

KIRKBURTON MIDDLE SCHOOL

**TEACHING**

**AND**

**LEARNING POLICY**

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| **Signed** |  |
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At Kirkburton Middle School (KMS) the quality of teaching and learning are central to everything we do. Our aim is for all pupils to achieve their potential therefore this is a key policy which is evidence-based focussing on the ideas of Dylan Wiliam (Embedded Formative Assessment) and the most effective practice as identified by the Education Endowment Foundation.

Developing a positive, ‘Growth Mindset’ (Professor C Dweck) permeates our teaching and learning i.e. focussing on: current brain theory; the power of ‘yet’; the process of learning and understanding rather than just outcome; never giving up; and ‘growing our brains’ through learning from mistakes.

1. **Aims:**

1.1 To ensure that all lessons are consistently good, and frequently outstanding’, within the school.

1.2 To assist pupils in becoming highly effective learners.

1.3 To assist teachers in developing their professional skills by providing a mutually understood framework that focuses on a small number of foci.

1. **The KMS 4 Strands of the improving teaching strategy:**

2.1 Clarifying, sharing, and understanding learning intentions and success criteria.

2.2 Eliciting evidence of learners’ achievement.

2.3 Providing specific feedback that moves learning forward.

2.4 Activation of pupils as owners of their own learning.

1. **Frameworks to assist staff in the delivery of good or better lessons:**

3.1 Experienced practitioners are available to work developmentally, in a supportive manner, with any member of staff who requests support in their teaching.

3.2 Regular Teaching and Learning meetings are calendared (and the method of their organisation reviewed annually to ensure the most effective deployment of time) to provide time for staff to discuss and reflect on the most effective practice.

3.3 Staff are aware of other policies that support the development of good or better lessons such as

the behaviour policy.

3.4 Data for all groups and individuals (Pupil Premium, Most Able, ethnicity, gender) is easily available to staff to aid planning of lessons.

3.5 The school VLE and shared network have a large number of constantly developing resources to

support staff developing their expertise in particular areas.

3.6 Regular feedback to staff from SLT, SENCo and CLs on lessons identifying strengths and areas for improvement in their lessons.

3.7 Staff have access to the KMS lesson planning guidance (Appendix 1) to support the development of effective lessons.

3.8 Staff have the option to use one of the lesson planning examples to ensure their teaching is as effective as possible to summarise the lesson. This assists the teacher to easily identify specific groups of pupils and plan for differentiated work and a personalised curriculum where necessary.

3.9 Staff all have access to the lesson observation forms on the Curriculum Drive which helps a teacher understand the foci of observations.

3.10 Staff have access to the KMS Learning Intentions and Success Criteria guidance document to support effective practice (Appendix 2).

3.11 Staff have access to the guidance on effective questioning techniques (Appendix 3) to focus on high impact lessons.

3.12 A department review will be conducted every year. As part of the process each department will identify and disseminate best practice and to receive feedback on the quality of teaching seen. They will also evaluate progress and attainment of specific pupils, groups and cohorts. This will assist in the creation of a Subject Action Plan for the team going forward.

1. **Monitoring of the policy:**

4.1 All teachers have appraisal targets that link directly to the 5 strands.

4.2 Annual department reviews ensure an accurate profile of the teaching staff is maintained allowing strengths and areas for improvement to be identified.

4.3 SLT will do regular ‘drop in’ sessions around the school, supported by more formal lesson observations.

4.4 Pupil voice work is used at class, department and a whole school level to establish pupil perceptions at various points over the year

1. **Pupil Behaviour for Learning**

**Pupils will always try their best to:**

* + Comply fully with the school ‘Behaviour Policy’.
  + Wear the correct uniform
  + Come to school ready to learn with all necessary equipment
  + Work hard in lessons
  + Attend regularly, be punctual
  + Keep school and class rules
  + Complete all homeworks set
  + Read regularly and return books to school
  + Take home letters, notes and reports from school and give them promptly to parents or carers
  + Talk with parents, carers or teachers about any worries in school

**Parents/Carers will always try their best to:**

* + Take an interest in what their child is learning and offer help and support at home
  + Praise their child for effort, good work and behaviour
  + Make every effort to make sure that their child attends school regularly and on time
  + Inform school before 10.00 a.m. or as soon as possible about any absence and the reason for it.
  + Encourage their child to read regularly
  + Make sure that materials borrowed from school are returned
  + Tell school about anything which might affect their child’s work or behaviour, working with school to resolve any issues
  + Ensure pupils wear the correct uniform at all times
  + Ensure pupils travel to and from school sensibly and safely, representing the school well.

