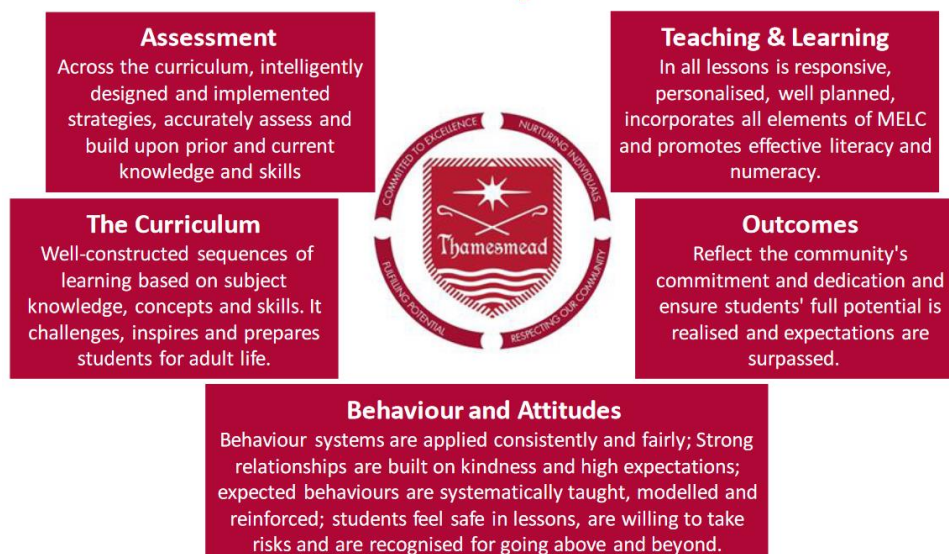# THAMESMEAD SCHOOL

Teaching and Learning Policy

Person Responsible	T&L Assistant Head
Governors Sub-committee responsible	Curriculum, Learning and Standards
Review period	Every 2 years
Review	Spring 2022
Date of next review	Spring 2024

High Quality First Teaching ensures equity of provision in all aspects of school life so all students can achieve regardless of their starting point.

Thamesmead's HQFT core principles are to narrow attainment gaps through: effective lesson structures, personalised learning, and encouraging greater inclusion of all students who are potentially educationally disadvantaged.

Assessment
Across the curriculum, intelligently designed and implemented strategies, accurately assess and build upon prior and current knowledge and skills

Teaching & Learning
In all lessons is responsive, personalised, well planned, incorporates all elements of MELC and promotes effective literacy and numeracy.

The Curriculum
Well-constructed sequences of learning based on subject knowledge, concepts and skills. It challenges, inspires and prepares students for adult life.

Outcomes
Reflect the community's commitment and dedication and ensure students' full potential is realised and expectations are surpassed.

Behaviour and Attitudes
Behaviour systems are applied consistently and fairly; Strong relationships are built on kindness and high expectations; expected behaviours are systematically taught, modelled and reinforced; students feel safe in lessons, are willing to take risks and are recognised for going above and beyond.

Aim: To support the development of 'High Quality First Teaching' by ensuring Teaching and learning in all lessons is responsive, personalised, well planned, incorporates all elements of 'MELC' and promotes effective literacy and numeracy. In summary, teaching and learning at Thamesmead is:

1. Ambitious
2. Inclusive
3. Rigorous

The

A mbitious **I** nclusive **R** igorous

that we breathe!

The classroom is at the heart of everything we do at Thamesmead, if we are to achieve excellent outcomes for our students we must apply 'AIR' consistently. Excellence should be expected.

To achieve this aim, all subjects at Thamesmead will follow a consistent, cyclical structure of:

Assess-Review and Plan-Teach

Important: While this document will inform all members of our community of our vision for teaching and learning at Thamesmead, it must be noted that it is primarily a guide for teaching staff. One used to ensure the consistent application of best practice.

"Every teacher needs to improve, not because they are not good enough, but because they can be even better"

Dylan Wiliam

At Thamesmead we expect our teachers to model a love for lifelong learning. We believe that the best educators are the best learners and therefore expect staff to be avidly engaged with their own professional learning and development, actively connecting with research to best inform their own classroom practice.

While we do not believe in a 'one size fits all' approach to teaching and learning at Thamesmead, we would be foolish not to identify and share best practice and apply it consistently. To support this, we promote an environment where professional conversations help us recognise that sometimes we must change from doing something that is good and do something better, an environment that allows us to be open to change and development because the impact that can be had on student success makes it a priority.

Linked to this, teachers at Thamesmead School must be familiar with—and apply the principles of—the following 2 publications:

- The Great Teaching Toolkit Evidence Review, Rob Coe et al

https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf

- Making Every Lesson Count, Shaun Allison and Andy Tharby

https://classteaching.wordpress.com/2019/11/03/a-walk-through-making-every-lesson-count/

N.B. Copies have been shared with all staff and can be found in the school's Learning Resource Centre.

The purpose of this Teaching and Learning policy is to promote consistency of practice, ensure clarity of purpose, and engage staff in an ongoing debate. It is an opportunity to reflect upon aspects of our practice that, as a school, we hold to be effective.

"…one of the main tasks of the teacher - to introduce children to the best of what has already been discovered or thought."

Tom Bennett

It is important that we recognise the role of the teacher as an expert and build upon this. There is not a recipe for expert teaching. The following information should be viewed as a guideline for staff to work within <u>and beyond</u>.

Teaching and Learning at Thamesmead-One Page Summary

Assess-Review and Plan-Teach

Assess

Assessment has two purposes:

- students act on feedback to make progress over time
- it informs future planning and teaching.

1. Teachers must have a secure overview of the starting points, progress and context of all
2. The majority of assessment should be formative, appear in a variety of forms and—most importantly—give students a clear idea of how they can improve
3. At least one piece of written work will be formatively, close marked per unit and the marking code and SPaG mark scheme must be used
4. Summative assessments must be an evaluation of what learning has taken place; what has 'stuck'.

Review and Plan

Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students.

