

The South Wolds Academy and Sixth Form



TEACHING AND LEARNING POLICY

Review date: Spring 2025

Reviewed by: LGB

Next Review: Spring 2028

Aims

The South Wolds Academy and Sixth Form’s Teaching and Learning Policy is rooted in effective pedagogy that stems from evidence-based research and supports our main aim of ensuring all students achieve or surpass their academic and social potential.

To achieve this, we focus on strong, purposeful teaching in order to deliver a well-planned and sequenced curriculum. Teaching must reflect a culture of high expectations, meaning all students are expected to engage and think deeply. Evidence-based pedagogy highlights the importance of active learning (thinking), questioning techniques and retrieval practice.

The approach to teaching and learning at South Wolds has a degree of autonomy: teachers make professional decisions as to how they deliver their lessons using a menu of strategies that are borne from research and highlight best practice. There is no specific lesson model to follow: each subject has a well-planned curriculum through clear, effective schemes of learning and roadmaps. However, there are agreed ways that teaching best supports students to learn the curriculum and classrooms at South Wolds will show the following pedagogical principles:

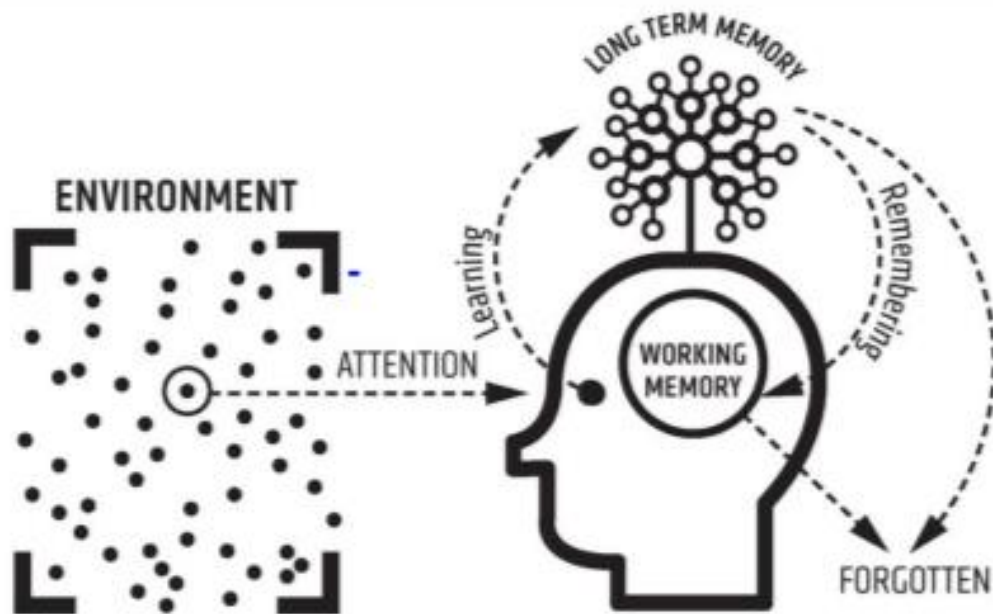
When?	What is expected in a South Wolds classroom?
Start of lesson	<p>Bell work as students arrive to engage learners immediately.</p> <p>This is a good opportunity to use retrieval practice to support the committal of learning from the working to long term memory.</p> <p>Share learning objectives/big question. Provide a clear link to the previous lesson to support the sequencing of learning.</p>
During the lesson	<p><u>Adaptive teaching strategies</u> to teach to the top and scaffold down.</p> <p>Vulnerable learners (SEN, PP) are first in line for support.</p> <p><u>Scaffolds</u> will decrease over the course of the lesson/topic/skill as students consolidate and master specific areas.</p> <p>Use of <u>modelling (I do - We do - You do)</u> to support clarity of instruction/explanation.</p> <p>I do – link to prior knowledge, narrate your thought process, make your guidance explicit.</p> <p>We do: this stage is highly interactive, students will try all or part of a skill with continual teacher checks as they begin to understand what independence looks like.</p> <p>You do: students attempt skill independently; they require lots of practice to consolidate what they have learned</p> <p><u>Effective questioning</u> is crucial to ensure effective instruction:</p> <ul style="list-style-type: none"> - Checks for prior knowledge - Assess understanding - Break down problems - Target common misconceptions - Help make inferences to then adapt teaching <p>Expect every student to think deeply. To activate this, use cold calling (think-pair-share) which insists on each student having time to think first and possibly then share</p>