**School will always try its best to:**

* + Provide a broad and balanced curriculum that challenges and motivates pupils
  + Tell parents about the work their child is doing
  + Inform parents as soon as possible if their child is absent without an explanation from home
  + Treat all pupils fairly and with respect
  + Maintain a standard of behaviour that creates a safe and caring environment for everyone
  + Keep parents informed about arrangements for homework and consult them if changes are planned.
  + Set homework regularly in accordance with our timetable (Maths, English, Science weekly; Foundation subjects set more extended pieces when it is appropriate to the module studied)
  + Provide suitable materials and advice on homework and how to help with reading.
  + Make sure that parents have information about their child’s progress and behaviour
  + Arrange for parents to discuss their child’s progress and set targets for the future
  + Listen to concerns and do our best to help.

This policy will be reviewed biennually.

**Appendix 1 - Lesson Planning Guidance**

The purpose of planning is to ensure our teaching is as effective as it can be for every child. The planning should focus on the learning taking place and how each child is going to learn. It should not focus on the activity or content to be delivered, these would normally be found in the Scheme of Learning.

In planning we are looking for:

1. Effective Learning Intentions and Outcomes based upon Bloom’s New Taxonomy e.g. ‘Describe’/’Explain’/’Analyse’ or ‘Describe’/’Explain’/’Compare’ statements etc. (see Appendix 4: Learning intentions v success criteria and Appendix 5: Why do we question pupils?)
2. A synopsis of the learning activities and key vocabulary
3. Key questions and the focus of assessment in the lesson
4. The abilities and specific needs of each child (class records of attainment, progress and targets; IEPs; identification of targeted groups/individuals etc) and what you are doing to meet those needs. This may be annotated on planning
5. Seating plans identifying targeted groups or individuals

Planning starts with the long and medium-term planning written by Curriculum Leaders. This may already provide sufficient information for 1 and 2, and to some extent 3. You only need to present this in the format given by the Curriculum Leader – do not transcribe anything unless this is what you would normally do as part of your planning and preparation.

You do not have to use the weekly lesson planning format if you have other planning systems/formats which cover the same requirements. The ‘5 Minute Lesson Plan’ can be highly effective as an alternative.

If the lessons are on powerpoint or notebook files etc. you just need to add anything that is missing or write these in your planning systems e.g/. levelled learning outcomes; hinge questions, differentiation etc.

However, the key questions (3) you may be planning for in the lesson will probably have been determined by the previous learning.

Points 4 and 5 will not be included in schemes of learning and should be in your planning file(s)

‘Teacher Planners’ are used quite differently across staff. These may be used extensively or simply as an aide-memoire. **REMEMBER – the whole purpose of the planning is to make the learning as effective as possible, it should not be a paper exercise.**

**Appendix 2 – Learning Intentions and Success Criteria**

**Learning Intentions and Success Criteria**

**The intentions of this document are:**

* 1. To encourage reflection and discussion about learning intentions and success criteria in our teaching.
  2. To contribute to a common understanding of what we mean by ‘learning intentions’ and ‘success criteria’.
  3. To contribute to improving the standard of teaching through the consistent use of high quality learning intentions and success criteria by all teachers.

**What are Learning Intentions?**

Designing high quality lesson intentions is one of the most important elements in planning a good lesson and any successful lesson will be driven by these intentions. The diagram below suggests why intention-led lessons are so important.

Clear learning

Support effective

plenaries

Help teachers identify the

most effective activities

MORE

Focus assessment and

feedback

Help maintain focus in a lesson (e.g.

in questioning)

Mean students understand

what they are learning / what

they are trying to achieve

Clear learning intentions

It is essential that lesson intentions are:

* + - Made **visual**
    - In ‘pupil-friendly’ **language**
    - **Explained** fully to the pupils
    - Relevant to your **starter**
    - Referred to regularly **throughout** the lesson
    - Reviewed in your **plenary**

Ideally, if an observer asked pupils in your class, they would be able to explain what they are trying to learn and why. Your questioning and explanations will be focussed on the learning intentions of the lesson and the activities you set will all help pupils to meet the intentions.

**Intentions vs Success Criteria**

In planning lessons, we should consider the distinction between:

1. Lesson **intentions** (What will the pupils be learning?)
2. Lesson **Success Criteria** (How will achievement be demonstrated by the pupils?)