1. Be responsive to the data gleaned from the assessment stage of the cycle
2. Be clear and precise about the knowledge/skills you want students to learn, not what you want them to do. Break them down with effective learning objectives
3. Do the 'why this; why now?' test. Activities, including home-learning, must be designed to facilitate learning and not keep students busy
4. There must be evidence of long-term planning from schemes of work and short-term planning in whatever form suits the individual teacher
5. Personalisation/Adaptive teaching should be planned over time to ensure a High Quality First approach which meets the needs of all students and groups and maximises the use of any additional adult(s) in the room
6. Every class must have a seating plan that accounts for their profile
7. There should be no dead time. This includes a 'DO NOW' activity, with students purposeful from the beginning and appropriate pace for the intended learning applied.

Teach

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

1. Teachers must be explicit about learning objectives and tiered vocabulary
2. We are all teachers of literacy and numeracy. The quality of both students' and teachers' language, such as clear instructions and questioning, are significant determinants of progress. Make the implicit explicit
3. Ensure that learning has stuck, through checking that is incisive, systematic and effective. Evidence this with 'acknowledgement marking'
4. Go with the learning; the 'flow' of great progress is more important than following a lesson plan and/or covering content
5. All students must be thinking and working harder than the teacher; they apply metacognition
6. Exhibit the qualities of expert teaching by 'Making Every Lesson Count'.

Responsive to Data

Explicit Objectives/Vocabulary

Effective Learning Objectives

Literacy and Numeracy

Why this; why now?

Check Learning has Stuck

Planning Process

Go with the Learning

Personalisation/ Adaptive Practice

Students think and work hard

Review and Plan

Teach

Seating Considered

Make Every Lesson Count

No Dead Time

Assess

Secure Overview

Mostly Formative

One Close Marked

Evaluation of Learning

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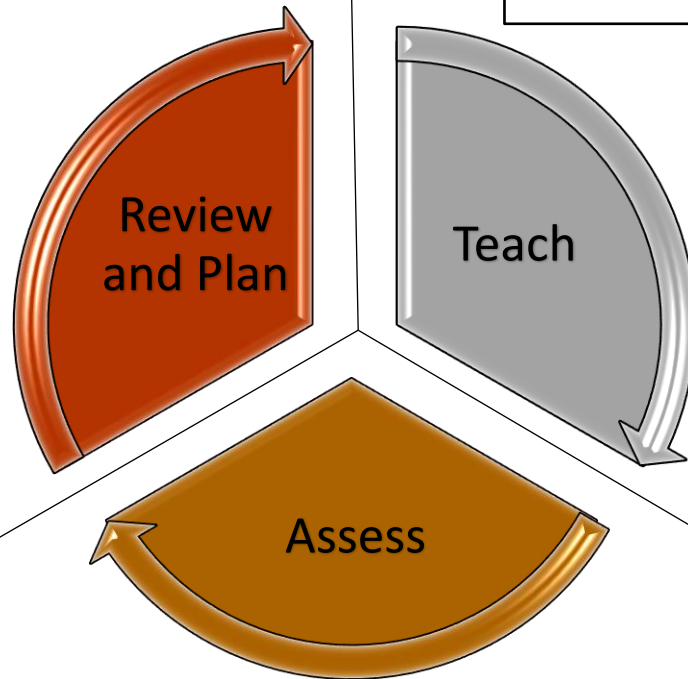
Assess-Review and Plan-Teach

Assess 1

Teachers must have a <u>secure overview</u> of the starting points, progress and context of all.

A **secure overview** means that:

A. The information in the SIMs and ALPs is understood. This includes:
1. prior attainment data from primary school
2. reading age
3. MidYIS scores
4. how the student is doing in your subject compared to others
5. how the student has done in the subject prior to you teaching them (for example, progress in previous years) etc.
B. Teachers should understand the student's overall strengths and weaknesses
C. Teachers should be aware of the context of each class because:
1. of the relationships they form with students, in line with the Behaviour for Learning policy
2. they take note of announcements about student welfare, for example at briefings, on Teams or in staff notices
3. they liaise with the year/SEND/Inclusion teams where necessary.

N.B.:

- It is important that a student's context rarely means you should adjust your aspirations of what they can achieve.
- Sometimes there are events in a student's life that make it extremely hard to learn anything. These students are the exception and not the rule.

Knowing your students enables you to assess their needs and effectively raise their expectations. When is their engagement drifting? Why might this be happening? Do they need some help, or should you leave them to figure this out? These questions can only really be answered if we know our students well. Learners need a trusting, fair and safe environment that acknowledges that they 'may not know' and will make errors in learning.

Linked to this, due to the context of the Covid pandemic, all teachers must recognise that a high number of our students are educationally disadvantaged and, as a result, we cannot make any assumptions about what they do know.

Without a secure overview, it is impossible for classroom teachers to form the first wave of intervention and deliver 'High Quality First' teaching.

The majority of assessment should be <u>formative</u>, appear in <u>a variety of forms</u> and—most importantly—give students <u>a clear idea of how they can improve.</u>

Formative means that the majority of your assessments must lead to feedback that students have the opportunity to act upon. A summative mark/level/grade often means students spend their time comparing how they have done with their classmates and not on making Improvements.

