Ulverston Victoria High School

Teaching and Learning Policy 2023-2024

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Teaching and Learning Framework

'If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there are no limits to what we can achieve'.
Dylan Wiliam

This policy has been adopted in common with South Lakes Federation (SLF) schools and has been amended to ensure it meets the context of Ulverston Victoria High School.

The foundation of the SLF's approach to teaching and learning are the DfE Professional Development frameworks which form the career-long 'golden threads' starting with the ITT Core Content Framework, leading into the Early career framework and then the NPQ frameworks. We are also guided by The Great Teaching Toolkit Evidence Review, the work of the Education Endowment Fund, and Deans for Impact in the US.

Quality-first teaching is the most important factor in the progress of all our students including those who are disadvantaged and have special educational needs.

Aims of this policy:

- To secure outstanding outcomes by ensuring the best possible provision for all learners in our school
- To ensure that teachers continue to improve or enhance practice
- To ensure that our practice is evidence-informed
- To create a shared language about teaching and learning.
- To ensure that our practice creates the conditions for all learners to succeed whatever their starting point and whatever their challenges may be
- To make clear the connection between curriculum, pedagogy, assessment, adaptation, literacy and professional development.
- To support the mission, vision and values of the school: inspire, aspire, excel.

Roles and Responsibilities

The Governing Body has a statutory duty:
- to monitor that the processes are in place and that the school is addressing students' needs.

The Senior Leadership Team is responsible for:
- Ensuring that staff use this framework
- Reviewing the framework in light of new research into how students learn which would have an impact on pedagogy.
- Ensuring the monitoring process of teaching and learning takes place at the planned times.
- Ensuring staff are informed about the monitoring process in reasonable time: the time it will take place; the form that monitoring will take; the relevant documents to be completed.
- Identifying where development is needed.
- Ensuring staff can access appropriate CPD including instructional coaching to develop their pedagogy.

Subject leaders are responsible for:
- Ensuring that the key principles behind the teaching of the curriculum are understood by all teachers including ECT, non-specialist and supply teachers in the subject area.
- Ensuring that all teachers including ECT, non-specialist or supply teachers have good subject knowledge.
- supporting the work of teachers in their subject.
- ensuring that schemes of work are being followed and that the rationale behind the long term plan and each scheme of learning is fully understood.
- Ensuring that subject teachers know the core knowledge or vital learning that pupils need to grasp to be successful in the next stage of their learning.
- monitoring the quality of learning in their subject through lesson visits, work scrutiny, pupil voice and appraisal observations.
- Providing informal feedback to their subject teachers following monitoring processes.

Class teachers are responsible for:
- ensuring high quality teaching meets the needs of the wide range of learners in their classrooms.
- Engaging with this framework to understand the key principles which underpin effective teaching.
- Readily engage in CPD to identify where they can develop their own practice to deliver an outstanding learning experience and outstanding outcomes.

Curriculum

Our curriculum is the starting point for all our thinking about teaching. We need to ensure the alignment of intended learning outcomes with pedagogical choices and then assessment. Our curriculum therefore:

- has, as its starting point, the needs of learners: their prior knowledge, cultural capital, literacy, and any additional needs inform curriculum planning.
- Builds on the National Curriculum programmes of study.
- Needs to be ambitious, rich and challenging.
- Describes a novice to expert journey and prepares learners for the next phase of their learning or career.
- Needs to be delivered by teachers with deep and connective content knowledge – especially the ways in which ideas in their subject domain are related.
- Needs pedagogical content knowledge (PCK) to support effective sequencing, the planned reactivation of prior knowledge, and coherence.
- Needs teachers to understand the didactic potential of tasks, standard explanations, models and analogies.
- Allows teachers to access high quality materials.
- Needs knowledge of student thinking, in particular misconceptions, typical errors, and student strategies
- Includes disciplinary literacy within subject domains.
- Teaches knowledge components before composite skills within subject domains.
- Needs to be accessed by all pupils including pupils who are disadvantaged and those with SEND.

Pedagogy

We understand that explicit teaching, using systematic, step-by-step instruction is highly effective. Students need both direct instruction and, when appropriate, experiential activities to succeed in the modern world.

- Decisions about pedagogy need to be made in response to a well-planned curriculum: what do I need my pupils to know by the end of this lesson/sequence? What do my pupils already know? How will I activate prior learning? How will I introduce new knowledge and ideas? What resources will I need? How will I design tasks with didactic potential? What worked-examples and scaffolding will my pupils need?
- Classrooms need to be positive, predictable, orderly and motivating: anticipate and prevent antecedents and signal awareness to students.
- At the 'novice' stage, new ideas need to be presented and communicated clearly and be connected to prior learning to support pupils in developing schema - through examples and/or non-examples, through modelling and scaffolding.
- Be aware of cognitive load and avoid overloading pupils' working memory and present new information in small steps.
- Pull away support (scaffolding, models) as pupils move towards becoming more 'expert' learners and are expected to work more independently.
- Questioning and dialogue are essential to promote connected, flexible thinking in which all pupils take part: create high expectations for participation and engagement by using 'cold calling'/think pair share/pose, pause, pounce/snowballing strategies. Avoid a 'hands' up approach which allows pupils to be passive and disengaged.

