



**Lancaster**  
High School

Ambition • Kindness • Service

# Curriculum Implementation

2025–26



THE BAY  
LEARNING TRUST



## Document Control

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## **Curriculum Implementation Policy**

The purpose of this policy is to give a clear and consistent explanation to all teaching staff of the minimum expectations when implementing the curriculum in each subject.

### **Whole School Curriculum Intent**

It is vital that staff know and understand whole school curriculum intent. This can be viewed on the school's website by clicking [here](#).

### **Subject Curriculum Intent**

Each of the subject intent statements are rooted in the whole school's curriculum intent. To deliver a subject effectively, it is vital that staff know and understand their subject intents. All subject intents can be viewed by selecting the appropriate subject by clicking [here](#).

Staff should be clear about how the following has been planned for, in the subject(s) taught:

- a) The **knowledge** that is required to be taught
- b) The key **skills** that need to be developed and how this will be done
- c) Why the curriculum is **sequenced** in the way it is
- d) How the sequence, **component knowledge** and **skills** lead to progression for pupils
- e) How the curriculum implementation is **adapted** to support full access for pupils with SEND
- f) How pupils are supported to develop their **reading** within curriculum areas
- g) How and when pupils will be **assessed**

Heads of Department will support all teaching staff to develop a clear understanding of the above. An understanding of the curriculum for all year groups is required, even if teachers do not deliver to all year groups. It is vital however that any member of staff who is unclear about any element of the subject curriculum intent speaks with the relevant Head of Department.

### **Schemes of Learning**

Heads of Department will provide Schemes of Learning, supporting resources and specific tasks that are required to be delivered for all teachers of a given subject. All teachers must follow the schemes of learning without deviating from it unless instructed to do so by the Head of Department. This is to ensure a consistent experience for all pupils within across the curriculum. Timings should be in line with the SOL however, we appreciate that, at times, some minor changes may need to be made to address any misconceptions or gaps in knowledge. If timing changes are implemented, it is the class teacher's responsibility to discuss these to the Head of Department along with the rationale.

It is the responsibility for each member of staff to implement the intended curriculum for the given subject. If there are any aspects of the intent and required implementation that teaching staff are not clear about, it is their responsibility to clarify their understanding with the Head of Department in a timely manner.

The above applies for both KS3 and KS4 Schemes of Learning.

### **Effective use of assessment to support learning**

This was the focus of our October 4<sup>th</sup> 2024 training day. The materials for this day, including PowerPoint presentations and academic articles can be found in the folder below.

[October 4th 2024 training Day](#)

All of our teaching practices described in the Implementation of the Curriculum policy are rooted in academic research. Our assessment strategies are based on Barak Rosenshine's Principles of Instruction. His full article, and an abridged version, can be found in the link above.

Our in-class policy requirements consist of three elements.

1. Teach (I do)
2. Check (we do)
3. Practice (you do)

### **The 'Teach' phase:**

As teachers we are the experts in the room and it is our role to teach the required knowledge to our pupils and support them to learn it. The definition of learning is; "any relatively permanent change in behaviour [knowledge and skill] that occurs as a result of experience or practice" (Weiss, 1990).

Tom Sherrington writes, '...more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps'

(Tom Sherrington, 2019)

One of greatest challenges as teachers is to overcome the 'curse of knowledge'. As experts we often assume those we are talking to have a level of knowledge similar to us.

Rosenshine's second principle of instruction is to present new material in small steps. It is our role to identify the small steps that we are going to teach from our intended curriculum. The content and challenge of our curriculum cannot be compromised, but our small steps have to be manageable ones to avoid any cognitive overload for those we are teaching. As teachers we decide the most appropriate way to deliver new content.

'...more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps... Clearly the implication here is that teachers need to invest time in analysing their curriculum material to see how it can be broken down'

(Tom Sherrington, 2019)

### **The 'Check' phase:**

After teaching our new small steps, we need to 'Check For Understanding'.

