Teaching & Learning Policy

Review by: Headteacher   Approved on: July 2022

STA Contact: Deputy Headteacher   Revision due: July 2023

1. **Rational**
   a. Every student is entitled to a world-class education. At STA (St Andrew's) we seek to develop learners that are:

      i. Ambitious, capable learners ready to learn throughout their lives.
      ii. Enterprising, creative contributors
      iii. Healthy, confident, ethically informed citizens
      iv. Wise and adaptable individuals
2. Implementation, what this means….
   a. **In School:**
      i. The school will publish and share set long-term plans on the school website.
      ii. Will monitor and evaluate the school provision to ensure that it is accessible, and representative of the diversity which we celebrate in our community.
   b. **In Faculties:**
      i. Will plan and develop excellent schemes of work which meet the requirements set out in (see Appendix I)
      ii. Faculties will work together and share resources for taught curriculum content as directed by HOFs/SLT.
      iii. Faculties will plan using the school SOW template (see Appendix V), or another more detailed method.
      iv. Long- and medium- term plans will include assessment opportunities in line with the assessment policy
      v. Include opportunities for re-teaching and/or reflection activities
      vi. Ensure all SOW have appropriately adjusted knowledge organisers and glossaries
   c. **In Lesson:**
      i. Lessons will be ambitious for all learners.
      ii. Each lesson will start with the school recall 'do it now' slide
      iii. Lessons will be planned to stretch students and support all in achieving the set goals.
      iv. Lessons will include the school non-negotiables (adjustments will be made for practical subjects where specific non-negotiables are not suitable), see Appendix I for a full list of non-negotiables.
      v. Quality First Teaching will be evident in all lessons.
   d. **Teachers will:**
      i. Plan lessons that include adjustments for learning that enable progress for all
      ii. Share 'capable of grades' at KS4 and these will be recorded in student books
      iii. Ensure that all books have progress mappers and suitable 'learning journeys' see (Appendix VI)
      iv. Recognise and promote positive choices and challenge poor choices
      v. Ensure data-informed and though out Seating Plans are in place (see Appendix II)
      vi. Mark inline with the school policy (see Appendix IV)
      vii. Set independent recall practice as directed (see Appendix VII)

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Appendix I – non-negotiables

Lessons will be delivered in a consistent format across the school, to ensure that we are using an evidence informed approach that will stretch and stimulate all our students. Every lesson will be planned to include and demonstrate the following non-negotiables.

Habits	Engagement	Progress
• Planning that meets the needs of all. • A formal entry and exit • A recall 'Do it now' activity (last lesson, last week, last month, last year). • No hands up • Capable of Grades are in KS4 books. • Recognition and rewards are used • SSS are used • Take 10+	• High quality presentation in all aspects of the class. • Purposeful work; minimum of 1 page of A4. • Students can articulate **what** they are learning and **why.** • Students respond to feedback in books.	• Books are marked in line with the school policy. • Students are aware of their current stage of competency and how to develop their skills. • Opportunities for students to highlight what they have learnt in this lesson. • Suitable pace is evident in lesson; activities are appropriately timed and allow for appropriate 'depth' of learning.

Scaffold-Structure-Stretch (SSS)

The SSS approach is central to ensuring that all student can and do achieve their very best.

The SSS approach ensures that all activities support out students achieve aspirational outcomes.

A '**scaffolded**' strategy is one which offers more support in achieving the set tasks. Examples of these may include:

- Cloze activities
- Sentence starters
- List of key words or examples to use
- Explicit instruction
- Deliberate Grouping

A '**structured**' activity is one which directs students to complete a set task, based on the lesson. Examples may these may include:

- Extended writing
- Answering open question
- Mind-maps
- Think-pair-share
- Group discussions

A '**stretch**' activity is designed to push students to complete these activities independently with less structure or scaffolding. Examples of these might include:

- An activity that challenges students to reach beyond their comfort zone
- Encourages students to 'fail' and find solutions independently
- Linking key skills to those needed in the next key stage
- Applying a range of key skills in lessons.

All lessons should include differentiation strategies which allow teachers to teach to the top and ensure all students achieve aspirational outcomes. Evidence of strategies should be explicit in lesson plans and resources. To support this vision, **differentiation by outcome should not be used.**

Formal Entry and Exit:
Students should be greeted as they enter the room and shall sit in silence to complete the 'do it now' activity on the board. Staff will need to have these on the board as students enter.

