# *Teaching and Learning Policy*

**September 2020**

Signed:

Headteacher

| Date of Policy | 1st September 2020 |
|---|---|
| SLT Lead | Assistant Head Teaching and Learning |
| Date of next review | July 2021 |

## SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

## COVID-19 RESPONSE

During the period of time that schools are operating in a way that is different to pre-COVID-19 we will make certain adjustments to policies and procedures. Any adjustments will be made will have these key principles:-

- Reduce the risk posed to all members of the school community due to COVID-19
- Focus on staff and students well being
- Maintain a strong focus on consistently high teaching and learning inside and outside the classroom
- Students are not disadvantaged by experience, opportunity or resource
- Commitment to embedding the 7 core values of the school

This policy has been reviewed and aligned to the whole school response to COVID-19

## PRINCIPLES

Teaching and learning is at the heart of our work and its purpose is made more explicit within the plan for School Improvement where it underpins all identified school priorities. Sexey's School believes that all students are entitled to receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective pace and challenge in all lessons and where the learning needs of all students are met. Teaching and Learning is guided by the Sexey's Lesson Structure, which is an evidence-based format that maximises the progress of all students in all lessons. Teachers teach within the framework of the Sexey's Lesson Structure; however, the methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson. The active engagement of students is essential if the teaching and learning process is to be successful. This requires the use of a range of teaching methods in order to:

- Support students to **plan, monitor and evaluate** their learning.

- Enabling students to **activate prior knowledge.**
- **Modelling** the task being undertaken.
- **Scaffolding** tasks to support **differentiation** and **challenge.**
- Set an appropriate level of **challenge** to develop the progress made by all students.
- Facilitate both **guided** and **deliberate practice.**

## AIMS

- To ensure high quality teaching and learning for all students.
- Provide a framework for the teaching of exceptional lessons within which there is flexibility for subject specific expertise.
- To promote consistently high levels of teaching.
- To raise attainment by integrating metacognition strategies within all lessons.
- Share good practice and provide other references to support the planning of exceptional lessons.
- To provide a bespoke CPD programme and clear procedures to support the on-going development of teaching staff.

## EXCEPTIONAL TEACHING AND LEARNING

For effective learning to take place, the school expects staff to ensure the following:

Teachers are to:

- maintain good knowledge and understanding of the subject they are teaching;
- plan lessons which are directly linked to the schemes of learning and the examination syllabus;
- provide secure assessment for learning strategies;
- provide challenge and differentiate accordingly in order to meet the needs of all students;
- ensure good relationships are established through creating a positive learning environment (use of rewards and consequences) and through understanding the needs and abilities of each student;
- employ a range of teaching styles to ensure high levels of progress;
- ensure expectations which are high, but attainable, for the whole ability range;
- involve effective use of higher order questioning to probe students' knowledge and understanding and to challenge their thinking;
- Provide feedback throughout the lesson to consolidate learning against the outcomes.

## SEXEY'S PRINCPLES OF TEACHING AND LEARNING

Constant review and evaluation of best practice is essential for the effective and engaging delivery of lessons. Our key principles of teaching and learning have been guided by the latest pedagogical literature and research with the impact being evidenced by the Education Endowment Foundation.

The Sexey's principles of teaching and learning provide a clear structure that supports our teaching and focus on continuous professional development.

| Principles of best practice | So that… |
|---|---|
| **1.  High expectations of behaviour for learning** ||
| <ul><li>Routines and effective classroom management</li><li>Consistent application of behaviour policy</li><li>Promote active participation not compliance</li><li>Reinforcing effort and providing recognition</li><li>High standards of presentation are required at all times</li></ul> | <ul><li>No valuable lesson time is wasted dealing with low-level disruption</li><li>Students can think hard about their learning free from distraction</li><li>All students are engaged in thinking about key learning</li><li>Students understand the connection between effort and achievement</li><li>Students have pride and ownership of the work they produce</li></ul> |
| **2.  Making it stick** ||
| <ul><li>Previous learning is embedded through low stakes testing</li><li>Student practice is challenging, scaffolded and revisited appropriately, including use of homework time</li><li>Retrieval practice is embedded into individual lessons and the wider curriculum</li><li>Connections are made between underlying concepts</li></ul> | <ul><li>Student recall is supported and reinforced, and success rates are high</li><li>Students regularly attempt and re-attempt work in order to deepen understanding, reflect on processes and improve outcomes.</li><li>Previous learning is embedded</li><li>Students recognise the interconnectedness of learning as they move towards mastery.</li></ul> |
| **3.  Quality of instruction** ||
| <ul><li>Highly effective explanations through:<ul><li>New knowledge introduced in small steps</li><li>Continuing checking for and practice of understanding</li></ul></li><li>Clearly defined outcomes</li><li>New knowledge is founded upon old knowledge</li><li>Teachers model excellence and how to achieve it</li></ul> | <ul><li>Students quickly grasp key ideas</li><li>Students have complete clarity around what they are learning and what success looks like</li><li>Students can learn new ideas by reference to ideas they already know</li><li>Students know what excellence looks like as well as how to achieve it</li></ul> |
| **4.  Responsive teaching** ||
| <ul><li>Support and scaffold in lesson for the less able</li><li>Pitch every lesson high</li><li>Adapt teaching as needs emerge</li><li>Developed understanding of Special Educational Needs in the classroom</li></ul> | <ul><li>Students are able to access the learning they are doing</li><li>Students are challenged to exceed expectation</li><li>All students make exceptional progress</li><li>All students with SEND make exceptional progress</li></ul> |