N.B. When considering the difference between intentions and success criteria, some teachers find it helpful to think in terms of **WALT** (We Are Learning To...) and **WILF** (What I am Looking For...)

In planning, teachers should decide what they intend the pupils to learn and *then* plan the activities that will support this learning. They should then review the learning outcome to assess learning versus the learning intentions.

**Different kinds of learning intention**

**Learning intentions can and will, often, focus on a combination of knowledge, understanding and skills.**

E.g. *Understand how to perform the front landing and be able to place it effectively into an advanced routine* (PE) is about both understanding and skills. Different subject areas may use the different kinds of learning intentions to a greater or lesser extent.

**Learning intentions that focus on knowledge:** The design of learning intentions around knowledge starts with the answer to the question: What do I want pupils to know? E.g.

* Know the numbers 1 to 10 (French)
* Know what the term ‘abrasion’ means (geography)
* Know the names of the planets in our solar system (science)
* Know the rules that relate to ‘off-side’ in netball (PE)
* Know that a gamelan composition has many layers that all stem from the central ‘balungan’ (Music)

**Learning intentions that focus on understanding**

The design of learning intentions around understanding starts with the answer to the question: What do I want pupils to understand? Understanding involves *processing* information in some way, so it involves more than just ‘knowing.’ E.g.

* Understand the process of deforestation (geography)
* Understand how indices are used (maths)
* Understand the position of adjectives (French)
* Understand that the further a planet in our solar system is from the Sun, the colder it is (science)
* Understand how to outwit an opposing basketball team that attempts to play ‘man-to-man’ defence (PE)
* Understand how a gamelan composition is put together, with many layers that all stem from the central ‘balungan’ (Music)

**Learning intentions that focus on skills**

The design of learning intentions around skills starts with the answer to the question: What do I want pupils to be able to do? E.g.

* To be able to write persuasively (English)
* To be able to add fractions (maths)
* To be able to talk about myself and my family, using just a few notes (French)
* To be able to use a scientific model to describe scientific ideas (science)
  + To be able to consistently perform the groundstroke in tennis (PE)
  + To be able to perform an original piece of gamelan music, as part of a small group (Music)
  + To be able to write a basic program to that will allow users to type in a response to a prompt (IT)

**Learning intentions that focus on attitudes and values**

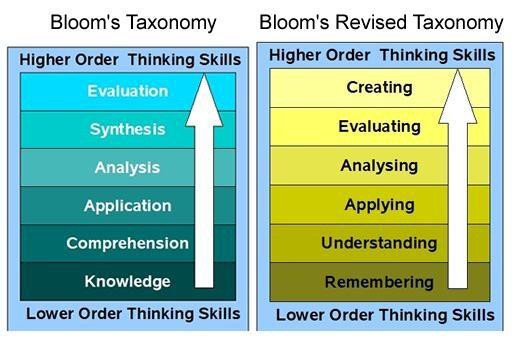
The design of learning intentions around developing attitudes starts with the answer to the question: What do I want pupils to develop or be aware of?

A teacher may have several learning intentions for a lesson that include one about knowing, one about understanding and one involving a skill. The important thing is for the teacher to be crystal clear about she/he wants pupils to learn – and for these intentions to be appropriate and challenging for the pupils to whom they refer - and to then design learning activities that enable pupils to achieve those learning intentions. The intentions come before the activities.

We are learning to:

* **know that** … (knowledge: factual information, e.g. names, places, symbols formulae, events)
* **understand how / why** … (understanding: concepts, reasons, effects, principles, processes, etc.)
* **develop / be able to** … (skills: using knowledge, applying techniques, analysing information, etc.)
* **develop / be aware of** … (attitudes and values: empathy, caring, sensitivity towards social issues, feelings, moral issues, etc.)

Learning intentions may also focus on how pupils learn (e.g. ‘to appreciate how peer assessment can help you to improve your own work’).

When setting intentions (and/or the learning outcomes), consider the level of challenge they contain and try to avoid too many lessons being purely focussed on learning facts. Bloom’s Taxonomy can be a useful tool when thinking about how to introduce a greater level of challenge into lessons. Ideally, we should be aiming to set intentions (and/or the learning outcomes), towards the top of the scale as often as possible.