'This appears to be at the centre of the whole process. For me it is the core concept in these principles. I'd suggest that Checking For Understanding is the single biggest common area for improvement in the teaching that I see'. Unsurprisingly, it's also very prominent in Doug Lemov's, *Teach Like a Champion*'.

(Tom Sherrington, 2019)

We need to move away from the notion of asking, 'do you understand?' to a mindset where we are checking, 'what have you understood?' In addition, Rosenshine gives us the challenge to ensure that we are checking the understanding of all pupils in the classroom. We have three key strategies for Checking for Understanding; these are explained in detail below. As teachers, we need to check the understanding of every pupil in the class and be confident that almost all pupils can begin the independent learning phase which we refer to as the 'Practice Phase'. We can then support those pupils who may need it on a smaller scale by further adapting the teaching.

### **Using Mini Whiteboards**

- Ask a specific question of the class
- Allow them a specific (short) amount of time for them to think and write an answer on their mini whiteboard.
- When they have finished, they should hold their board face down on the desk
- When the time given has elapsed, we say "three, two, one show me" and pupils will hold up their boards.
- We assess if each individual has the correct answer or not
- We also very importantly need to check beyond if pupils have the correct answer and ask pupils to explain why or how they have arrived at that answer. This is where we can check for their depth of understanding.

### **No hands up 'Cold Calling'**

This approach has been identified by Doug Lemov in his book 'Teach Like a Champion'. Please read technique 34 on page 282 of Teach Like a Champion 3.0 for a full explanation of this. In short, the key principles are.

- No hands up
- Pose a question to the class
- Give thinking time
- Ask an individual to answer
- If they are not able to answer, affirm their effort and maybe recognise this is a tough question and move on to another pupil.

### **'Active circulation' of the classroom**

- During times of independent practice actively circulate the room to assess which pupils are achieving well and which may need further adaptation to support them in the task.
- We may consider that a pupil who is achieving well, needs to move on to a slightly greater level of challenge.

### **The Practice Phase:**

Once we have Checked For Understanding, we move to the phase of independent practice where pupils work on demonstrating they have secured the knowledge / skill taught in the 'Teach Phase' of the learning cycle.

Active circulation of the class (see above) is now vital as we assess how pupils are progressing.

### **Classroom Non-Negotiables**

At Lancaster High School, we have a number of classroom non-negotiables. These happen across all classrooms. They are in place as they are fundamental in allowing pupils to:

- access their broad, balanced and challenging curriculum in the classroom
- learn and achieve in an environment which is focused on progression and attainment
- learn in an environment which is safe and pupils behave well and in line with our behaviour policy.

Our classroom non-negotiables are:

- 1) Entry into the classroom and the 'Do Now' activity
- 2) Presentation Protocols
- 3) Listening
- 4) Noise Levels
- 5) Ends of lessons
- 6) Our Learning Sequence

#### **1) Entry into the classroom and the 'Do Now Activity':**

At Lancaster High School, pupils are expected to enter the classroom in a calm, orderly and purposeful way. This is to set the tone, purpose and high expectation of the lesson from the outset.

- Staff are expected to, where possible, meet and greet pupils at the door to set the calm tone and orderly purpose of the lesson, recognising and rewarding positive behaviour and challenging and sanctioning any unwanted behaviours in line with the behaviour policy
- Check pupils' uniform and issue P3 if incorrect
- Sanction any pupils late to the lesson with a P3 (if more than three minutes late)
- Ensure pupils are sat in the correct seat as per the seating plan.

Once pupils are in their seats, they must begin a 'Do Now' activity set by the class teacher. A 'Do Now' activity is:

- a three-minute activity which allows pupils to work independently from the class teacher and at noise level 0 (silence)
- allows pupils to put pen to paper, establishing the conditions of learning from the beginning of the lesson
- rooted in prior learning.

Once pupils have completed the 'Do Now' activity, this must be reviewed by the class teacher to assess understanding. This should take around three-minutes.