| 5. Effective feedback | |
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| <ul><li>Timely feedback to maximise learning</li><li>Formative assessment is embedded throughout a lesson</li><li>Comments are specific, accurate and clear</li><li>Time to reflect and act upon feedback (DIRT)</li></ul> | <ul><li>Students can swiftly unlock further learning</li><li>Teachers know which topics to re-teach that were not grasped first time</li><li>Student actions are refocused or redirected to achieve a goal</li><li>Students are self- regulated learners</li></ul> |
| 6. Subject mastery | |
| <ul><li>Exam specification expertise</li><li>Misconceptions are planned for and addressed</li><li>Comprehensive understanding of curriculum</li><li>Promote and uphold the highest standards of literacy</li><li>Teachers continue to access the latest pedagological and subject specific research</li></ul> | <ul><li>Students are successful in examinations</li><li>Students overcome common misconceptions</li><li>Teachers are able to confidently teach to the top</li><li>Students read, write and speak with fluency and accuracy</li><li>Students are able to access high level knowledge due to expert instruction</li></ul> |

## CONSITENCY IN EXPERIENCE - SEXEY'S LESSON STRUCTURE

The Sexey's lesson structure forms the basis of all lessons at the school. This school wide 'system' is for teaching with commonality in all lessons. It is an evidence based approach that is in place in order to ensure that all students are able to maximise the progress that they make in all lessons. This structure provides consistency in experience for students.

| ENTRY ROUTINE | |
|---|---|
| **This happens:** | **So that:** |
| <ul><li>Teacher meets students at the door and welcomes them into the classroom</li></ul> | <ul><li>Students enter the classroom in a calm and focused manner</li></ul> |
| <ul><li>Students stand in silence behind their desks and the teacher checks uniform and equipment</li></ul> | <ul><li>Students are in the correct uniform, get equipment out and are ready to start the lesson</li></ul> |
| <ul><li>Students sit down in silence, put bags under tables, coats on chairs and begin the **low stakes quiz** in **silence**</li></ul> | <ul><li>Students start the lesson in silence and are settled ready to start the low stakes quiz</li></ul> |
| LOW STAKES QUIZ (10 mins) | |
| <ul><li>Teacher gives short answer quiz of 10 questions</li><li>Teacher ensures five questions interleave subject content from the current topic and five questions covering previous teaching material</li><li>Teacher reviews the test by presenting answers on the board</li></ul> | <ul><li>Students' prior knowledge is activated</li><li>Students can embed knowledge in their long term memory</li><li>Students revisit material in a way that secures long term memory</li></ul> |
| TEACHER INSTRUCTION – Input (20 mins) | |
| <ul><li>Teacher explicitly shares clearly defined learning **outcomes** for the lesson.</li></ul> | <ul><li>Students have complete clarity around what they are learning and what success looks like</li></ul> |