* + - more complex thinking
    - more than one answer possible



* less complex thinking
* one correct answer

**What are success criteria?**

Success criteria summarise the key steps the pupil needs to take or the key ingredients the pupil needs to provide in order to meet the learning intention(s) – the main things to do, include or focus on, in

completing the work set. A common and pupil-friendly way of teachers introducing success criteria to pupils is by using **W.I.L.F. – ‘What I’m looking for…’**

**Why are success criteria important?**

* They improve pupils’ understanding of how they can make progress by enabling them to see where they are in their learning and what they need to do to improve.
* They empower pupils and encourage independent learning - ‘I can take charge of my own learning, because I can see where I am going and I can check how I am doing on the journey!’
* They enable the teacher or a peer to provide quality feedback (against the success criteria)

**Effective use of success criteria in lessons**

Throughout the lesson, **success criteria** should be shared with pupils so that they always know what they need to do in order to demonstrate success. Success criteria should:

* + be based on the **intentions**
  + shape the teaching and modelling and provide the **pupils’ focus** while they are working
  + are specific to an activity
  + are discussed with pupils prior to undertaking the activity
  + provide a scaffold for pupils while they are engaged in the activity
  + are used as the basis for **feedback** and peer-/self-assessment.

Displaying success criteria can provide a **visual prompt** for pupils and teachers during the course of the lesson or sequence of lessons.

It can also be very useful to **involve pupils** in setting the success criteria. For example, ask the pupils ‘what will you need to do to demonstrate to me that you have met the intentions for this task/lesson?’

**Example 1 of success criteria**

Learning intention: *We are learning to* be able to write a narrative Activity: Write a ghost story.

Success Criteria (What I’m looking for…): I will be successful if I -

* set the scene in the opening paragraph;
* build up tension/suspense;
* use spooky adjectives and powerful verbs; and
* end with a cliff-hanger.

**Example 2 of success criteria**

Learning intention: *We are learning to* present an argument

Activity: Write an essay for or against pupils wearing school uniform

What I’m looking for...

* Include an opening and a closing statement
* Give at least 3 reasons for and 3 reasons against school uniform
* Outline your own view of school uniform
* Use evidence to support your own view
* Use language to persuade

**Key recommendations for teachers**

1. We use the term ‘learning intentions’ (in our planning and in our discussions with colleagues) rather than terms such as learning objectives or objectives
2. When we use the phrase learning intentions, we mean what we want pupils to know/understand/be able to do as a result of our teaching. When we introduce learning intentions to pupils, we use the phrase ‘We are learning to…’
3. We design the learning intentions first
4. We devise success criteria to clarify the path to the learning intention
5. We then decide on specific activities pupils will do, in order to achieve the learning intentions and meet the success criteria

**Appendix 3 - Why do we question pupils?**

###### To make pupils think

* **assess** their level of understanding/progress/attainment
* To **challenge** them by:

###### deepening their understanding by asking them higher order questions.

* + extending their understanding by linking existing knowledge with new situations.
* To **identify their** misconceptions, so these can be addressed

#### Asking challenging questions

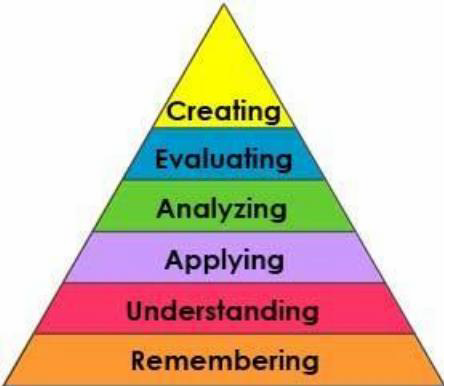
Asking challenging, higher-order questions is far more effective in promoting learning than asking closed questions., especially when all of the pupils feel that the question is for them to answer, so they are obliged to think..

We must move away from the IRE system (Initiation, Response, Evaluation), and think more carefully about how we ask questions and how we respond to pupils’ responses. A more effective way to elicit evidence of learning is to use a more open question together with the **POSE, PAUSE, POUNCE, BOUNCE**, method. In this method, the teacher **poses** a question to everyone, **pauses** to allow pupils time to think, **pounces** on one pupil (keeps them on their toes) and then **bounces** that pupil’s response onto another pupil.