By applying a **variety of forms** of assessment opportunities, which should be considered in the planning stage of the cycle, feedback can also be given in numerous ways beyond standard marking. Thus, teachers are able to maximise the use of their most precious resource: time.
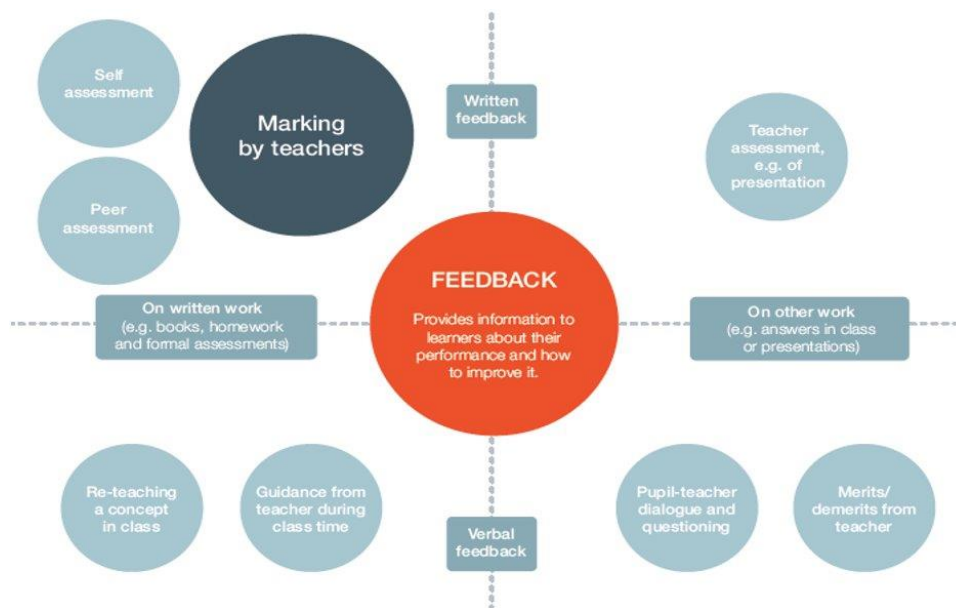
N.B. The quickest way to formatively assess to is to 'circulate the room' and check the students' work. It is therefore an expectation at Thamesmead that, in the majority of circumstances, if students are working independently, teachers are circulating.

Following any formative assessment, whether this be a quick, in-lesson understanding check or a more formal extended written piece, students must be informed of what they need to improve and have a **clear idea of how they can improve**.

As all **formative** assessments are being used to develop students' knowledge, understanding and skills in preparation for summative assessments, it is imperative that as well as having **a clear idea of how to improve** students are given time to act on this improvement target.

"The only thing that matters about feedback is what the students do with it."

Dylan Wiliam

Assess 3

At least one piece of written work will be formatively, <u>close marked</u> per unit and the <u>marking code</u> and <u>SPaG mark scheme</u> must be used.

It is important that students, and their parents, can be assured that they will receive written feedback at regular intervals. Moreover, knowing what this piece of work will be in advance of its completion supports the school's vision to nurture individuals and fulfill potential. **Close marked** means the work will be given a strength and an area for improvement that leads to an improvement task; DIRT (time could be given for this in a future 'DO NOW' activity, as an example).

The **marking code** does not need to be applied to the entire piece, indeed it is often beneficial to select just a section of the work to close mark using the SPaG symbols as this will not overwhelm the students when they need to make corrections.

The **SPaG mark scheme** is a way for both teachers and students to monitor their progress in regards to this aspect of literacy.

P= Punctuation check needed

C= Capital letter needed

⊘= Capital letter incorrectly used

Sp (underlined)= Spelling error

//= Insert paragraph

?= Check for meaning/doesn't make sense

Thamesmead School SPaG mark scheme	Marks awarded
High performance: • **Spell and punctuate with consistent accuracy** • **Consistently use vocabulary and sentence structures to aid meaning** • **Have the correct purpose, audience and form**	4 marks
Intermediate performance: • **Spell and punctuate with accuracy** • **Use a vocabulary suited to purpose** • **Use a range of sentence structures to achieve general control of meaning**	3 marks
Developing: • **Spell and punctuate with reasonable accuracy** • **Use a reasonable range of vocabulary and sentence structures**	2 marks
Threshold performance: • **Any errors do not hinder meaning in the response** • **Capital letters and full stops are used accurately**	1 mark

Important: Close marking, should be proportionate with curriculum time. The frequency of marking is proportionate to lessons to ensure equality between departments who see their classes for one lesson a week and those who see them far more often.

If the time taken to mark a class set of books is out of proportion with the amount of time the class collectively spends on responding to the feedback then something has gone wrong. If students do not engage with the feedback there is no impact. Doing hours and hours of marking does not automatically mean this section of the teaching and learning policy is being followed.

<u>Summative assessments</u> must be an evaluation of what learning has taken place; what has 'stuck'.

Getting assessment right will have a direct impact on the quality of teaching and learning across all subject areas. Each department must continue to consider and develop their assessments to ensure there is depth, range and accuracy during the testing of skills and knowledge as well as the spacing and interleaving of content which is essential for robust, long term learning.

As the name suggests, **summative assessments** should—in majority—fall at the end of a unit of work. Moreover, it is the expectation that such assessments are carried out in controlled conditions and **a requisite** that exam access arrangements (EAA) are provided for students who require them.

All subject areas must thoroughly plan these formal assessments, ensuring the assessment map shows:

- When the assessments are scheduled for
- The style of assessment
- What new knowledge/skills are being assessed
- What interleaved knowledge/skills are being assessed.

In addition, the following should also be considered:

- That all individual assessments must have <u>at least</u> 30 marks available within the accessible range, and departments should be aiming to increase this range of marks over time.
- If the assessments cover an appropriate range of content
- How revision for the assessment will be explicitly taught
- How the assessment will be marked and moderated to ensure consistency.

Once assessments are complete, as part of the review and plan stage, it is important to check the distribution of results in your subject area because it will give you helpful feedback on any areas that need improvement.

A bell curve is what you would expect to see in a normal distribution of results from an assessment. A few students at the far top and bottom end of performance and the majority somewhere in the range of 50-75%. This would indicate that your curriculum, teaching and learning and the assessments you used were fairly robust, rigorous and accurate/reliable.

There are 3 main scenarios/anomalies that your subject leader's check will identify:

1. If <u>results are too concentrated at the top end of performance</u> it suggests the team either could have taught more content or increased the amount of depth of content covered, or the assessment might have been too easy in terms of design or in terms of the questions asked.
2. If results <u>are too concentrated to the lower end of performance</u> it suggests the team tried to cover too much content or the content that was taught wasn't taught well enough, at least not in a way the students could recall it during an assessment. It could also mean that the questions were too difficult either because students couldn't retain what was taught or because they found the style of questions too difficult.
3. There is <u>a good bell curve with an average assessment score comfortably between 50% and 75%.</u> There may well be anomalies like students who didn't sit the assessment or small clusters around certain points but this is just the nature of a distribution and should be expected.