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| • Teacher delivers high quality **explanations** that:<br> • Introduce new key concepts<br> • Transform abstract ideas into concrete ones | • Students acquire new knowledge and skills |
| • **Modelling** is demonstrated by the teacher, which is aided by strong questioning and timely feedback | • Students know how to apply the knowledge and skills |
| **DELIBERATE PRACTICE – Do (20 mins)** | |
| • Teachers provide purposeful and guided tasks that are closely aligned to lesson outcomes | • Students' practise new material in order to achieve a high level of accuracy |
| • Tasks are focussed on improving a specific skill or embedding key concepts | • Students can clearly articulate improvements they are making |
| • Tasks stretch students just outside of their comfort zone | • Students are made to think hard with breadth, depth and accuracy |
| • Teachers provide an appropriate level **scaffolding** to support **differentiation** and **challenge** | • Students are supported in their learning, yet the challenge remains high for all |
| **DELIBERATE PRACTICE – Learning Check** | |
| • Teacher gives timely feedback which is specific, accurate and clear | • Teaching is responsive and learning is maximised |
| • Teacher uses **formative assessment** startegies to assess progress against clearly defined outcomes | • Students can swiftly unlock further learning<br> • Student actions are refocused or redirected to achieve an outcome<br> • Students are fully aware of what they are learning and the succes criteria |
| **FINAL REVIEW (5 mins)** | |
| • Teacher assesses progress of all students against the clearly defined outcomes through highly effective and targeted questioning | • Students are able conclude their learning, recognising the progress they have made<br> • Teachers know which topics to re-teach that were not grasped first time<br> • Teachers know which students grasped key concepts and who may need re-teaching |
| **EXIT ROUTINE** | |
| • Teacher instructs students to leave the room neat and tidy | • The classroom is ready for the next class |
| • Students stand in silence behind their chairs | • Teacher can dismiss students in an orderly manner |
| • Teacher dismisses a small group at a time | • Students leave the classroom quietly allowing for a punctual arrival to their next lesson |

## ALIGNING LESSON STRUCTURE TO HIGH QULAITY TEACHING AND LEARNING

| SEXEY'S 5 PART LESSON STRUCTURE EXPECTATIONS | Ofsted Quality of Education GOOD |
|---|---|
| **1 - ENTRY ROUTINE** | |
| *Behaviour for Learning*<br> a) There is a clear and consistent approach to the entry routine<br> b) Teacher ensures that they have a good understanding of all students in the class. | *Behaviour for Learning*<br> 1. Staff make sure students have set routines to follow and these are consistently applied.<br> 2. The staff have high expectations of students behaviour |

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| c) Teacher ensures that the lesson is planned, equipment checked and materials organised. | 3. Students arrive at lessons ready to learn including with correct equipment<br>4. Relationships between staff and students are positive and strong<br>5. Staff know their students well, including their prior and current attainment and their subgroups within a class, this informs planning and teaching. |

| **LOW STAKES QUIZ (10 mins)** | |
|---|---|
| *Retrieval*<br>a) Teacher ensures five questions interleave subject content from the current topic and five questions covering previous teaching material.<br>b) When reviewing the low stakes quiz ensure that misunderstandings on short answer questions are addressed.<br>c) Ensure the use of scaffolding, or further support for LA students to improve retrieval performance.<br>d) Ensure that questions are set that challenge HA students | *Intent*<br>1. The sequence of lessons shows that the curriculum is planned and delivered in a coherent way<br>2. Students are provided with opportunities to develop retrieval skills to support the development of knowledge and skills.<br>3. Misconceptions are addressed quickly and inform future planning and teaching. |

| **TEACHER INSTRUCTION – Input (20 mins)** | *Behaviour for learning* |
|---|---|
| *Behaviour for Learning*<br>a) Learning outcomes are set that are appropriate and present challenge for all.<br>b) Teacher ensures that all students are silent and attentive before commencing explanations.<br>c) Procedural instructions are cut down into short, simple sequences.<br>*Explanation*<br>d) Explanations clearly identify the 'sweet spot' from what the students know/ can do and what they do not know/ cannot do.<br>e) High quality explanations are delivered that introduce new ideas in short, manageable increments.<br>f) Explicit teaching of tier 2 and tier 3 vocabulary including definition, spelling and context<br>g) High quality explanations are delivered to transform abstract ideas into concrete ones.<br>h) High quality explanations are delivered that use clear, simple language that focus on the key terminology of what is being taught – keeping the main thing, the main thing.<br>*Modelling and questioning*<br>i) Modelling is demonstrated by the teacher, which is aided by strong questioning and timely feedback.<br>j) Practical work and other activities are carefully modelled.<br>k) Exemplary examples of subject specific products, including writing are deconstructed with the students. | 1. Engagement in learning is strong across all students<br>2. The Lesson Outcomes are shared and visible throughout the lesson and frequently referred to.<br>3. Expectations of standards of behaviour in class are high.<br>4. There is evidence of where expectations are not met it is dealt with consistently and fairly applied in line with school policy.<br>5. Low-level disruption is not tolerated and is managed well to prevent further disruption and interruptions to learning including the use of nonverbal strategies.<br>6. Evidence of use of seating plans and data to inform planning and teaching.<br>*Teacher Instruction*<br>1. Teachers display strong subject knowledge that inspires, enthuses, engages and motivates students.<br>2. Teachers are passionate about what they are teaching.<br>3. Learning is set in the context of: - The Big Picture, pre learning and future learning.<br>4. Students know what they are learning and why.<br>5. Teacher explanations are clear.<br>6. Students understanding is checked by teachers through systematically questioning using a range of techniques including open questioning, snow balling and peer support.<br>7. Teachers vary who answers the questions ensuring all vulnerable students are given opportunities to actively participate.<br>8. Misconceptions do not go unaddressed and are managed accurately with direct feedback.<br>9. Teaching is adapted for more able and those with SEND and EAL, to personalise their learning |