#### **2) Presentation Protocols**

At Lancaster High School, staff and pupils recognise the importance of good presentation. Staff are responsible for setting high, clear and consistent expectations with how pupils present their work. If these protocols are not adhered to, staff follow it up and use the behaviour policy where appropriate.

### **Presentation Protocols**

1. Use of a black or blue pen for pupil work

2. Titles, subtitles and dates to be underlined with a ruler
3. Date to be written on the top right hand side
4. Handwriting must be clear and legible
5. All worksheets and additional paper to be glued in on a full page. Only A3 sheets will be folded
6. Any crossings out must be done in a single line using a ruler
7. Use of green pen for peer assessment
8. Use of purple pen for responding to feedback
9. Use of pink pen for modelling of work
10. Pupils should check their work for any spelling, punctuation or grammar mistakes
11. 'Exercise books at Lancaster High School' is glued on the inside cover

Symbol and meaning	Action by teacher	Action by pupil
 Spelling error	Write the symbol over the word that is spelt incorrectly. Write the word correctly in the margin.	Writes out the word three times in the margin.
 Capitals letter error	Write the symbol over the letter that has a capital error.	Reflect on when and where a capital letter should be used.
 Punctuation error	Write the symbol over the punctuation error, correcting accordingly.	Reflect on the punctuation error to ensure improvements are made.
 New paragraph	Write the symbol at the point a new paragraph should have been started.	Reflect on the paragraph error to ensure improvements are made.
 Missing word	Write the word in the margin.	Proof-read work to ensure no missing words.

When assessing pupil work, staff should apply the 'Feedback and Marking Policy.' This can be viewed by [here](#).

### 3) Listening

At Lancaster High School, our core values of commitment and community mean that pupils should be silent and actively listening when somebody in the class, either staff or pupil, is talking. This talking is relevant to the learning and could either be teacher explanation, modelling or a classroom discussion.

When asking for silence, staff should:

- a) Signal for quiet. Staff members should position themselves in a clearly visible position which allows all pupils to see them and the signal. The visible position also allows the member of staff to scan the classroom for silence and compliance
- b) "Eyes facing me." Pupils, under instruction from the staff member, need to face them
- c) Noise level 0. The staff member should make pupils explicitly aware that it is noise level 0
- d) Pupils are reminded that nothing should be in their hands.

Once pupils have adhered to these instructions, the staff member can begin. If pupils do not adhere to these instructions, it is important that staff prompt, challenge and then use the behaviour policy accordingly to ensure these standards are met.

### 4) Noise level to support the learning activity

Staff need to establish a high-quality learning environment in their classroom to support learning. At Lancaster High School, staff members specify 'noise levels' for every learning activity. These 'noise levels' state what the noise level should be so pupils are aware of the expectations and staff can establish the right conditions for learning.

- **0 Silence:** no talking allowed. This is not a punishment. This is an opportunity for pupils to work in silence and produce their best work. All independent written work should be completed in silence
- **1 Partner voice:** paired discussion. This is an opportunity for pupils to work collaboratively in pairs. Partner voice is directed by staff: it has a specific focus for the paired discussion, has a set timeframe and is monitored by the member of staff
- **2 Collaborative voice:** group discussion. This is an opportunity for pupils to work in a group. Collaborative voice is directed by the staff member: it has a specific focus for the collaborative voice, has a set timeframe and is monitored by staff
- **3 Presenting voice:** pitched to the size of the room and audience. This is an opportunity for pupils to project and develop confidence in their speaking.

In each classroom, there is a 'noise level' indicator. Staff must use this indicator, as well as a verbal cue, to direct which noise level is required. Staff have a standardised timing tool on their desktop, and this should be used to manage and monitor timings. This will enable pupils to manage their time accordingly.

