



<b>TEACHING AND LEARNING POLICY</b>	
<b>PERSON RESPONSIBLE FOR POLICY:</b>	JASON FRASER
<b>RATIFIED</b>	24 <sup>TH</sup> MAY 2021
<b>REVIEW DATE</b>	<i>MAY 2022</i>
<b>LINK POLICIES</b>	BEHAVIOUR AND ETHOS

## 1. Aims of the teaching policy

1.1 Set the professional expectations for the delivery of quality first teaching

1.2 Support the ethos, values and culture of Sir William Stanier School

1.3 Structure the curriculum experience of every child

## 2. Curriculum Planning

2.1 Curriculum planning is a **leadership and management responsibility** at school and subject level.

2.2 Curriculum planning is the **appropriate sequencing of knowledge** over the 5-year secondary experience that connects the child's experience and prepares them for the post-16 world.

2.3 Curriculum shares the powerful knowledge that takes the child beyond their lived experience through **explicit instruction** with opportunity for **deliberate practice**.

2.4 Explicit instruction is all the core knowledge a child needs to learn presented in the simplest terms. It is very **specific information delivered directly**. The medium for deliver must be appropriate for the learning profile of the group. A child must be able to **extract knowledge and retain it**.

2.5 Deliberate practice is the opportunity to **apply the knowledge accurately**.

2.6 Curriculum is coherent to the specification.

## 3. Teaching: planning and delivery

3.1 All aspects of lesson structure across the school should be **applied consistently** by all adults in every setting.

3.2 Staff meet students at the door.

3.3 The lesson will be **correctly resourced** to support the needs of all learners and deliver quality first teaching.

3.4 Every lesson has a three (3) part structure.

3.5 Adaptations in delivery are expected in practical environments and are the responsibility of the subject leader.

<b>Retrieval (Quizzing)</b>	A minimum of 10 quiz questions. Keywords (Cues) must be visible. Feedback must be shared and explained. Responses must be improved in green pen.	Develops and extends subject specific language, raises levels of literacy and extends vocabulary.
<b>Presentation and delivery of new information</b>	A range of resources are used to secure the accurate knowledge and understanding of the subject.	Secures knowledge and understanding in a well-planned sequence and is linked explicitly to the curriculum plan.

<p><b>Assessment</b></p>	<p>Employ hinge questions that demonstrate a child has secured the knowledge.                  All students answer simultaneously.                  Question style short answer or multiple choice.                  (Quizzing should not be used in this phase)                  Feedback is provided.                  Improvements are made in green pen.                  Extended questions</p>	<p>Allows a child to demonstrate the expected levels of performance following a sequence of learning.                  Misconceptions are addressed.                  Knowledge is applied in practice.</p>
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3.5 Generic worksheets and resources that are not curriculum plan specific **should not be used** at any time at Sir William Stanier School.

3.6 Seating plans are statutory and within-class attainment grouping is used as the seating plan model. This should be evident in the plan.

3.7 Teacher position in the classroom is significant. Teachers should not deliver learning from behind their desks and should physically be proximate to the highest need learners in the room.

3.8 (Appendix 1) Staff follow the SWS Way none-negotiables in all learning environments.

#### 4. Student Progress - Books

4.1 A student's book should **demonstrate knowledge, show progress** over time and **reflect pride** in their work and the subject.

4.2 A student's book should demonstrate the content of the 5 Year curriculum plan.

4.3 A student's book is evidence of their 5-year experience in every subject.

4.4 Books are collated by teachers and are presented on desks with the student as part of every lesson. This departmental consistency is the responsibility of the subject leader.

4.5 In every lesson, the date and title are underlined, any addition sheets are glued in flat

4.6 All improvements are made in green pen.

4.7 At the end of every lesson all books are handed in flat/open and teachers stamp to acknowledge where the expected standard has been met. This ensures the teacher is satisfied with the quality of the work in the lesson.

4.8 Key subject vocabulary is highlighted by the student and checked by the teacher in every lesson to support the use of books as a long-term learning resource. This should be derived from prescriptive and explicit subject vocabulary lists.

4.9 Teachers are expected to challenge and intervene with every opportunity to improve levels of literacy.

4.10 The lesson plan should make sufficient time for the teacher to check student books to ensure the standards above are applied.

#### 5. Relationships and communication

5.1 Verbal and non-verbal communication used by the teacher must consistently support high standards, foster aspiration in the subject and promote the school's values.

5.2 Verbal praise is used authentically to correctly celebrate work produced at the expected level and above.

5.3 Vocal exposition is appropriate for the group and the individual child. Children are treated with dignity.

5.4 (Appendix 1) Staff follow the SWS Way none-negotiables in all learning environments.

## **6. Monitoring of subject and teacher performance**

6.1 Performance management and appraisal procedures will be applied consistent with the policies of The Learning Alliance.

6.2 Monitoring of subject and teacher performance is relative to available data, national teacher standards and observed practice.

5.3 Processes run throughout the academic year and are calibrated to address urgent concerns, support consistent standards and create professional learning opportunities that extend the teacher skill-set.