- Include effective strategies for teaching disciplinary literacy: domain specific speaking, reading and writing and vocabulary instruction.
- Use high-quality (including live) assessment to evidence learning and inform teaching.
- Give high-quality and actionable feedback to guide pupils' learning.
- Give students tasks to embed, reinforce and practise learning until it is fluent and secure and can be retrieved and utilised with automaticity.
- Ensure that 'once-learnt' material is reviewed and revisited through daily review and 'spaced retrieval' activities to embed it in long term memory.
- Help students develop metacognitive strategies for your domain so that they can plan, monitor and regulate their learning to progress to more independent learning as they develop knowledge and expertise.
- Design or select tasks that present levels of difficulty for students and promote deep rather than surface-level thinking.
- Remember that 'engagement is a poor proxy for learning' (Coe) and performance in a lesson does not mean something has been learned.

Literacy

Disciplinary literacy is the responsibility of every teacher. Every teacher communicates their subject through academic language. Reading, writing, speaking and listening are at the heart of knowing and doing in every subject. We will therefore:

- Provide targeted vocabulary instruction in every subject, prioritising Tier 2 and Tier 3 vocabulary and considering the academic language to teach when curriculum planning.
- Develop students' ability to read complex academic texts, promoting comprehension through active engagement with their reading including reading strategies in pedagogical approaches and using effective support in developing independence.
- Break down complex writing tasks: model text, shared reading, planning, shared writing, monitoring and evaluation using approaches such as collaborative and paired writing to support and motivate students.
- Combine writing instruction with reading in every subject, teaching students to recognise features and conventions within subject-specific genres and teaching spelling, grammar and punctuation explicitly with a focus on meaning.
- Provide well-structured and guided opportunities for structured talk, using modelling and key vocabulary.
- Provide high-quality literacy interventions for struggling students: use assessment to match students to interventions in a tiered model of support and monitor the impact.

Assessment of learning and feedback

We focus on the use of assessment to support learning rather than the measurement of performance to establish standards or to test outcomes.

It is important to acknowledge the workload challenge of assessment and feedback and to be aware of it as a potential opportunity cost. Too often assessment is viewed as backward looking ("the post-mortem rather than the medical").
- The main purpose of assessment for teachers' day to day practice is to elicit the extent to which pupils can understand, remember, and apply what they have been learning. This is not necessarily done through marking written work: relying on this method alone will not be effective.

- Skillful questioning in the classroom gives teachers insight into how much pupils have understood and retained what we have taught them and the extent to which they can make connections and deepen their understanding e.g. hinge questions.
- Feedback is a crucial component of high-quality teaching, and needs to follow high quality instruction, be appropriately timed, and focus on moving learning forward.
- To create an effective feedback loop, pupils need to be receptive to feedback and have opportunities to use it.
- Effective feedback is more likely to move learning forward if it focuses on either task, subject or self-regulation strategy and less likely to impact on learning if it is personal e.g. "great work – you're good at this".
- Written feedback can be effective if it follows these important principles, but general and vague remarks or person-centered remarks are unlikely to be effective.
- Verbal feedback should also follow the principles of high quality.
- Feedback can be delivered to a whole class, specific groups or individuals and it can be delivered during a lesson, immediately after a lesson or sometime after a lesson.
- Self and peer assessment are powerful forms of feedback when properly introduced and supported with clear rubrics.
- It is helpful for parents to understand how and why you are assessing learning: they may have different expectations for the way teachers respond to pupils' work.

Adaptive and inclusive teaching

"Instead of seeing a pupil whose needs require individualised provision, consider if their need is simply highlighting a deficit in your universal provision… would addressing this deficit benefit the majority of pupils?" (*Nicole Dempsey, Assistant Principle at Dixons Trinity Academy*)

- We now use the phrase adaptive teaching rather than differentiation as this latter expression implies a need to create something different for a child with additional needs.
- Pupils with SEND should have the same access as their peers to qualified and experienced teachers.
- Adaptive teaching can involve changes to practice that don't necessarily increase teacher workload.
- Flexible grouping, reteaching content, scaffolding, and TA support are all examples of adaptive teaching.
- It is important to think carefully about the role of TAs to support adaptive teaching: pupils with SEND need good access to subject specialists.
- The instructional strategies in the ITT, CCF and the ECF all benefit pupils with SEND e.g., avoiding working memory overload, giving clear explanations, using modelling, and worked examples, guided practice etc. These all need to be incorporated into our universal teaching.
- Scaffolding techniques such as modelling and "think aloud" help targeted pupils, as does intentional work on key vocabulary and pre-teaching content.
- For pupils who need more specialist support use the graduated approach: assess, plan, do review.
- The pupil and parents are key stakeholders – engage and empower them to have responsive roles.

Independent learning (Homework)

The subject of homework inspires strong opinions. Often the views of teachers, parents and students are diametrically opposed. Evidence suggests that homework is most effective when it involved practice or rehearsal of something already taught and benefits older high ability students more than students with low

prior attainment. Careful thought needs to be given to the setting of independent learning for pupils whose homes are not easy places to learn in.