When ready to dismiss, students will stand in silence behind their chairs and be dismissed a table or row at a time.

No hands up
Participation is mandatory for all. Students must know we have the highest aspirations for them. Students should not be called on to raise their hands, all students should be actively engaged in learning and may be called upon to answer a question. There is a no 'opt out' policy all students are expected to complete activities. Staff are encouraged to use a variety of AfL strategies.

Teachers will be aware of any additional needs and will factor these into whole class questioning strategies to ensure that students are stretched and supported.

All students should have an interaction with the teacher each lesson, through questioning, individual feedback, or another strategy.

Capable of Grades (CoG)
Each student should be aware of their own CoG for each subject. This should be entered on their progress mapper within their books. CoGs are a representation of our high aspiration for students, and are a target not a ceiling, students should be encouraged to surpass these.

Recognition
Teachers should ensure that positive language is used in class to develop and sustain positive relationships and develop student confidence. Rewards should be used, in line with the rewards policy, to acknowledge and celebrate progress and effort in class.

When scaffolding student statements, teacher should reframe the answer a student has provided back to the class. e.g. "X you have said this...."

Teachers should role model excellent self-management skills to students in our interactions with others in the school community. We are a no shouting school, and teachers should only raise their voices when there is a health and safety risk.

Take 10+
Students are to be given the opportunity to work independently. Each lesson will include an independent activity where students practice independently, developing their skillset and

capabilities. These activities must be explicitly referenced in lesson resources and referred to as a 'Take 10' activity. These will take a minimum of 10 minutes, but may exceed this if necessary.

Presentation

All student work must reflect the high expectations we have for them. Students must adhere to the presentation rules listed below:

1. A date and title underlined with a ruler and pencil.
2. A line drawn under the last work to show the start and end of a lesson.
3. Diagrams and technical drawing should be completed in pencil.
4. Writing should be completed using a pen.
5. Purple pen should be used when responding to teacher feedback (verbal or written)
6. Handouts should be stuck into books. These should not be folded and must be sized to fit within a book without hanging out over the edge.
7. All books should be marked with student name, class, subject (progress trackers should be stuck into the front of books)
8. Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school.
9. Work that falls below the agreed standard of presentation will be challenged by the teacher,
10. Graffiti and doodling in books are unacceptable.

Appendix II – Seating Plans

Every class should have a seating plan. Seating plans are working documents and as such will be regularly updated to reflect decisions made by teacher planning. Seating plans should be stored on Bromcom.

When designing your seating plan consider the following:

1. Ability of students
2. Historic data – how are you using this to inform your seating arrangements?
3. SEND (Special Educational Needs and Disabilities) – have you considered the needs of the students in the class? Are students with visual impairments at the front? Have you used Pupil Passports to inform seating decisions?
4. PP - do you know who they are? How will you target students to ensure that they are excelling?
5. Influences – are there known positive pairings or detrimental duos? Consider the surrounding peers.
6. Gender - is there an appropriate mix or pairing of genders to ensure that no one feels isolated?

Behaviour should not be the driving factor when generating a seating plan.

Appendix III – Planning Requirements

Presentation Slides

Lessons should be and be structured in a way which allows all students to access the content.

- There should be no more than 40 words per PowerPoint slides (where possible).
- Teacher should consider information overload and remove excess text where possible.
- A dyslexia friendly font should be used where possible (Arial, Comic Sans, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri or Open Sans)
- Appropriate colour contrasts on slide and text colour

Medium/Long Term

The most effective learning happens when we sequence skills and concepts, lessons should be developed around this bigger picture and then broken into smaller lesson-specific content.

All plans should look to develop and support the four pillars of our curriculum and make specific reference to opportunities where students are able to develop these.

Long term plans should map the path that students are undertaking in terms of knowledge and skill acquisition. These will also indicate explicit opportunities where British Values and cultural capital will be integrated. These should be indicated within short term plans using the following icons:

Keywords – Glossaries

Adopting the 'Scaffold, Structure and Stretch' format, students are given differentiated glossaries to represent the terms that they would be expected to know. For a scaffold approach, this would represent a reduced number of terms and stretch with more complex and technical vocabulary; these should be pre-generated and handed out at the start of a topic and referenced throughout.