Assess-Review and Plan-Teach

Glossary

- Formal assessments: An assessment that students will have been aware of in advance and will have had the opportunity to revise for. Such assessments are carried out in controlled conditions.
- Informal assessments: Such assessments do not require controlled conditions or for the students to be aware of them in advance. E.g. retrieval practice/no stakes quizzing, teachers circulating the room and RAG checks.
- Formative assessments: Any assessments that inform either the students and/or the teacher of what improvements are needed. No grade is required and grading of these assessments is actively discouraged.
- Summative assessments: Given at the end of the unit/piece of work. They test what learning has stuck. They are given a final mark/grade.

Review and Plan 1

Be responsive to the data gleaned from the assessment stage of the cycle.

To be truly **responsive**, individual teachers need to analyse the data and information they have collated about all their classes and students during both formal, informal, formative and summative assessments. Following this analysis, they must adapt their long-term plans (in the short term) to address any gaps in knowledge, understanding or skills. To aid with this, time will be allocated at various points throughout the year, and most certainly after each data drop, to ensure teachers can review the data, reflect and then adapt plans accordingly.

Important: As will be elaborated in 'Review and Plan 5', prioritising your SEND and Disadvantaged students at all stages of the cycle will still be beneficial to all your students. Linked to this, to be effectively responsive, it is rarely necessary to reflect on the data you have gathered from all students. Instead, it is advised that you prioritise reviewing the progress of your Disadvantaged and SEND students. If you adapt for their needs and requirements, this will benefit all your students.

Be clear and precise about the knowledge/skills you want students to learn, not what you want them to do. Break them down with effective <u>learning objectives</u>.

"Give me six hours to chop down a tree and I will spend the
first four sharpening the axe."

Abraham Lincoln

Planning is about hard thinking, not form filling or creating beautiful resources. It is a thinking process. Your habits of thought are of fundamental importance. As obvious as it may sound, a teacher's planning must consider what you want students to learn first (and spend some time on it) before you give any consideration to what you want them to do.

High quality planning requires you to follow a clear process of thinking and the following questions can help with this. Unfortunately, it is far too easy to fall in to the trap of starting your planning with the final question.

1. Where are the students starting from? (secure overview from assess stage)
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Once you have considered these questions, you can write your **learning objectives**, ensuring you:

- Recognise that learning objectives need to be written before any activities are planned
- Have high expectations of what students can achieve
- Use them to clarify to yourself and students what they should achieve
- Make them LEARNING objectives, not activity objectives
- Consider carefully the language you use, especially if using stepped/differentiated objectives. At Thamesmead BASIC-BETTER-BEST is what we champion for the following reasons:

Stepped Objective Format	Possible Pitfalls
ALL-MOST-SOME/CHALLENGE	Students sell themselves short and only attempt to reach the 'all' objective. It is rare that a student believes the challenge objective is for them.
MUST-SHOULD-COULD	These suggest students need to do something, rather than learn knowledge or skills.

As, at Thamesmead, we have high expectations of what our students can achieve and encourage our students to be resilient, when they say they can't do something, our response should be "yet". Therefore, if you do want to use stepped objectives, using BASIC-BETTER-BEST ensures we are giving our students something to aim towards: being the best.

Do the 'why this; why now?' test. Activities, including home-learning, must be designed to facilitate learning and not keep students busy.

It's important to remember that every individual lesson is part of the wider curriculum that you and your teams worked so hard to design. Therefore, when planning/adapting individual lessons you should take a moment to remind yourself of why the students are learning this at this point on their curriculum journey. Do this by asking yourself **'why this; why now?'**. This prompt will keep you focused on the big picture so that you can best prioritise your use of your finite curriculum time.

Similarly, when planning the individual activities for the lesson, the question can be used again to ensure that your endeavors are focused on learning and not control.

Finally, after planning, use the question once more to check that the activities are supporting you to deliver the learning you want to achieve and, moreover, if you have chosen the most efficient route of doing it.

Home-learning:

Home-learning is part of curriculum planning, including schemes of work and is an extension to the students' learning day and, as a result, contributes to raising achievement. Home-learning is also an opportunity for students to develop their ability to work independently, to research and to extend their learning.

Please see the policy on Home-learning for more details regarding what that should look like and how to set it appropriately, but note that the amount of home-learning expected to be set by departments is in proportion to curriculum time, and students must be given at least one week to complete a home-learning assignment. This enables students to organise their own time and avoid bottlenecks where multiple tasks must be completed on the same day.

There must be evidence of long-term planning from <u>schemes of work</u> and <u>short-term planning</u> in whatever form suits the individual teacher.

Each subject's curriculum map is the first piece of evidence of long term-planning and, at Thamesmead, we expect these to be underpinned with detailed **schemes of work** for each unit. We know that the subjects that are most effective share and distribute out the reviewing, planning and adaption of their schemes and so strongly encourage all subject leaders to follow this model.

In regards to **short-term planning**, we do not expect teachers to produce individual lesson plans for observed or unobserved lessons, but we do expect 'evidence of planning' over time. There must be evidence of the difference between the scheme of work and the lesson you intend to teach. With rare exception, your planning for the day should be completed before the start of the school day.

The 5-Minute Lesson Plan is a useful tool for recording cognitive thought and removes the need for laborious writing. The teacher planner and schemes of work are also valid sources of information. There are different formats you may use, but there must be evidence for each lesson you teach, whatever the format. e.g.:

1. A teacher planner

2. Electronic equivalent (e.g. adapted PPTs)

3. 5-minute lesson plans (see appendix)

4. Annotated long-term plans.

Personalisation/Adaptive teaching should be planned over time to ensure a <u>High Quality</u> First approach which meets the needs of all students and groups and maximises the use of any <u>additional adult(s)</u> in the room.

For all students, the person who can have the most impact on their learning is their teacher. **High quality** teaching, including personalisation, is the first wave of intervention.

> "High quality teaching, differentiated [personalised] for individual pupils, is the first wave of responding to pupils who have or may have SEN."

<div align="right">SEND Code of Practice</div>

Personalisation/Adaptive teaching means planning lessons with thought and making adaptions to meet the needs of individuals within the class. At Thamesmead, we accept that this is one of the most challenging aspects of teaching in a school.