	<p>an idea with a partner before the teacher then selects who will answer. Ensure consideration is given to disadvantaged students to ensure engagement and check understanding.</p> <p>Ask more advanced questions to ensure students are challenged:</p> <ul style="list-style-type: none"> i. expect them to develop their answer ii. expect them to elaborate with an example iii. challenge them to build on another student's idea <p>Vocabulary Development One of the simplest and largest gap narrowing interventions for vulnerable learners comes around vocabulary development. Consider the language that you use in the classroom. Don't tone down the language but instead stop at any tier 2 or 3 terms you use and cold call to check for understanding of what those terms mean. Write on the board if they are key vocabulary. This will simultaneously challenge the most able students to define complex terms and support and make accessible the lesson for those without the vocabulary. The same strategy works with text that you provide. Modelling fluent reading and identifying the more complex tiers of language will always help support learners. See Didau (2014).</p> <p>Use group and/or paired work to encourage collaboration, support, sharing and a move to more independent work. Explicitly teach expectations of discussions/activities.</p> <p>Clear feedback that supports students to make improvements. This should be timely and evidenced in books/folders over time.</p> <p>Teachers may use 'live marking' where during the lesson you circulate and note constructive feedback in a selection of books.</p> <p>Students use their books to practise skills and process learning.</p>
End of the lesson	<p>Celebrate what has been achieved.</p> <p>Review learning objectives/big question: explicit references to learning.</p> <p>Link to next lesson – where will your learning take you next?</p>

A Positive Culture for Learning

At South Wolds students are supported to:

- i. meet the school's behavioural expectations:** all staff are expected to use the Consequence system consistently and appropriately. Low level disruption must not be tolerated.
- ii. actively engage in their learning:** insist on every student engaging, ensure planned work is challenging, make explicit links to long term memory, contextualise new learning, be consistent with consequences (eg for no homework, no equipment, lack of work in lesson etc).
- iii. feel successful:** use regular encouragement and authentic praise to engage and motivate students.



Remember that clear routines for students reduce cognitive load which in turn frees up capacity in working memory, (Sherrington, 2019). Using retrieval practice, revisiting skills in greater depth and building on prior knowledge will then support students commit learning to long term memory.

Student work should be in line with ASPIRE and all books/folders should carry the sticker on the front as a reminder.

Always do your best work – first time!	Work is well presented, mistakes crossed through neatly with one line
Set out work clearly – date, title, underline	Work should be orderly, use of a ruler and clearly sequenced.
Presentation – don't doodle	Monitor work regularly and note when it has been corrected.
Improve your work – use your feedback	Students must be given regular opportunities to improve their work based on teacher feedback. Use of a green (or alternative) colour pen will make this stand out and support progress.
Right equipment for the job	Writing in pen Drawings in pencil Equipment basic checklist: pen, pencil, ruler (calculator)
Extend your writing	Ensure regular expectations of developed, independent writing or working out.

Teachers should strive to deliver consistently effective lessons by:

- Establishing a positive, productive and suitably challenging environment in which students demonstrate good attitudes to their learning and their work in an atmosphere of mutual respect for teachers and their peers;
- Ensuring thorough knowledge of the courses they teach and researching new developments in curriculum and awareness of teaching and learning initiatives so that their expertise and enthusiasm can be shared with students in order to challenge, enthuse and secure their progress;
- Using knowledge of prior attainment to be aware of capabilities and specific learning needs to plan effective and engaging lessons using adaptive teaching strategies and effective deployment of support so all students can access the curriculum, make good progress and develop their enthusiasm;
- Planning well-structured lessons that employ a variety of activities, resources and approaches that take into account different learning needs and styles, in order to ensure student engagement, enthusiasm, motivation and applications;
- Setting out clear and challenging learning objectives that form part of the structure of a lesson, are shared with students and reviewed throughout the lesson to ensure good progress within each lesson;
- Checking students' understanding using a variety of assessment techniques and using that experience to inform interventions that ensure good student progress;
- Providing students with regular and detailed feedback, both orally and through marking, in line with departmental and whole school assessment policy, so that they know how well they have done and what they need to do in order to sustain good progress;
- Using the information provided on students' Pupil Passports to make the necessary adjustments to support SEN students to make good progress;
- Using questioning to deepen students' understanding and challenge misconceptions so that they can apply their knowledge in a variety of contexts;
- Planning lessons that explicitly teach the literacy and numeracy skills required to successfully explore the topic being studied;
- Managing incidents of disruptive behaviour calmly, consistently and within the school's behaviour management policy, use sanctions and rewards where appropriate and seek to foster good attitudes to learning, self-esteem, resilience and motivation.

Leaders at all levels should support teachers in this by:

- providing effective professional learning opportunities that teachers can access to develop their understanding of latest research;
- providing shared resources in a way that reduces teacher workload;
- providing clear curriculum guidance and sequencing through shared schemes of learning and roadmaps;
- providing coaching and mentoring where appropriate;
- providing Curriculum Steering Group and Subject Development meeting time to share good practice and set clear priorities for the development of the curriculum, teaching and learning;
- providing clear information on students' prior attainment, reading ages and SEND information alongside guidance on how to use this information;
- providing routine, robust quality assurance checks.