Ambitious	Enterprising	Healthy	Wise
Ambitious, capable learners.	Enterprising, creative contributors.	Healthy, confident, ethically informed citizens.	Wise and adaptable individuals.

Regular and frequent assessment of the progress that each student has made should be interwoven at relevant milestones as decided by the curriculum specialists in line with the assessment policy.

Medium- and long-term plans should be subject wide, while lesson plans should be adjusted to meet the needs of individual classes and their learners.

All medium- and long-term resources should be stored on OneDrive (this can be accessed through our Teams set-up).

Developing the best curriculum and resources to support our students is a shared responsibility. Staff are expected to share resources within their departments as this will drive improvement to the benefit of all our students and staff.

British Values & Cultural Capital

Curriculum maps and medium terms plans should explicitly highlight opportunities to promote British Values and cultural capital and woven in to the curriculum discretely.

1. Promoting democracy
2. Rule of law
3. Individual Liberty
4. Promoting mutual respect and tolerance

The Big Picture

Student books should contain the learning journey for each subject, this can and should be used to refer to the 'big picture' of learning and how current topics fit into the curriculum. This will aid students in articulating how the skills they are learning will contribute to their overall success in the subject.

Progress Mappers

Within the front cover of every book, an individualised progress mapper should be stuck. This must include details of the student's COG, and assessment data, along with a target for student improvement (this can be teacher or student written) but must be generated from teacher-based feedback (not peer assessment).

Appendix IV – Feedback and Marking

High-quality feedback has been identified as a hugely influential mechanism to improve outcomes for students.

To offer our students the opportunity to become wise and capable individuals, we must: ensure that this feedback is meaningful and consistent across the school.

Teachers should mark books at a minimum every **six – nine lessons (updated Autumn 2), or every half-term, whichever is more frequent.** All teacher feedback and marking should be completed in green pen or ink and this should be completed before the start of the 7th lesson.

Feedback should be structured to include: a what went well (WWW) statement, an even better if (EBI) statement and an appropriate task to complete or question to answer, which students may be directed to review as part of the EBI statement.

When writing feedback, staff should focus on subject-specific comments and tasks which will move a learner forward in their subject, rather than focussing on presentation/effort.

Staff should indicate places to action using a T in the margins of book, this will allow students to quickly identify focus areas from feedback, and offer specific tasks to be completed.

Once feedback is issued, students are required to respond in purple ink.

Following teacher marking and feedback, teachers should plan to deliver whole class feedback, addressing misconceptions or highlighting opportunities for further development where appropriate. This may be a portion of a lesson or, where necessary, a whole lesson.

Marking Codes			
Sp	**Spelling**	**//**	**New paragraph**
P	**Punctuation**	**?**	**Not Clear**
CAP	**Capital Letter**	**^**	**Something Missing**
Gr	**Grammar**	**T**	**Target**

Spelling to the maximum of four per piece (focussing on subject specific key words); where misspellings are identified students should repeat these as part of their tasks (x 5).

Appendix – V – SOW Template

Year	X	Subject
SOW Title		

Premise	
Skills Focus	
Key knowledge for all	
Key knowledge for challenge	
Resources to support challenge	
Resources to support scaffold	
Key Vocabulary (scaffold)	
Key vocabulary (structure)	
Key vocab (stretch)	

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Outline of possible activities and outcomes