## Appendices

### A1. Staff non-negotiables:

A1.1 Staff follow the Behaviour and Ethos Policy (SWS Way) in all learning environments to ensure consistency, to remind and re-assure students of expectations and to promote the common language consistent with our values.

<p><b>Greeting and dismissing students at the classroom door</b></p>	<p>As students arrive at your classroom: Teacher language: ‘Good morning/afternoon/Hello nice to see you’</p> <ol style="list-style-type: none"> <li>1. Student arrives on time and full uniform - You look smart – well done”</li> <li>2. Student arrived on time but has uniform issues - Let’s look smart – tuck in your shirt, take off your outdoor coat/hoodie, put on your tie – always follow this request with Thank you</li> <li>3. Student arrives late and does not have a note – Welcome, I hope you’re ok – please take a seat. Address the punctuality once the student is seated and amend ATL to a 3</li> </ol> <p>As student leave the classroom: Teacher language: ‘Have a great day/Be amazing/Well done</p>
<p><b>Ensuring formal entry and exit of students</b></p>	<p>Students should enter the classroom, sit in their seating plan and be ready to begin the starter quiz. During this time spend the time thanking the students that are seated and prepared for learning. Student should leave the classroom once the room is tidy by standing behind their chairs in silence.</p>
<p><b>A formal start must be made to each lesson.</b></p>	<p><b>Retrieval (Quizzing)</b> – Teaching Policy Lessons must begin with a starter quiz that helps recall learning and sets the tone of the lesson.</p>
<p><b>Addressing the whole class and impart knowledge</b></p>	<p><b>When you want to address the whole class at the start of the lesson or silence them to impart knowledge/set next tasks use</b> "Tracking me, that means eye-contact, in 3, 2, 1" and continue to identify which students are now "tracking you". Only begin imparting information once you achieve eye-contact from all students.</p>
<p><b>Collective reminders of standards</b></p>	<p>‘I require you to be <b>present</b>’. Use this phrase to address off-task conversations that occur during your delivery.</p> <p>Students talking over each other or the teacher ‘I require you to be kind’ This phrase is most effective should a student talk over another student when they are sharing responses.</p> <p>Use of non-verbal cues.</p>

<b>Presentation and deliver of new information</b> – Teaching Policy	Deliver all new information whilst standing at the front. Seek eye contact from the students, using a quiet voice, with pace and intonation to sustain interest. Ensure information delivery lasts no longer than 1-2 minutes before targeting students for questioning or reflection.
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## A2. Literacy None-negotiables

### Promoting literacy:

What	How	Responsibility
Each member of staff needs to be an active role model and advocate for reading.	<ul style="list-style-type: none"> <li>• Poster on door about favourite book.</li> <li>• Reading book on teacher’s desk.</li> <li>• In each classroom small areas for bookcase and books</li> </ul>	AN/EJ Middle Leaders
Year 7-9 form time must include one day for class read with comprehension activities to show active reading.	<ul style="list-style-type: none"> <li>• Reading tree in each form room</li> <li>• 5 questions for class read.</li> <li>• Chosen by faculty – order new class reads –</li> <li>• Year 7, 8, 9 tutor English to lead class read and reading trees.</li> </ul>	AN/JRA/RSLs
All students will have one reading lesson per week in their English lesson SOL.	<ul style="list-style-type: none"> <li>• Selected books link to Personal Development</li> </ul>	EJ/AJP
Key Stage 2 Common Exception words used, referenced and tested.	<ul style="list-style-type: none"> <li>• Through form time and English to do regular spelling tests</li> </ul>	AN/EJ
Reading list by year group.	<ul style="list-style-type: none"> <li>• Each year group to have three reading books they should have read</li> </ul>	AN/EJ
Reading list by subject.	<ul style="list-style-type: none"> <li>• Each subject to have three reading books students should have ready</li> </ul>	EJ/Middle Leaders
Writing frames for each subject to use.	<ul style="list-style-type: none"> <li>• Writing frame for students to be successful at writing across all subjects</li> </ul>	AN/EJ

Reading homework	<ul style="list-style-type: none"> <li>Teachers to set tasks on reading – books, articles</li> </ul>	LBS/Middle Leaders
Year 7 Foundation	<ul style="list-style-type: none"> <li>All about me</li> <li>Handwriting pen licence</li> <li>Reading focus</li> <li>KS2 Common Exception words</li> </ul>	AN/SGB/CEP
Subject vocabulary list	<ul style="list-style-type: none"> <li>All subject to have a vocabulary list</li> </ul>	EJ/Middle Leaders

### In lessons

- All lessons must contain at least one fiction or non fiction text to be read by students.
- All lessons must contain opportunities for extended writing.
- Students must be given an opportunity to speak and listen to their peers.
- All work must be SPAG marked.

SP - for spelling error which staff must also spell correctly for the student in the margin.

C - for capital letter if missing. Circle around any area where punctuation is missing from.

Feedback to students about common words – e.g. beginning

- Improvement phase must show SPAG being improved as well as content.
- Key vocabulary must be defined and shared at the start of each lesson. All vocabulary must always be defined so students build a glossary in their books.
- Comprehension activities must be used to promote and model understanding to ensure knowledge building across the curriculum. Use opportunity for unpicking the text.