



Ferndown
Middle School

CASTLEMAN ACADEMY TRUST

POLICY:

Teaching and Learning

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Teaching and Learning

This Policy document has been written to reflect current practices in place at Ferndown Middle School, it is implemented and endorsed as expected good practice by the SLT and subject co-ordinators, staff are aware of their individual and collective roles in teaching and learning.

Ferndown Middle School Aims

To equip pupils with the character, knowledge and skills to live a lifetime of fulfilment.

At Ferndown Middle School all staff will work to the 'Teachers' Standards and Conditions'

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils including SEND pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

THE QUALITY OF TEACHING

Ten principles of teaching have been identified as key areas for learning. These include; daily review, present new material in small steps, asking questions, modelling, guided practice, check for understanding, obtain a high success rate, provide scaffolds for different tasks, independent practice, weekly and monthly practice.

Teaching and Learning Principles

Principle 1- Daily Review

Rationale

Pupils learn new knowledge by connecting to previous knowledge. There is limited space in student's working memory and a daily review of learning can help reduce this load and commit knowledge to long-term memory. Daily review is a good opportunity for formative assessment.

What does it look like in the classroom?

- A series of low stakes quiz questions focusing on the material to be reviewed to support the learning in the lesson.
- Brain dump – write down as much as can be recalled in 5 minutes. SEN pupils – draw symbols or write key words.
- Vocabulary focus- list key vocabulary that pupils have recently learned and ask pupils to put each word in a sentence. SEN – match words and description, pictures.
- PAT/ Lifeboat spelling intervention – revisit the same sounds in a different order over a number of weeks. Revisit words in dictation that pupils have previously learnt.
- Teachers to have a working wall to support the information taught.

Principle 2: Present new material in small steps

Rationale

Our working memory, the place where we process information is small. It can only handle a few bits of information at once- too much information swamps our working memory. Presenting too much material at once may confuse pupils because their short-term memory will be unable to process all of it.

- Allow an element of mastery before moving on.
- Use domain specific mastery- the pupils need to know knowledge specific to the topic, otherwise learning is hindered.
- Spellings – pupils with SEN should only have 3-4 words to learn at a time.
- Pupils with slow processing should have the tasks shortened.
- Only key information should be displayed on worksheets.
- Use practical equipment/ relevant pictures to help make the learning more concrete.
- Reports provided by professionals will detail specific strategies to help a pupil. i.e. Speech and Language, Educational Psychologist, SENSS.

Principle 3: Principles of asking questions

Rationale

The most successful teachers shown in studies spent more than half the class time, demonstrating and asking questions. The most effective teachers also asked pupils to explain the process they used to answer the question, to explain how the answer was found. Less successful teachers asked fewer questions and almost no process questions. Questioning has to be thoughtful and purposeful in order to gain the information and so checking that all pupils have understood. Evaluate when and why you are asking questions.

- Cold call
- No opt-out question appropriateness for SEN pupils
- Check for understanding
- Probing questions
- Think, pair share
- Say it again better
- Mini whiteboards
- Ask a question but come back to them to allow for time to process

Principle 4- Modelling

Rationale

In order for pupils to have full understanding of how they can apply their knowledge to a problem they need to knowledge of the process or what is called procedural knowledge. Live modelling supports this metacognition.

- Breaking down learning into smaller steps.
- Used daily review to commit knowledge to long-term memory.
- Once pupils are ready, teacher answers the question in front of the pupils pausing after every few words to explain the choices and thoughts out loud.
- By the end of modelling, the teacher has demonstrated a high quality response, and then use questioning techniques to establish understanding.
- Engage in the I, we-you modelling.

- Use of modelling is to compare two examples side by side. Identify the differences and why one is better than the other.
- All good practice for SEN pupils – maybe ensure they can see the final version or similar at the beginning of the task before they begin, so that they know what the aim is.
- A checklist with the success criteria or steps to follow in order when they are asked to write for themselves.

Principle 5 – Guide Student Practice

Rationale

Pupils need to spend time rephrasing, elaborating and summarising new material in order to store in long-term memory. Rehearsal helps to remember.