It is therefore important that all teachers adapt a 'personalisation over time' approach rather than attempting to meet the needs of individual students in one-off lessons through time consuming methods. This is not sustainable.

Essential 'personalisation over time' techniques:

- Knowing the student passports and applying suggestions as part of your everyday teaching
- Adapting seating plans to use supportive peers
- Extending timings for activities for certain individuals
- Prioritising students for feedback
- Dropping-in on first
- Effective and differentiated questioning
- Assigning roles
- Pairing/groups
- Using teaching assistants effectively

Additional adult(s)

At Thamesmead we are truly fortunate to have a skilled team of teaching assistants supporting in many of our lessons. Similarly, in subjects where there is capacity, our teaching colleagues are also able to support with learning. The SEND Code of Practice rightly asserts that "teachers are responsible and accountable for the progress and developments of the [students in our] class, including where [students] access support from teaching assistants or specialist staff". Therefore, as part of the planning process, we must take time to consider how best to deploy these additional adults. As the experts in both our students and our subject, it is often more effective if we work with our SEND students while any other adult supports the wider class.

Finally, the SEND code of practice also reminds us that "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people". Therefore, if you are getting it right for your SEND students, you will be getting it right for all your students.

Every class must have a <u>seating plan</u> that accounts for their profile.

Providing a **seating plan** is a crucial step in the review and plan stage. It should be well considered.

Key points:

1. It supports personalisation/adaptive teaching and is therefore a wave one intervention for High Quality First teaching, as a result, seating plans should be updated to take account of the information and data gleaned though the assess stage.
2. It is evidence that a teacher has processed the data available for the class.
3. Where students sit should always be up to the teacher; it is part of establishing authority over a new class. "We always work better when we sit together" is most frequently an indication that they do not.
4. A well-considered seating plan rarely fails. Consider where to place your supportive peers, who model behaviours well and where they should be seated, what students' strengths and areas for development are, and if they have a peer whose strengths/developments are vice-versa and can support, as well as what their specific learning needs might be.
5. It is easily accessed, via Teams, by another member of staff whom you may need to help with the class, such as a pastoral leader, your Head of Department and the cover team.
6. It can show you things you may have inadvertently missed such as whether all your disadvantaged students are sitting together at the back, and can also act as a permanent reminder of where you need to prioritise your in-class interventions.

At Thamesmead, your **seating plan** must include:

1. The students' full names
2. SEND/Disadvantaged information
3. An up-to-date record of each student's current progress
4. At KS4, each student's MEG (Minimum Expected Grade).

There should be no dead time. This includes a 'DO NOW' activity, with students <u>purposeful</u> from the beginning and appropriate pace for the intended learning applied.

When planning, lesson practicalities and processes should also be considered to ensure students are **purposeful** at all times. It is therefore important to consider how you will:

1. Meet and greet at the beginning of the lesson so that an appropriate learning environment is created and behaviour expectations are set, but also get off to a flying start by having a 'DO NOW' activity ready
2. Build in time to take the register, while not waiting for late arrivals and also record minutes late
3. Guarantee all students are taking pride in their work by presenting it neatly and writing the title and date each lesson
4. Reduce the amount of 'teacher talk' time while still ensuring students understand what they need to do
5. Remove 'busy tasks' such as copying (particularly lesson objectives) while still giving yourself time to circulate the room
6. Be most time-efficient. e.g. cutting and pasting can be very time-consuming
7. Make transitions from one activity to the next seamless
8. Check learning systematically to avoid wasting time on things already learned, address misconceptions and ensure learning has stuck
9. Allocate/set timings for activities and parts of activities
10. Ensure admin' tasks (such as sticking in sheets) are practically invisible.

In addition, to further support lessons being **purposeful**, the following visible consistencies are an expectation of students in every lesson:

- Right place, time, manner (to address perceived grievances)
- Line up orderly before a lesson
- Enter calmly, sit down, equipment out and complete the 'DO NOW' task
- Sit up, look forwards
- Silence for register and a polite response
- Coats on backs of chairs
- No calling out
- Follow instructions at first time of asking. Walking away=on call
- Orderly exit, calm, quiet and remember to follow the one-way system

Assess-Review and Plan-Teach

Teach 1

## Teachers must be explicit about <u>learning objectives</u> and <u>tiered vocabulary</u>

As stated in 'review and plan 2', students must be aware of the knowledge and skills you want them to learn and the language they are expected to understand and use. Having said that, there are diverse ways of being explicit.

The standard way is to have the **learning objectives** and **tiered vocabulary** on the board at the start of the lesson and referred to when appropriate throughout the lesson, particularly at the end. If in doubt, this is what you should do. However, students should not copy them down. This is a 'control' activity, not a learning one, and you should stop them. Copying is definitely not a 'flying start' to learning.

Sophisticated variations that can aid learning include:

- asking for a reminder of the previous lesson's learning outcomes and key words; the class then speculates what they will be doing this lesson
- complete the first activity, then ask the class what they think the learning objectives are
- do the entire lesson and then ask what they think the learning objectives were.

Tiered vocabulary mentioned at the beginning of a lesson and never again serve no purpose. If your high expectations are represented in your language, at least some of the keywords will not be commonly understood by the class and will play a significant role in your lesson. It is a high-level teaching skill to be able to build your lesson around one or two keywords. By definition the number of keywords should be small, no more than two or three per lesson.
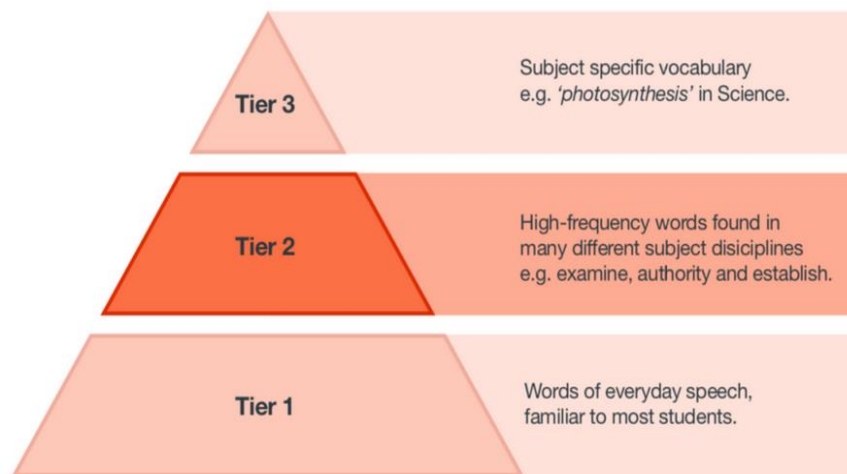
As part of disciplinary reading, we must scaffold the learning of **tiered vocabulary**. Opposite are two examples of how to easily build this into your lesson.