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| l) Subject specific writing is modelled and co-constructed with the students.<br>m) Questioning both deepens and develops thinking and checks for common misconceptions.<br>n) Reluctant respondents are encouraged to respond by careful scaffolding of questions.<br>o) Students are encouraged to respond to and evaluate the response of their peers. | experience and ensure all make strong progress in each lesson and across time.<br>10. Students are shown examples of high quality work to raise aspirations.<br>11. Teachers use modelling to engage students and challenge students to achieve well.<br>12. Students develop vocabulary (tier 2 and 3) that supports the development of knowledge and skills.<br>13. Teacher has strong knowledge of all student prior and current attainment.<br>14. Relevant data including the data related to key sub groups and this is used to informing teaching and learning. |
| **DELIBERATE PRACTICE – Do (20 mins)** | |
| *Practice*<br>a) Teacher provides purposeful and guided tasks that are closely aligned to lesson outcomes.<br>b) Tasks stretch students just outside of their comfort zone, expectations are high for all students.<br>c) Promote the active participation of all students.<br>d) Ensure that errors are identified; leading to intervention when necessary to ensure that practice is perfect.<br>e) Scaffolding and additional support when necessary support practice.<br>f) Scaffolding and support are removed at the time in order to promote self-regulation and independence.<br>*Feedback*<br>g) Students are encouraged to critique the work of their peers utilising the guidance provided by the teacher.<br>h) All feedback is motivating, meaningful and manageable.<br>i) Feedback is designed to make students think, instead of simply giving them the answer.<br>j) Make effective use of DIRT to allow students to improve their work and highlight progress made through redrafts and rewrites.<br>k) The use of self-assessment strategies such as proof reading, editing and redrafting are employed to aid metacognition. | *Practice*<br>1. Practice and assessment is used to embed and apply knowledge and check understanding.<br>2. Practice and assessment informs future teaching.<br>3. The opportunities for deliberate practice are appropriate for the ability range of the students, provide aspirational challenge, and support where needed through scaffolding.<br>4. Students have the confidence to apply a wide range of tier 2 and 3 vocabulary within assessment opportunities.<br>5. Where appropriate exam style questions are used across all year groups to raise aspirations and challenge.<br>6. Staff have high exceptions and ambitions for students.<br>7. The materials used support the intent of the curriculum and are sequenced towards ensuring the students have sufficient knowledge and skills for future learning and employment.<br>8. The tasks set are challenging and personalised to the level and need required and demonstrates that the curriculum is coherently planned and sequenced.<br>9. Feedback affects change and moves learning forwards rapidly and sustainably.<br>10. All teachers are teachers of literacy and support the whole school literacy policy<br>*Engagement*<br>1. Pupils engage well in their learning and this is evident through their verbal contribution, standard of presentation in books and quality of work completed.<br>2. DIRT work with books ensures that students are responding to teacher's advice and taking responsibility for moving their own learning forwards acting on advice given by staff. This supports strong and rapid progress.<br>*Work in books provides evidence of* |

| | 1. strong progress over time |
| --- | --- |
| | 2. students taking pride in the standard and presentation of their work |
| | 3. students being strong independent learners |
| | 4. feedback that is regularly provided and celebrates success and drives forwards students learning through high quality feedback |
| **FINAL REVIEW (5 mins)** | |
| *Feedback*<br>a) Students are able conclude their learning, recognising the progress they have made.<br>b) Teacher knows which topics to re-teach that were not grasped first time.<br>c) Teacher knows which students grasped key concepts and who or what may need re-teaching. | 1. Students are able to articulate what they have learnt and how this fits in their learning journey.<br>2. Students can reflect on personal strengths and areas of development.<br>3. Teachers use assessment, deliberate practice, knowledge of students and feedback to plan future teaching |
| **EXIT ROUTINE** | |
| *Behaviour for Learning*<br>a) The exit routine is followed at the end of the lesson | 1. Students leave in a calm way that ensures they are ready for their next learning experience |

## SUPPORTING TEACHING AND LEARNING

This section links with the current School Self-Evaluation Policy and the Appraisal Review Policy.