These activities may take anywhere from 1 lesson to over 1 week depending on the outcomes you are working towards. Please judge the knowledge and skill level of your classes and adapt the pace of learning to their needs.
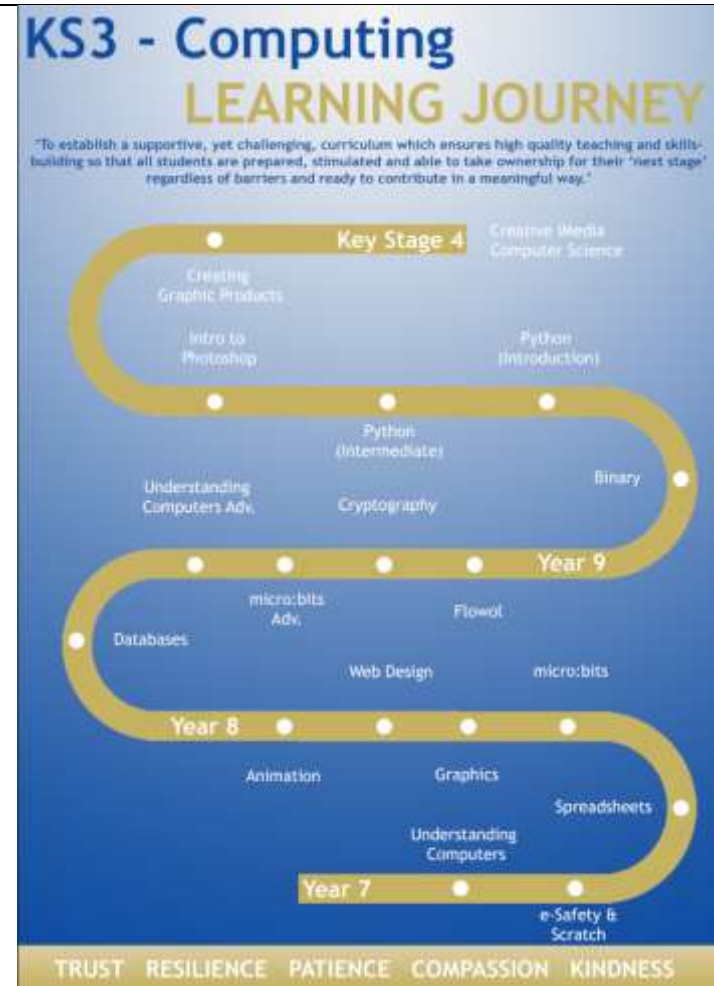
Suggested activities	Skills	Explanation	Outcome

Appendix – VI – Progress Mapper

# & Date	Topic	Score	How can I improve?
1			
2			
3			
4			
5			
6			

DE	Previous Year	1	2	3
RP				

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Appendix – VII – Independent Recall Practice

Students should be set independent work to complete outside of the classroom which develops and reinforces the concepts which they have covered in the classroom.

In seeking to develop ambitious and capable learners, independent recall practice is a key mechanism to develop independent self-management skills and resilience.

All independent recall practice set must be:

- **Meaningful**: links to the context of student learning must be explicit
- **Efficient**: tasks should not take any longer than the period directed per subject and key stage (see below)
- **Recall:** independent recall practice should focus on recall/revision exercises. Where possible students should have the opportunity to develop their revision strategies.
- **Develop competency**: Students should feel competent in completing work independently.
- **Inspiring**: tasks should be well considered, and students should be rewarded for completion of these tasks.
- **Accessible**: students should not be asked to complete tasks without being offered adequate access to the resources needed to complete them.
- **Flexible**: Students should submit work on the set platform and have a timeframe to return this, ensuring students have an appropriate amount of time to complete the assignments.

Teachers will not be required to mark independent recall practice tasks, but will be required to log completion.

All independent recall practice will be set centrally by Heads of Department/Faculties. Where appropriate task will be set using self-marking technology. This will be set on Bromcom and will be accessible via the MCAS and Bromcom Student app.

Year 7 students will have a phased approached to work being set, as directed by the Deputy Headteacher.

For students who fail to complete set independent recall practice tasks, then an appropriate consequence should be put in place (see the consequences in conduct policy).

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Key Stage 3: as a guide, students can expect to spend at least 1 hour on independent recall practice each day and at least 10 hours each fortnight.

	Faculty	Average time allocated to independent recall practice
KEY STAGE 3	English	1 hour 30 minutes
	Maths	1 hour 30 minutes
	Science	1 hour 30 minutes
	Christian Life (not PSHE)	1 hour
	Humanities	1 hour
	Modern Foreign Languages	1 hour
	STEM/DT	1 hour
	Arts	30 minutes
	MIT	30 minutes

Key Stage 4: as a guide, students can expect to spend at least 1.5 hours on independent recall practice each day; and at least 15 hours each fortnight.

	Subject	Average time allocated to independent recall practice
KEY STAGE 4	English	3 hours
	Maths	3 hours
	Science	3 hours
	Christian Life	2 hours
	Options Subjects x4 (5 lessons a fortnight)	2 hours x 4
	Other*	30 minutes