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| ***Example 1***  *Teacher: How many sides does a hexagon have?* ***(Initiate)*** *Pupil: 6?*  ***(Response)*** *Teacher: Well done.*  ***(Evaluate)*** | **Example 1 Reframed using PPPB method.** Teacher: How might you describe a hexagon? Pupil: It’s a shape with 6 sides  Teacher: (to second pupil) How far do you agree with that answer?  Depending on the answer of the second pupil – the line of questioning could continue –   * Is the first answer completely right? * How could we improve the question? * How could we make the answer accurate? |
| **Example 2 Using 'Ask, think, discuss, agree' ATDA method**  Alternatively, pupils can be presented with a challenging question and then asked to consider a response. Before taking an answer the teacher then asks the pupils to share the answer with a partner and then a larger group. The teacher could also the group to decide together on the best answer and be prepared to share with the class.  *Teacher:* Think for a moment and suggest a reason why is alpha radiation relatively safe outside the human body? *Teacher after a few seconds:* Share this idea with the person next to you. Do you agree with each other's suggestion?  *Teacher after a few more seconds:* Discuss the question as a table and try to come up with an answer you all agree on. | |

## Lower order questions

Remembering

* + *What did we say a noun was?*
  + *What’s the symbol for sodium?*
  + *What’s the formula for working out area?*

Understanding

* + *Which note is higher?*
  + *Which words tell us that the character is sad?*
  + *What happened to the salt when we added it to the water?*

## Higher order questions – (These are the kind that will promote deep learning!)

Applying

* *Given what you have just learned, how could you devise a better way of doing this experiment?*
* *How might you use this technique to solve this (another) problem?*
* *Use your understanding of changes of state to explain how the water cycle works.*

Analysing

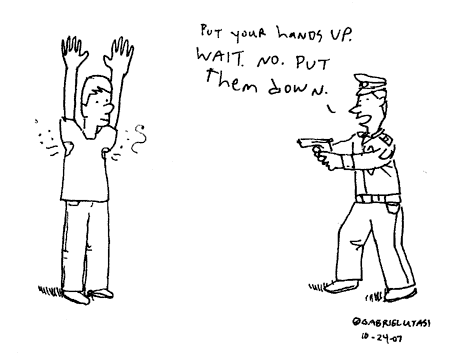
* *Why did this event in the match prove to be the turning point?*
* *What would we need to know about geology and chemistry to understand the industrial development of Stoke- on-Trent?*
* *What features of the writing work to increase the tension in this chapter?*

Evaluating

* *How accurate were the measurements in the experiment we have just carried out?*
* *How well does this piece of music create the sense of anger?*
* *What are the characteristics of this material that make it worth considering for this purpose?*

Creating

* *Write a “Ten commandments” of good design.*
* *Re-present the information in the text as a diagram.*
* *Compose a piece of music of your own to convey one of these emotions…..*



**Increase pupil participation**

Effective questioning ensures all pupils think and respond. Some ways to achieve this are:

* + Establish a ‘**no hands up rule’ except to ask a question**
  + Use directed questions to individual pupils
  + Use random questioning techniques. Name generators, lollipop sticks, cards etc.
  + Increase wait time before taking a response
  + Collaboration time (“discuss for one minute”)
  + Ask all pupils to consider the response before you ask

for the answer... **POSE, PAUSE, POUNCE, BOUNCE** A six year study by Mary Budd Rowe in 1974 revealed the mean

#### Allow thinking time

Good questioning techniques allow plenty of time for pupils to think before they respond to the question. For example:

* Pose question the question, ask pupils to think and allow several seconds before taking a response.
* Ask pupils to write their response on rough paper, post it notes, mini whiteboards, or in the back of their book.

wait time before allowing a response to a question was

0.9 seconds.

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| **Questioning succeeds when....** | **Questioning can fail because...** |
| * all pupils get a chance to answer (no hands up!) * pupils can see how others are thinking. * teachers gain information about pupils’ thinking and their learning. * pupils have time to consider their answers. (plenty of wait time) * pupils have time to discuss and follow up on their answers. * pupils feel safe to answer. * Pupils are comfortable with making mistakes * questions stimulate more questions. * questions stimulate thinking. | * there are too many closed, low-level questions * teachers mainly see their questions as a means of ‘getting the right answer’ from one or two pupils, so they can move on * questioning techniques are inappropriate for the material. * there may be an unconscious gender bias. * there may be an unconscious bias towards most able or more demanding pupils. * levels of questions might be targeted to different abilities inappropriately. * pupils don’t have enough thinking time. * Pupils don’t have any idea as to whether they are the only ones to get it wrong/right. * Pupils fear making mistakes and being seen by their peers to be ‘wrong’. * questions are too difficult or too easy. |

**Summary**