Lesson Practicalities - This is how we do things round here

1. Seating Plans	<ul style="list-style-type: none"> ○ All classes of all teachers to have a seating plan on Class Charts to ensure students sit in places that support learning; ○ Give priority seating to disadvantaged students (PP and SEND) to ensure they are best placed to learn effectively in your classroom; ○ Ensure your classroom space is arranged to maximise student learning, engagement and participation.
2. Starting well	<ul style="list-style-type: none"> ○ Smile, meet and greet at the door, uniform checks/reminders; ○ Bell work starter is displayed (on board/desk) to reinforce expectation of learning beginning as soon as students enter the room; ○ Students take out equipment / books; ○ Make a visual check of equipment and uniform and log issues using Class Charts.
3. Toilet trips	<p>*some students have medical timeout cards and should be allowed to go without questioning (still log this on Class Charts).</p> <p>As a general rule of thumb: do not allow trips to the toilet during lesson time.</p> <ul style="list-style-type: none"> ○ On a first request use variations of the following script if needed: “No, sorry – this is valuable learning time”; ○ If students persist and you suspect there is a genuine need for relief you may allow a visit – use one of the following scripts if needed: <ol style="list-style-type: none"> i. “I will allow it on this occasion because I can see your need but I will not allow it on future occasions so please bear that in mind when considering your toilet needs” or... ii. “I will allow it on this occasion but I will make a note of how long you are out of the lesson and add this on to the end of the lesson for you” (if during period 2 or 4). <p>Any time out of the classroom for a toilet trip must be logged on Class Charts.</p> <ul style="list-style-type: none"> ○ <u>Never</u> let more than one student out of class at the same time; ○ <u>Never</u> let any student out of your lesson without an out of lesson card.
4. Every second counts	<ul style="list-style-type: none"> ○ During the lesson, model positive behaviours and take opportunities to talk to students, assess their progress and build positive relationships; ○ Ensure the positive outweighs anything negative by at least 3:1.
5. End well	<ul style="list-style-type: none"> ○ Ensure orderly collection of resources and rubbish; ○ Uniform check; ○ Make sure students stand behind their chairs (Years 7-11 are expected to do so in silence); ○ Dismiss them a few at a time when they are calm; ○ <u>Never</u> let the class go before the bell.
6. Control your space	<ul style="list-style-type: none"> ○ Remove clutter, refresh tired displays – we all absorb subliminal messages about how much a space is cared for and our behaviour is shaped accordingly.

Professional Learning

We aim to support our colleagues to achieve these aims by:

- Providing effective professional learning opportunities that teachers access to help develop their understanding of key pedagogical research;
- Providing time for teachers to engage in these activities throughout the year to allow for a measure and consistent approach;
- Identifying individual staff development needs through the line management and appraisal systems and identifying personalised pathways to achieve objectives;
- Providing opportunities to visit and share best practice with other schools in the Trust, community or regionally/nationally, to provide collaboration where opportunities arise;
- Encouraging staff to utilise peer observations and coaching opportunities to provide constructive feedback, evaluate teaching and learning and encourage reflection and self-evaluation;
- Providing coaching and mentoring opportunities where appropriate;
- Running groups within school that keep abreast of current teaching and learning initiatives, trial new ideas and communicate findings to colleagues.

Quality Assurance

We aim to work collaboratively to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school. To support this process of self-evaluation and self-challenge there is a robust monitoring schedule:

- Subject leaders meet regularly with their SLT line managers working towards an agreed agenda which includes a review of teaching, progress towards objectives and results analysis;
- Leaders should provide opportunities to share good practice in and across departments and through low stakes peer-to-peer lesson observations;
- Other observations are conducted by middle and senior leaders as well as Trust directors where available as part of the Curriculum Review programme;
- All teachers are encouraged to observe other colleagues throughout the year in low stakes peer-to-peer observations;
- SLT conduct an on-going audit of subject performance data and recommend specific colleagues / departments for targeted support. Where there are specific concerns staff may be provided with a Teaching Support Plan and allocated coaching support from a T+L coach.
- Subject Leaders and other responsibility holders are encouraged to include a range of staff in the quality assurance process.

Policy Monitoring and Evaluation

The monitoring of this policy will be ongoing to assess its efficacy and ensure it remains relevant and responsive to current practice and pedagogical development.

This policy will be evaluated three-yearly involving representatives from the whole academy community.

Related Policies

Other policies which relate to the implementation of this policy are:

- SWA Subject Assessment Policies
- SWA Behaviour and Rewards Policy
- EMET Teachers' Appraisal

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