## **5) Ends of lessons**

Just like at the beginning of the lesson, at Lancaster High School, staff have a set routine to finish and end a lesson. This routine is in place to support the continued high quality learning environment. Staff must ensure:

- a clear and structured pack up that gives sufficient time to dismiss on the bell
- pupils are in silence, stood behind chairs with clear desks and chairs under
- the classroom is left tidy: rubbish in the bins, equipment in its rightful place
- key questions are asked by the member of staff at the end of the lesson, which are targeted with no hands-up and no opt out from pupils. These questions would summarise the key learning enquiry/ enquiries from the lesson/s
- pupils are dismissed a row at a time and in silence. This supports an orderly and calm exit on to the corridors.

## **6) Our Learning Sequence**

At Lancaster High School, our learning sequence is built upon strong educational research to improve pupil learning, retention, confidence and therefore progress and attainment. Our learning sequence can be repeated multiple times during a lesson or over a series of lessons.

Our learning sequence follows three steps:





- a) Firstly, we **connect the learning**. Staff connect the 'new' learning to pupils' prior learning, i.e. what they already know. This could be through the format of the 'Do Now' activity, teacher talk, key images, text, short video and classroom discussion.
- b) Secondly, staff **deliver new knowledge**. This new knowledge has a specific learning focus for pupils. This could be delivered through the format of teacher explanation, teacher modelling, text, video, pictures or demonstrations.
- c) Lastly, pupils **demonstrate the learning**. Pupils demonstrate the learning and new knowledge that has been delivered. This demonstration could be verbal (answers to classroom discussion questions, for example) or written (a response to a question in their exercise book). There must be an appropriate record of learning that has taken place in pupils' exercise books. This record should allow them to access this learning at a later date and allow class teachers to assess their understanding.

### Exercise Books

Books are a key piece of evidence that demonstrates the **impact** and effectiveness of our curriculum implementation. Through pupils' exercise books, pupils can clearly demonstrate their learning and thus the progress that they are making.

Our exercise books at Lancaster High School must:

- adhere to the 'Presentation Protocols'
- be a clear record of the learning that has taken place in the classroom. This record allows pupils to access their learning at a later date and for class teachers to assess understanding
- follow the Scheme of Learning outlined in class teacher's curriculum areas
- be marked accordingly following the 'Feedback and Marking' policy. This can be viewed by clicking [here](#).

### Homework

To support, consolidate and stretch pupils' learning, staff must set homework for pupils to complete. Homework is shared with pupils during the lesson. Pupils will be given appropriate support to record their homework in their planners. In addition, all homework will be recorded on ClassCharts with a suggested amount of time pupils should spend on their homework. This is to support pupils with managing their time.

Realistic deadlines will be given for homework. Every effort will be made by staff to keep to a regular schedule of setting homework which pupils will be made aware of.

### **Key Stage 3 – Year 7, 8 & 9**

In KS3, homework will take the form of the following:

1. Revision of knowledge taught over the course of the year to date using techniques modelled in class using revision flash cards, mind maps or revision clocks.
2. A quiz set using Microsoft Forms to assess how effectively pupils have retained knowledge and support any re-teaching / reviewing that may be needed for groups or individuals.

In core subjects, maths, English and science, homework should be set at least once a week. In most cases, the work set should take pupils 30 minutes to complete.

In history and geography, homework should be set at least fortnightly. 30 minutes would be the expected to be spent on the task to produce a quality piece of work.

All other subjects will set regular homework at appropriate times suited to their curriculum.

### **Key Stage 4 – Year 10 & 11**

In KS4, homework will take the form of the following:

1. Revision of knowledge taught from the exam syllabus to date using techniques modelled in class using revision flash cards, mind maps or revision clocks.
2. A quiz set using Microsoft Forms to assess how effectively pupils have retained knowledge and support any re-teaching / reviewing that may be needed for groups or individuals.
3. An extended piece of written homework. This could be an exam style question.

All subjects will look to set homework on a weekly basis. In most cases, pupils would be expected to spend 30-45 minutes on each piece of work.

### **What happens if homework is not done?**

- Pupils will receive a P3 homework lunch time detention
- Regular incompleteness will result in a staff member contacting parents/carers
- This will be reflected in the pupils' effort grade and the 'Homework' barrier to learning flagged will be identified in the grade capture that is reported to parents.