



Teaching and Learning Policy

Ratified: Pending

Review date: September 2023

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 Curriculum planning and lesson delivery are built upon the inclusive EEF 'Five A Day' model for effective teaching for SEND. Explicit instruction, metacognitive self-regulation and scaffolding support SEND students in accessing the full curriculum.
- 2.6 Deliberate practice is the opportunity to **apply the knowledge accurately**.
- 2.7 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 four (4) part structure.

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

4-Part Structure

Retrieval (Quizzing)	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.
Explicit Instruction	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.
Hinge Questions	Employ hinge questions that demonstrate a child has secured the knowledge. All students answer simultaneously. Question style short answer or multiple choice. Feedback is provided and misconceptions are challenged.	Provides in-lesson data which informs teaching, planning and instruction. This is 'Data Driven Instruction' at the class level.
Deliberate Practice	Employ hinge questions that demonstrate a child has secured the knowledge. All students answer simultaneously. Question style short answer or multiple choice. Feedback is provided. Improvements are made in green pen. Extended questions	Allows a child to demonstrate the expected levels of performance following a sequence of learning. Misconceptions are addressed. Knowledge is applied in practice.

3.6 Generic worksheets and resources that are not curriculum plan specific **should not be used** at any time at Sir William Stanier School.

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

3.8 Whole school coaching of 'Teacher Radar', 'Assertive Monitoring' and 'Individual Student Correction' should inform teachers' position in the classroom. Teachers should not deliver learning from behind their desks and should physically be proximate to the highest need learners in the room.

3.9 Staff follow the Sir William Stanier rewards and behaviours policy. Entry and exit routines are carefully planned and practiced in accordance to the 'Behaviour and Routines Minute by Minute Plans and Practice Labs'. (See Appendix 1)

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 Tier 3 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.

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

4.9 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 narrate the positive and should be present during 'Assertive Monitoring'.

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

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.

6.3 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. Minute By Minute Plan

Time	What are the leaders doing?	What are the teachers doing?	What are the students doing?
Who	SLT/ Subject Leads (SL)/ RSL	Class teachers (CT)	Yrs 7-11
Prior to lesson		<ul style="list-style-type: none"> CT ensure all relevant resources and materials are prepared and ready for the lesson. Ensure that any powerpoint or computer resource is loaded up (left in the background during other lessons if needed) 	
Start of lesson	<ul style="list-style-type: none"> Where possible SLT/ SL/ RSL on corridors to support management of corridor and entry to lessons. Narrating the positive 	<ul style="list-style-type: none"> CT from the middle of the corridor (see corridor MBM plan), welcome students individually by name into your lesson. CT direct students (positively) into the classroom, to collect any equipment required (from the runway), eg White Boards, pens, pencils etc... and to begin a starter task. <p><i>“Good morning, George, make you way in, collect any equipment you need, the starter task is on the board”</i></p>	<ul style="list-style-type: none"> Students to attend promptly to lessons Students to enter lesson positively and calmly, collecting any required equipment from the runway. Students to begin starter task
A few mins into lesson	<ul style="list-style-type: none"> Where possible SLT/ SL/ RSL on corridors to support management of corridor and entry to lessons. Narrating the positive 	<ul style="list-style-type: none"> CT follow final students into lesson. CT stand strong in front of class and remind students they must have collected any equipment required from the runway and should be completing starter activity. Keep scanning the room for compliance. Narrate the positive behaviours. <p><i>“Excellent James, I can see you have all the equipment needed and are completing the starter task”</i></p>	<ul style="list-style-type: none"> Students completing starter task, any student who have collected required equipment to collect them at this point.
		<ul style="list-style-type: none"> CT to deliver high quality lesson. 	
5 mins before end of lesson	<ul style="list-style-type: none"> Where possible SLT/ SL/ RSL on corridors to support management of corridor and entry to lessons. 	<ul style="list-style-type: none"> CT stands strong at front of class and asks students to pack away, explaining specifically how to pack away. “can all the books be on a pile on this desk, thank you” CT asks students to stand behind their chairs in silence <i>“Thank you for stand behind you chairs in silent”</i> Keep scanning the room for 	<ul style="list-style-type: none"> Students to stand behind chairs in silence when asked. On the bell students wait to be dismissed row by row and wait in silence.

	<ul style="list-style-type: none"> • Narrating the positive 	<p>compliance. Narrate the positive behaviours. CT check the classroom is tidy, rectify any issues that arise.</p> <ul style="list-style-type: none"> • CT reminds students in a positive manner the expectations and positively narrates the positive behaviours and success from the lesson. • CT slowly and quietly transitions from the front of the class to the door continuing to scan and monitor the room challenging any non-compliance. CT to check and rectify any uniform issues • CT remind students of the positive behaviour expected in the corridor and/or to their next lesson (walk quietly on the left at all times no running!) • CT stands in the doorway, when the bell goes, dismisses students in a single file row by row in silence. CT to manage the flow of students onto the corridor and narrate positives with reminders of corridor expectations. <p>“Have a good day, well done today! Remember to keep left!”</p>	<ul style="list-style-type: none"> • Exit the lesson in single file (Students leave orderly – “Thanks Miss/Sir!”) • Students to calmly and orderly leave the classroom and make their way to their next lesson or to break/lunch time. • Respond politely to staff in the corridors
<p>End of lesson</p>	<ul style="list-style-type: none"> • Where possible SLT/ SL/ RSL on corridors to support management of corridor and entry to lessons. • Narrating the positive 	<ul style="list-style-type: none"> • CT follows the last student out onto corridor. • CT to stand in middle of the corridor, adjacent to classroom door. Remind students to be walking on the left-hand side of the corridor and challenge no compliance. Narrating the positives • CT to remain in position until next group arrive (welcoming them) or until the corridor is clear at break/ lunch time. 	<ul style="list-style-type: none"> • Students to calmly and orderly leave the classroom and make their way to their next lesson or to break/lunch time. • Respond politely to staff in the corridors

*NB: The timings above are based on period 1.