- Take time to allow pupils to practice – do not rush on even if time is limited.
- Well planned curriculum to allow well-planned units to build on previous learning.
- Include live modelling, pupils to narrate process (split page principle).
- Mind maps and writing frames to support.

Principle 6 –Check for Student Understanding

Rationale

Effective teachers stop to check for pupil understanding, asking question, asking to summarise, asking agreed or disagreed. This is a natural progression from principle 5.

- Essential for a teacher to know the pupils in the class.
- If pupils are left to be independent too quickly or before they have had sufficient guided practice often leads to misconceptions. Pupils will then need to relearn to address these misconceptions so that any new learning is not built upon a misconception.
- An environment needs to be built where pupils are happy to say that they do not understand and are prepared to ask for help.
- TAs/CT to check in with the pupil throughout the lesson, not just at the beginning or the end.
- Traffic light system cards on the desk to show confidence in the task.

Principle 7 – Obtain a High Success Rate

Rationale

A high success rate during guided practice leads to a higher success rate in independent. Optimal success rate at about 80% because at 80% pupils are both learning and challenged.

- If success rate is below 80% - teachers should pause and consider next steps, reteach, why is something not understood? Did we present too much too quickly?
- Do you need to review the quality of explanation?
- When reading from a reading scheme, pupils should be able to read 95% of the words at that level to be able to read confidently and fluently in order to comprehend the text.
- Differentiated tasks to allow pupils to be challenged at their own level and still experience success.

Principle 8 – Provide scaffolds for different tasks

Rationale

Scaffolding is a temporary support that assists the learner which can gradually be withdrawn as the learner becomes more competent.

What does it look like in the classroom?

Examples of scaffolding could include:

- Teacher modelling (link with principle 4)
- Resources to support
- Provide an example of a completed task
- Writing frames for different text types and cross curricular
- Vocabulary lists and word mats
- Checklist for success criteria and steps to follow in order
- Practical equipment where appropriate to make the learning more concrete.

This principle also links with principle 5 (Guide student practice). If pupils are being given the opportunity for quality practice, with scaffolds in place if needed, then over time the scaffolds can be gradually removed.

The scaffold should not be seen as anything extra, with different scaffolds for different learners but rather a clear understanding of the other relevant principles to help provide effective scaffolds.

Principle 9 – Independent practice

Rationale

This comes after guided practice (principle 5) and provides pupils with the opportunity to work alone to practice the new material being learnt. This allows pupils to become fluent and automatic so that the new learning no longer takes up space in the working memory.

What does it look like in the classroom?

This is the part of the lesson that begins to move the learning from short-term to long-term memory. It should mimic what they have learnt teachers can accurately assess learning. Only when learning has been accurately assessed as complete should further challenge be built in, by way of extensions and other challenge activities.

- Pupils with SpLD will need frequent overlearning to ensure it has been stored in the long-term memory and will need scaffolding strategies for longer.
- SEND pupils need to break down the task into smaller chunks and complete one at a time independently.
- SEND pupils need to experience success at small tasks independently to give them confidence to attempt longer tasks without support.

Principle 10 – Weekly and monthly practice

Rationale

This tests whether the learning has been done by providing opportunities for knowledge to be retrieved from the long-term memory.

What does it look like in the classroom?

This is our daily spaced starter – a few well-chosen questions or simple activities based on learning over the past few weeks. This is usually done at the beginning of the lesson to see what has been learnt and committed to long-term memory. By retrieving and revisiting the information, this helps to strengthen the knowledge. This can also take the form of more formal assessment procedures.

- Target the key concepts that need to be learnt.

THE EVALUATION OF PRACTICE

Subject Leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and formal observations. They will also check that long and medium-term plans are providing the coherence, progression, continuity and depth necessary.

Formal observations of teaching are carried out by the leadership team and SLT on a regular basis. A full monitoring programme is set up on an annual basis.

The Governing Body have agreed the Pay Policy and the Appraisal Policy. Annual reviews for teachers take place when targets will be reviewed and new ones set, for all staff out of their ECT year.

OTHER POLICIES RELATED TO THIS TEACHING AND LEARNING POLICY

- Assessment
- Marking and Feedback
- Homework
- Rewards and Awards
- Appraisal
- Pupil Premium
- Special Educational Needs