Teach 2

We are all teachers of <u>literacy</u> and <u>numeracy</u>. The quality of both students' and teachers' language, such as clear instructions and questioning, are significant determinants of progress. Make the implicit explicit.

We are all teachers of literacy. **Literacy** is the key to unlocking the many opportunities and ambitions our students are striving for. It is the prerequisite for development across every subject, for every exam and for every success in life. Literacy builds effective communication, the ability to interpret, process information, create, write effectively and think critically.

A literate student will be able to:

1. Read, write and speak confidently and with greater accuracy in a variety of contexts to enable them to feel that their opinions and their voice are valid so they feel confident to participate actively within school and the wider community
2. Build a broad vocabulary with a range of tier 2 and 3 keywords to support academic proficiency in all subject areas and within extra-curricular life
3. Know, understand and apply models to structure their speech and writing to express their views clearly, effectively and with vigour
4. Gain confidence and ambition in developing opinions and asking questions to clarify learning
5. Read for pleasure to gain a wider knowledge and understanding of the world around them.

In lessons we would expect to see:

<u>Reading</u>

- A range of reading strategies to develop understanding and comprehension. For example, students may be led through a text, or asked to read in small groups or individually
- Daily DEAR (Drop Everything And Read) to foster a love of reading
- Etymology root words and word families being highlighted to support understanding, especially when explicitly teaching the lesson's key words
- A range of reading material, frequently pushing students to interact with the real world
- Guided reading opportunities to encourage a wider love of reading, and model tone and voice
- Students reading aloud and not be allowed to opt out of this activity.

<u>Oracy</u>

- Thinking time for students to develop academically fluent responses
- Modelling in real-time to develop oral responses
- Praise for eloquent contributions
- Teachers encouraging students to talk, providing scaffolds to support their talk and building confidence in talk through creating shared guidelines and expectations of talk. "One voice and respect the speaker" underpins this work
- Oral preparation for writing tasks, e.g. think-pair-share
- Corrections - both on behalf of the student and the teacher. Actively considering best communication and editing, as necessary.

<u>Writing</u>

- Modelling in real-time to develop written responses
- Text type writing frames used to assist with extended writing
- Sentence stems to support students' expression
- Notation strategies and summaries being used, for example Cornell's note-taking, summary tables and lists
- Targeted feedback that identifies common grammatical or spelling errors, with the opportunity to correct these errors
- The SPaG marking code and scheme being used on 'close marked' pieces of written work.

N.B. you can find further resources to support your development of disciplinary literacy in the [Literacy Folder](#) on the Teaching and Learning Teams channel. You will also find a copy of the 'Whole school Literacy Statement' there.

Numeracy

We are all teachers of numeracy. **Numeracy** includes significant aspects of what is taught in mathematics but also includes the ability to use numbers and solve problems in other subjects and in real life.

A strong mathematical grounding is beneficial for a wide range of subjects, including the STEM subjects (Science, Technology, Engineering and Mathematics) but also geography, computing, art, PE, DT, economics and so on.

When you are teaching something numeracy-related, you should make it explicit you are doing so, to enable students to see the relationships between subjects.

Numeracy includes:

reasoning	problem solving	decision making	shapes
use of space	measures	calculations	data handling

… as well as anything which is taught within the mathematics curriculum.

N.B. Further guidance to support your development of disciplinary numeracy can be found in the whole school numeracy policy.

Teach 3

Ensure that <u>learning has stuck</u>, through checking that is incisive, systematic and effective. Evidence this with <u>'acknowledgement marking'</u>.

If learning is planned for, teachers should be able to gauge if learning has taken place. However, it is not always as easy as that. Learning cannot always be seen. It is therefore vital, that teachers can confidently and accurately use teaching techniques to gather a secure overview as to whether **'learning has stuck'**. All teachers should be confident to test whether **'learning has stuck'** using systematic and incisive techniques, frequently based on questioning. In this regard, questioning should be used to find out who doesn't know, rather than who does.

> "If you've told a child a thousand times and he still doesn't understand, then it is not the child who is a slow learner."
>
> Walter B. Barbe

Far too often teachers assume that teaching something means it has been learned. Every teacher has had the experience of writing the same comment in every book or seeing the same mistake in every exam paper, because learning was not checked effectively.

As stated in 'review and plan 7' checking learning has stuck begins with your planning; you need to build in opportunities to review progress and learning.

However, having a handful of 'in the moment' strategies ready is also important. For example, while retrieval practice should be no-stakes for the students, it can also be a quick and useful in-lesson assessment-for-learning tool for the teacher.

Another simple way to check learning has stuck is to circulate the room and analyse the students work. This is also the perfect opportunity to undertake **'acknowledgement marking'**.

Acknowledgement marking is primarily for the students as it demonstrates that their efforts are valued. At Thamesmead, it is an expectation that all students' books will demonstrate that the teacher is consistently reviewing student progress.

Some examples:

- Praise (written, sticker or stamp)
- Questions in the margin for students to consider
- Ticks
- Dot marking (students are informed that a dot signifies an error for them to correct)
- Inappropriate presentation is addressed
- Misconceptions circled and questioned.

Go with the learning; the 'flow' of great progress is more important than following a lesson plan and/or covering content.