- Students should not be exposed to new material for home learning unless they are expert learners.
- Complex open-ended tasks are often completed least effectively.
- Short, frequent tasks closely monitored by teachers are more likely to have greater impact.
- The 5 fundamental characteristics of good homework: purpose, efficiency, ownership, competence and motivating.
- It is important to make the purpose of an independent learning task clear to pupils and their parents e.g. preparation, practice, rehearsal, consolidation, application of learning, memorization.
- Thought should be given to leveraging the best parental support for home learning through effective communication.
- It is also important to plan to provide specific and timely feedback to students on their home learning.
- There is a crucial link between home / independent learning and the development of metacognitive and self-regulatory strategies within subject domains.

Professional Development

The development of teachers' knowledge, understanding and skills is crucially important. Without careful attention to the development of teachers the principles of high-quality teaching set out in this framework cannot be achieved.
- Effective PD focuses on building knowledge, motivating staff, developing techniques and embedding practice.
- Building knowledge involves revisiting prior learning, and managing cognitive load.
- Motivating staff involves agreeing on goals, presenting credible information (from research and from in school analysis), and providing affirmation and reinforcement.
- Developing teaching techniques can be done through instruction, social support, modelling, rehearsal, and feedback. There is strong evidence that instructional or dialogic coaching is effective.
- Embedding practice involves providing prompts and cues, action planning, monitoring and context specific repetition.
- Developers of CPD should ensure that these mechanisms are strong elements of their design.
- Any PD should be designed to fit in well with the school routine and within teachers' time constraints.

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Monitoring Programme

Rationale

The monitoring system needs to fulfil a number of purposes:

1. To maintain and develop the high standards and methodologies in teaching and learning: the quality of the learning experience of pupils in the classroom; schemes of learning and lesson planning; the quality of assessment; the quality of marking and feedback.
2. To dovetail with appraisal.
3. To inform the CPD programme for teachers and allow the continued development of support packages.
4. To provide accurate information about standards of teaching and learning on a regular basis.
5. To provide accurate information about the curriculum that students learn.

To that end, the monitoring process should be rigorous, but not be burdensome to staff. It must fit in with the workforce reform agreements and the expectations of teachers' roles within school.

Detail

Monitoring activities will be on the school calendar and will take the following 2 forms:

1. **Classroom observation**
   - 2 observations lasting approximately 30 minutes. One in the Autumn term and one in the Spring term. For the academic year 2023-2024, these will be completed by the appraiser, but they are not linked to performance management.
   - Feedback will be collated on MS forms to inform CPD and provide overview of strengths.

Learning Walks by other staff will take place as part of school development but are not part of the monitoring process.

Where there is cause for concern regarding a teacher's performance, a support plan may be put in place by the Senior Leader in charge of Teaching and Learning.

Recording of the information will be managed by the senior leadership team.

Subject Leaders and their link member of SLT will meet formally on a termly basis to review teaching and learning in the department.

2. **Departmental review**

The departmental review will be carried out by the Assistant Headteacher: Teaching and Learning

It will involve:
- A discussion on the impact of the curriculum - the external outcomes for the subject
- A discussion on the departmental improvement plan
- A discussion on the intent of the curriculum in the subject area
- Lesson visits
- Work scrutiny ⌐ Curriculum

- Pupil voice.

Please see appendix for the Teaching and Learning Observation document.

UVHS Blended Learning

If there is a situation in which pupils are required to work from home again, this framework is to provide direction for when blended learning is required.

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Aim:
1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.

2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

1. Ensure that teaching/delivery/assessment **staff are timetabled to support blended learning** when learners are working remotely.

   - This will link to the timetable that the centre puts in place for any blended learning.
   - MS Teams will be used to support this and pupils will have access to lessons and lesson resources through the Files section. Additionally, some departments may use MS Class Notebook for this.

2. Ensure there is a process to **manage feedback** on assignments, questions are constructively answered, and feedback is provided in a timely manner.

   - This will link to the departmental Assessment Plan.
   - Departments will be clear about how work is to be submitted and this may well be through MS Class Notebook.
   - Feedback will be timely, as per the Assessment Plan.
   - Pupils will be given the stated time to resubmit their work if required.
   - All assessment and feedback will be clearly recorded.
   - Clear records will need to be kept as it is anticipated that both staff and pupil absence will have an impact here.

3. Ensure the **setting of assignments** is undertaken in the face-to-face sessions and that deadlines are clear.

   - In the event of face-to-face sessions not being available in school due to Covid restrictions We will deliver this live on Teams. A recording of this will be available for students to access.
   - Deadlines will be as the assessment plan and will be clearly communicated.

4. Ensure that when learners **submit work** measures are taken to ensure the work is authentic and has been completed by the learner.

   • Work should be compared to earlier work submitted by the pupil and discrepancies dealt with accordingly.

5. **Maintain and store securely all assessment and internal verification records** in accordance with Pearson Centre Agreement.

   • This will be linked to departmental preference and could be stored on MS Teams or MyBtec.