The priority of observations remains the sharing of best practice and the continued opportunities to develop teaching practice. As a result, staff are entitled to fortnightly **Developmental Drop In (DDI)** observations in order to support the on-going professional development of every single teacher. The DDI will be regular, personalised, and diagnostic and will be followed up with developmental conversations.

**Developmental Drop In**

Developmental Drop In (DDI) is an entitlement for all teaching staff that provides continued opportunities to develop their teaching practice. DDIs are in place of high-stakes, low-frequency lesson observations. DDIs will not form part of the appraisal process.

- DDI themes are shared in advance through focus weeks.
- DDI will be for approximately 10 - 15 minutes.
- During each DDI the observed teacher will have one actionable step related to Sexey's principles of teaching.
- All teachers will have a DDI once every 2 weeks with bespoke feedback being provided within 2 days of the DDI.
- Staff will receive feedback that will provide information relating to their good practice and an actionable step to support further development. The actionable step will be the focus of the following DDI and will remain the focus until the observed teacher is secure in that specific principle of teaching.

**Performance Management**

At a time agreed between an appraiser and the teacher, a lesson observation will take place during the summer term. Face-to-face feedback will follow soon after the observation and written feedback will document the observation. The lesson observation will take place following a substantial period of DDIs and will provide teachers with the opportunity to showcase their teaching strengths. Information from observations will be recorded and will be used to assist with the appraisal process.

## SUPPORTING EXCEPTIONAL TEACHING

**Teaching and Learning Meetings**

There will be regular Teaching and Learning CPD sessions throughout the academic year. The key purpose of these meetings is to provide an opportunity to further develop the quality of teaching and learning at Sexey's through a collaborative, evidence-based approach.

The CPD sessions will feature a single lead agenda item linked to the Sexey's Principles of Teaching and Learning. The sixth principle, 'Subject Mastery' will be integrated into Faculty and Department meetings throughout the academic year. 'High expectations of behaviour for learning' will be integrated into the Teaching and Learning programme but will also form part of Year Team meeting agendas. All Teaching and Learning meetings will provide opportunity for colleagues to contribute to the CPD programme whilst further supporting on-going professional learning.

The single lead agenda item will be dependent upon the outcomes of the Developmental Drop In observations. Progression will be achieved through CPD that directly relates to the Sexey's Lesson Structure.

## TEACHING ASSISTANTS AND COVER SUPERVISORS

The Teaching Assistants at Sexey's play essential roles, contributing their skills in helping students to progress, learn and develop into successful members of our community.

Cover supervisors are integral members of the Sexey's community. The contribution that they make to Sexey's School is essential in order to allow for the sustained progression and development of our students. Cover supervisors and TAs are welcome to attend all Teaching and Learning CPD sessions where they will have the opportunity to contribute to the CPD programme whilst further supporting their on-going professional learning.

## ROLES AND RESPONSIBILITIES

**Governors**

To ensure the effective and rigorous implementation and monitoring of the policy.

**Leadership Team**

- To provide appropriate support, training and resources for faculties, subject areas and individual staff;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

**Heads of Faculty**

- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy;
- To monitor and evaluate consistent delivery of the policy at faculty and subject level;
- To provide appropriate support to team members by providing training materials or advice and guidance;
- Support staff to take risks in new teaching methods.

Consistency is one of the key goals and the Assistant Headteacher, Teaching and Learning will need to produce a plan to discuss with the Head of Faculty to address any issues or inconsistencies found within the faculty.

**Teaching Staff**

- To ensure that their own teaching meets the national Teachers Standards;
- To implement this policy by planning and delivering high quality lessons in line with the Sexey's Lesson Structure;
- To have a growth mind set, be willing to take risks;
- Actively seek to reflect on their practice;
- Work collaboratively with colleagues to share best practice and improve teaching.

**All Staff**

To be aware of the principles of the policy and how they can contribute to it.

**Students**

- To work positively within lessons to enable staff to implement the policy effectively;
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework.