'Go with the learning' means teachers have the freedom to teach and veer off from lesson planning when necessary to ensure learning takes place. It is about valuing teachers who intuitively recognise whether students have learned what they have been taught and adjust the lesson accordingly. This freedom is far more important than following an over-detailed lesson plan, a tick box culture or pleasing the imaginary inspector. This still means that planning needs to be thorough, otherwise there is nothing to veer away from.

At Thamesmead we recognise that sometimes lessons do not work out the way they were intended and knowledge and skills do not always stick. Due to using effective assessment for learning strategies (as outlined in Teach 3), you will know when this happens. If it does, it is important that activities are adapted, e.g. shortened/lengthened or done in a different order. The point of a lesson is to maximise learning, not deliver the plan.

'Go with the learning' ensures 'flow' in the delivery of teaching and learning.

We must acknowledge that the biggest barrier to being adaptive in a lesson is the need to get through the full curriculum, especially at KS4. Indeed, balancing **covering content** with ensuring learning has stuck is one of the hardest things any teacher has to do. However, we must recognise that if the learning of the content hasn't happened, it is pointless to move on.

Teach 5

All students must be <u>thinking and working harder</u> than the teacher; they apply <u>metacognition.</u>

Ultimately it is the students who have to perform in the examination, the controlled assessment, the job interview and in their working lives. Your students must have the expectation that when they come to your lessons they will **think and work hard** for sustained periods. This does not mean that whole class teaching is discouraged, or that you are expected to be a facilitator, but over time the students must work harder than you.

Naturally, the planning stage will be key to this, particularly the lesson structure and how you adapt longer activities while teaching. The start of the lesson can set the tone. Your students come in and immediately start working on the 'Do Now' task, unprompted while you meet and greet.

If you ever feel that you are the hardest working person in the room by a distance, it should be your ambition to reverse that. This is a key part of student self-regulation. Do not pander to it and 'spoon-feed' the students; challenge it. Teach the learning behaviours you want to see; model **metacognition**.


Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours. Metacognition is often considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

Metacognitive knowledge refers to what learners know about learning. This includes:

- the learner's knowledge of their own cognitive abilities (e.g. 'I have trouble remembering dates in history')
- the learner's knowledge of particular tasks (e.g. 'The ideas in this chapter that I'm going to read are complex')
- the learner's knowledge of different strategies that are available to them and when they are appropriate to the task (e.g. 'If I scan the text first it will help me to understand the overall meaning').

Metacognitive regulation refers to what learners do about learning. It describes how learners monitor and control their cognitive processes. For example, a learner might realise that a particular strategy is not achieving the results they want, so they decide to try a different strategy.

Modelling **metacognition** requires you to demonstrate and make explicit the plan-monitor-evaluate process:
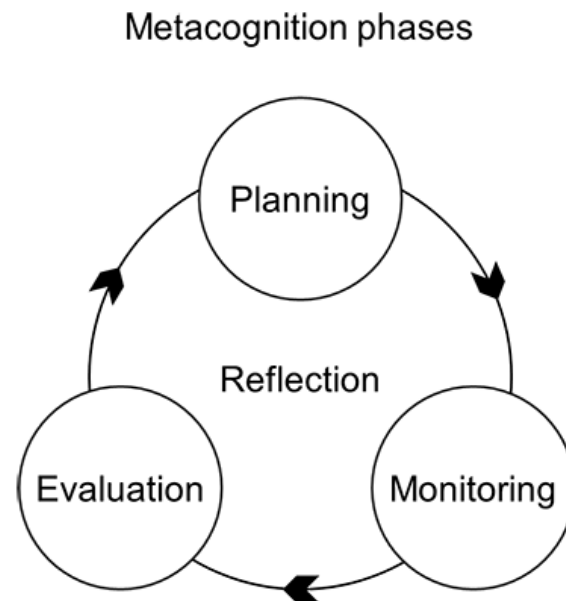
During the planning phase, learners think about the learning goal the teacher has set and consider how they will approach the task and which strategies they will use. At this stage, it is helpful for learners to ask themselves:

- 'What am I being asked to do?'
- 'Which strategies will I use?'
- 'Are there any strategies that I have used before that might be useful?'

During the monitoring phase, learners implement their plan and monitor the progress they are making towards their learning goal.

Students might decide to make changes to the strategies they are using if these are not working. As students work through the task, it will help them to ask themselves:

- 'Is the strategy that I am using working?'
- 'Do I need to try something different?'

During the evaluation phase, students determine how successful the strategy they used was in helping them to achieve their learning goal. To promote evaluation, students could consider:

- 'How well did I do?'
- 'What didn't go well?' 'What could I do differently next time?'
- 'What went well?' 'What other types of problem can I use this strategy for?'

Reflection is a fundamental part of the plan-monitor-evaluate process. Encouraging learners to self-question throughout the process will support this reflection.

Exhibit the qualities of <u>expert teaching</u> by 'Making Every Lesson Count'

Learning takes time but one of the teacher's roles is to maximise the efficiency of the time available, to provide many opportunities to learn the same idea over time, and to ensure time is spent on learning and not merely doing 'something'.

Expert teaching requires:

1. **High levels of Challenge**

"A successful teacher establishes a student's expectations of their abilities but then dispels those expectations by telling them they can do better".

Prof J. Hattie

Appropriate challenge ensures that students have high expectations of what they can achieve. Robert Coe contends "Learning happens when people have to think hard." This seems like a great starting point and is directly connected to Daniel Willingham's proposition that "Memory is the residue of thought." What we think about is what we will remember and thinking 'hard' is more likely to produce long-term retention.

2. **Clear and Varied Explanation and Modelling**

It is critical that new material is effectively explained for students to be able to move to other aspects of the learning process. If not, often you will find yourself returning to further explanations or students will need to look elsewhere for additional support. Once information has been explained to students, they need to know what to do with it. The best way for students to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge.

3. **Opportunities for Autonomy and Deliberate Practice**

"Don't practice until you get it right. Practice until you can't get it wrong."

