge, improving long-term attainment.

Impact on Pupil Outcomes

Evidence from our internal tracking shows that pupils who engage fully in Year 10 transition activities demonstrate greater independence, improved engagement, and higher performance at GCSE. They enter Year 11 with confidence, enabling teachers to spend more time on deep learning rather than remedial work. Ultimately, the 'Getting Ready' year builds strong habits, reduces anxiety, and drives sustained academic success.

HLP

At New-Bridge Integrated College, we are committed to ensuring that pupils with High Learning Potential (HLP) achieve outcomes that reflect their ability. HLP pupils in Year 10 are identified through high CAT scores but may be underachieving relative to their potential. To address this, these pupils are placed on a **Support Card**, which acts as a visible intervention strategy to focus attention on their progress both in class and at home.

Research on pedagogy for more able learners (Tomlinson, 2001; Education Endowment Foundation, 2021) highlights that targeted intervention combined with high expectations can significantly improve attainment. The Support Card encourages metacognition and self-regulation—strategies identified by Dylan Wiliam and John Hattie as having high impact on achievement. By shining a spotlight on these learners, we create a culture of aspiration and accountability.

Impact on Student Learning

The HLP Support Programme:

- Promotes engagement and motivation through clear, personalised goals.
- Builds resilience and independence by encouraging pupils to monitor their own progress.
- Improves attainment by combining challenge with structured support.

Teacher Expectations

All teachers are expected to:

- **Monitor HLP pupils closely**: Use the Support Card to track effort and engagement.
- **Provide stretch and challenge**: Offer higher-order tasks, extension activities, and opportunities for independent research.
- **Give regular feedback**: Ensure feedback is specific, actionable, and focused on improvement.
- **Communicate with parents**: Share progress updates and strategies for home support.
- **Maintain high expectations**: Avoid lowering standards; instead, scaffold learning to enable success.

Monitoring and Evaluation

The programme will be monitored through:

- **Support Card reviews**: Weekly checks by pastoral and academic staff.
- **Data analysis**: Tracking progress against targets.
- **Pupil voice**: Gathering feedback on motivation and challenge.
- **Teacher feedback**: Evaluating effectiveness and identifying best practice.

Empathetic Observation

Empathetic Observation: Purpose and Benefits

Empathetic Observation is a professional development strategy designed to foster collaboration and reflective practice among teachers. At New-Bridge Integrated College, this approach allows teachers to observe a colleague teaching a class they also teach, with the aim of identifying effective strategies and adapting them to their own practice. Unlike evaluative observations, Empathetic Observation focuses on appreciation and learning rather than judgement, creating a culture of trust and growth.

The benefits of this process are significant. Firstly, it promotes **peer learning**, enabling teachers to see practical examples of classroom management, engagement techniques, and differentiation in action. According to Lave and Wenger's (1991) theory of communities of practice, learning is most powerful when it occurs in authentic, shared contexts—Empathetic Observation embodies this principle. Secondly, it encourages

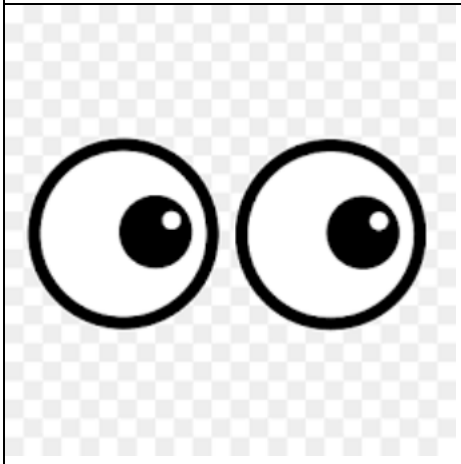
reflective practice, as Schön (1983) argues that teachers improve by critically examining their own and others' methods. Observers use structured prompts to focus on positive aspects of teaching, which they can then implement in their own classrooms.

Impact on Student Outcomes

When teachers adopt proven strategies observed in real classrooms, students benefit from more engaging lessons, clearer instructions, and improved classroom climate. Consistency in effective practices enhances behaviour for learning, reduces disruption, and increases participation. Over time, this leads to higher attainment, as students experience lessons that are better structured, more inclusive, and responsive to their needs. By sharing best practice in a supportive environment, Empathetic Observation ultimately drives improved progress and achievement for all learners.

Empathetic Observation

Date & Time:	Class:	Teacher:

	Thinking points	**Observation Notes**
	• What did you like about the classroom environment? (Wall displays etc.) • What worked well with the seating plan? • What activities did pupils particularly engage with? • What sort of body language was used by the teacher that helped with student engagement?	

	• What do you like about how the teacher speaks to the pupils? • What do you like about the teacher's tone of voice/pace and pitch? • What worked well with how the teacher gives instructions? • What positive phrases does the teacher use, that you could bring to your classroom? • What noises did you hear in the classroom to let you know the pupils felt engaged?	
	• What did you admire about the feeling that was created in the classroom? • What did the teacher do to make the pupils feel supported, stretched and challenged? • How did the teacher create a feeling of collegiality between themselves and the pupils?	

_____I am really excited to try…