**Those with parental responsibility**

To support the policy of the School, in line with the Home-School Agreement, by providing support for students/children at home, allowing them to continue to develop their learning effectively.

**QUALITY ASSURANCE**

Members of the Leadership Team, Curriculum Leaders, Head of Years and other post-holders will quality assure aspects of teaching and learning at Sexey's through:

- Learning Walks.
- Book Looks.
- Student Voice.

**<u>POLCY REVIEW</u>**

This policy will be reviewed annually.

## Appendix 1: Effective teaching and Learning Procedures

- Begin and end lessons on time and in a structured manner and in conjunction with the Sexey's lesson structure;
- give clear feedback to students on their performance;
- ensure that the lesson content is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources;
- demonstrate high expectations of all students;
- maintain a purposeful pace and challenge;
- employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons;
- establish clear and appropriate routines and ensure an efficient shift from one activity to the next;
- make effective use of questioning (pitching low order and high order questioning appropriately);
- value students' contributions and make use of praise and reward to underline the value of achievement;
- give students next step feedback on the work completed;
- develop DIRT time in lessons to support students' responses to differing forms of feedback;
- set (using Class Charts), monitor and mark Homework;
- Regularly assess knowledge and skills.

## Aspects of Effective Teaching and Learning

### Planning and Preparation

- Lessons are planned in line with the Sexey's Lesson Structure;
- Lessons are planned with clear learning outcomes, structure and challenge for all students/children;
- Students must be made aware of the success criteria that they are working towards;
- Learning environment is stimulating, relevant and informative;
- Lessons are planned to develop metacognition skills;
- Lesson outcomes are clearly linked to departmental long and medium term plans which are periodically reviewed;
- Planning is linked with short, medium and long-term assessment opportunities;
- Planning allows for retrieval of previously learnt material and provides opportunities for developing a wide range of thinking skills;
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities;
- Lessons are planned to build on prior learning and ensure continuity and progression;
- Opportunities for developing literacy, numeracy, SMSC, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible;
- Planning makes provision for the effective use of TAs when available;
- Appropriate and stimulating resources are organised prior to the lesson.

**Expectations of Students**

- To be engaged and not passive in their learning;
- To work effectively and purposefully in a range of contexts;
- To come fully equipped and prepared to maximise the learning opportunity;
- To be prepared to share their learning and ideas ;
- To ask questions where appropriate – of each other and the teacher;
- To support one another, working collaboratively, recognising the contributions of all;
- To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement;
- To know where to go for help and recognise that further progress can always be made;
- To develop resilience in approaching problems and new learning challenges.

**Low Stakes Quiz**

- The teacher must provide a short answer quiz of 10 questions;
- The teacher ensures five questions interleave subject content from the current topic and five questions covering previous teaching material;
- The teacher reviews the test by presenting answers on the board.

**Learning Outcomes**

- Learning outcomes must be shared during the 'Teacher Instruction' phase of the lesson;
- The outcomes should be reviewed at appropriate opportunities during the lesson;
- The outcomes could be communicated through a key question;
- The outcomes could also identify key words or skills central to the lesson.

**High Quality Explanations**
- Teacher delivers high quality **explanations** that:
    - Introduce new key concepts
    - Transform abstract ideas into concrete ones

**Modelling**

- Modelling is demonstrated by the teacher. The teacher narrates the process in order for students to understand the thought process behind the modelling process;
- Modelling is aided by strong questioning;
- Feedback provided by the teacher further supports high quality modelling.

**Effective Questioning**

- Students and staff must use a range of questions;
- Should be used to support the less able and stretch the more able, consolidating, developing and challenging current learning;
- Should give students time to answer; wait five seconds. 'Pose, Pause, Pounce';

- Teachers should primarily focus on 'no hands up' questioning in order to gauge the understanding of all students.

**Peer and Self-Assessment**

- Should ensure task and assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectation of student performance;
- Must be a process which is simple and engaging;
- Must have a measurable outcome;
- Should allow students to work with exemplar work;
- Will allow students to note the targets made from teacher assessment in their exercise book or on a target tracker to chart their progression taking into consideration past and projected performance;
- Should allow for students to write targets at the top of the next piece of assessed work;
- Should provide all students with the opportunity to complete a self-evaluation at the end of a unit of work.

**Feedback and Marking**

- Should incorporate the sharing of assessment criteria with students before starting the task;
- Must regularly grade or level work according to the assessment criteria and in line with the feedback and assessment policy;
- Must provide feedback which develops learning;
- See Feedback and Marking policy for more information.