John Flanagan

"Practice makes permanent."   Caroline Oates

This is the phase in learning where students will be working most independently of the teacher. Within this stage, students should be completing activities that have been carefully designed to allow application and intelligent practice of key principles. Intelligent practice is designed to develop the thinking process rather than a repeated mechanical activity. There may be further conceptual and procedural development taking place. Retrieval practice is also deliberate practice.
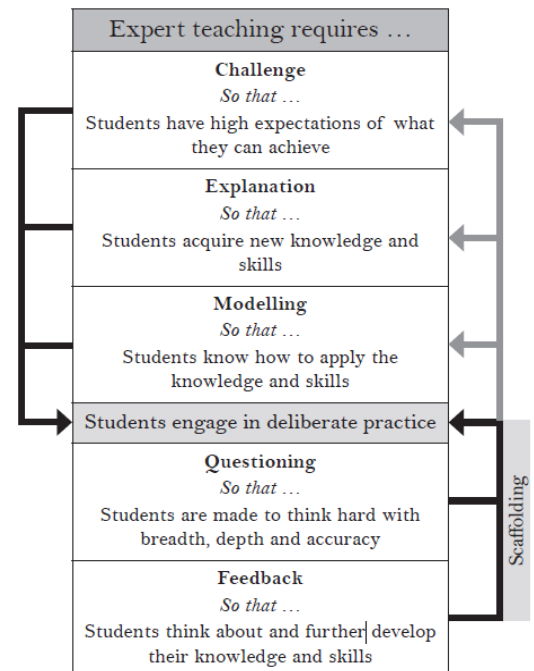
4. **Effective Questioning**

Questioning is a key part of what takes place in the classroom. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can force our students to think. This is a key part of the learning process. We are far more likely to transfer something to long-term memory if we think about it. Effective questioning can also ensure that students are accurately using subject-specific language within their answers. Skilled questioning can be used to assess current performance. These 'hinge' questions, on which the next stage in the lesson depends, should be carefully planned in order to assess if students are ready to move on as well as diagnosing potential misunderstanding.

As suggested in 'Teach 3', while questioning should also be used to find our who doesn't know (rather than who does), it is also vital that we never accept the answer 'I don't know'. Instead, we must create opportunities for students to find the answer themselves, e.g. pausing and inserting a 'think-pair-share' activity. Questioning must force students to think hard.

5. **Planned for Formative Marking, Feedback and Assessment**

"Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance."

Dylan Wiliam

Effective marking and feedback are crucial to determine the next steps a student needs to take and communicate them appropriately. Sound marking and feedback practices lead to elevated levels of personalisation as students work on the content or skill that will move them forward.

Moreover, adaptive and responsive teaching will enable the effective scaffolding of next steps within the lesson and beyond. Formative assessment is a means to consider the improvement in performance that a student is making. Expertly used, it will enable a teacher to judge where next to take the lesson. It is important to acknowledge that learning takes place over time. We need to reflect on this carefully as teachers and consider how we will change this improved performance into learning.

And so, the cycle of

Assess-Review and Plan-Teach

can begin again...

The monitoring of teaching and learning

It is important that teaching and learning is monitored to ensure that all students receive the best education that can be provided and evaluated so we can continue to develop as a school.

- Formal Observations

Formal lesson observations take place approximately 3 times an academic year. They are purely developmental in their nature and will be carried out by members of both the senior leadership team and middle leadership team (curriculum). Staff will receive constructive feedback on their performance. Feedback will highlight two areas of strength as well as one priority area for improvement. These will be linked to AIR and Ready, Respectful and Safe.

- Informal Arrangements

Other observations may take place during the year. These may be more informal observations, peer observations to aid professional learning, learning conversation observations to focus on behaviour management styles, or subject leaders monitoring the teaching and learning taking place within their department.

- Subject Deep Dives

As part of a full curriculum review, staff may be interviewed and informally observed to gain a clear picture of teaching and learning standards across the whole department. Feedback will be given to the department as a whole.

- Learning Walks

Learning Walks are a means for the headteacher, and others who have delegated responsibility for teaching and learning (e.g. Subject Leaders), to assess the standard of learning that is taking place in the school as a whole or a particular subject. These classroom visits are 'drop-ins' to inform monitoring of the quality of learning. They are not a lesson observation of teaching and focus on students' learning.

- Book Looks

Book looks can tell us about routines, efforts and standards, and are used because we cannot visit all lessons. However, it must be noted that they are not ideal for assessing learning if learning is defined as a change in long-term memory.

IMPORTANT: subject workshops should be used, in the majority, to reflect on teaching and learning evaluations and to make subject-specific improvements as needed.

Bibliography/Suggested Reading

- The Great Teaching Toolkit Evidence Review Rob Coe et al
- Making Every Lesson Count Shaun Allison and Andy Tharby
- The Really Lazy Teacher's Handbook Jim Smith
- The Principles of Instruction Barak Rosenshein
- Why Don't Students Like School? Daniel T. Willingham
- Make it Stick: The Science of Successful Learning Peter C. Brown et al
- Making Kids Clever David Didau
- What Every Teacher Needs to Know About Psychology David Didau
- Teach Like a Champion Doug Lemov
- Visible Learning For Teachers John Hattie
- Lean Lesson Planning Peps McCrea
- Encouraging Metacognition : Supporting Learners through Metacognitive Teaching Strategies Patricia Liotta Kolencik, Shelia A. Hillwig
- Embedded Formative Assessment Dylan Wiliam
- Creating the Schools Our Children Need: Why What We're Doing Now Won't Help Much (And What We Can Do Instead) Dylan Wiliam
- Various Papers Dylan Wiliam
- Responsive Teaching: Cognitive Science and Formative Assessment in Practice Harry Fletcher-Wood
- SEND Code of Practice Department For Education
- Comparative Judgement for Assessment Alastair Pollitt
- The Education Endowment Foundation
- The National Literacy Trust

N.B. The majority of these publications can be found in the Teaching and Learning section of Thamesmead's Learning Resource Centre

Appendix

Thamesmead School

5 Minute Lesson Plan

Challenge

Explanation

Modelling

Teacher	Student

Questioning

Feedback

Learning Episodes
(Opportunities for Deliberate Practice)

1

Scaffolding

2

Scaffolding

3

Scaffolding

4

Scaffolding

5

Scaffolding