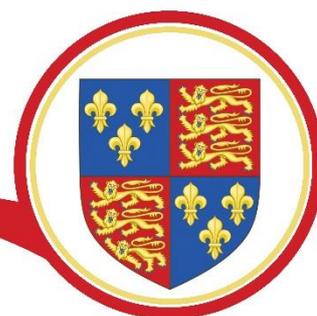


Queen Elizabeth High School



Teaching and Learning Framework



Vision

To challenge pupils to think, reflect and work hard in the pursuit of knowledge, through innovation and excellence in teaching and learning.

Curriculum – Intent (Teachers’ Standards (TS) 1b, 2b, 3a, 3b, 3c, 4d, 4e, 5d)

Our curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. Schemes of work are coherently planned and “sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.” All staff contribute to the creation, review and implementation of the school curriculum and vocational agenda to ensure that the curriculum delivers what it intends. The curriculum is clear and precise, outlining the knowledge and skills we want pupils to learn.

Delivery - Implementation (TS 4a, 4b, 4c, 4d, 4e)

Planning is a thinking process and teachers habits of thought are of fundamental importance. A teacher’s planning must consider what they want pupils to learn first before considering what they want pupils to do. Teachers are focused on the teaching and learning cycle, based on plan, do review (figure 1) to ensure that they are considering:

- Where are the pupils starting from?
- Where do you want them to get to?
- How will you know when they are there?
- How can you best help them get there?

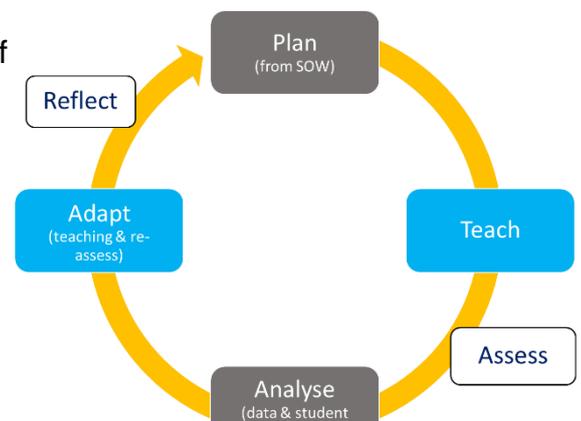


Figure 1 – Teaching and Learning Cycle

There must be evidence of medium- and long-term planning from schemes of work. We expect teachers to produce evidence of planning over time using the QEHS proforma. Schemes of work must be in place to support lesson planning and sequencing.

Lesson plans are a useful tool for recording cognitive thought and can be used by teachers for short term planning. The QEHS lesson plan proforma, teacher planner and 5-minute lesson plan are recommended.

Excellence in teaching and learning can take countless different forms dependant on the teacher’s personality and past experiences, the pupil’s enthusiasm, motivation and confidence, and the knowledge or skills being taught. Despite this educational research strongly suggests a number of key principles that result in effective teaching and learning, which include challenge, clear explanation, modelling, practice, questioning, feedback and scaffolding (Alison and Tharby, 2015; Roshenine, 2012).

Challenge (TS 1a, 1b, 2b, 4a, 4b, 4c, 5a, 5d, 6b, 6c)

Teachers must challenge all pupils to think, reflect and work hard in the pursuit of knowledge. They must have high expectations of all and believe that all pupils can achieve at the highest level based on their respective starting points. Despite the challenge it is imperative that pupils have high levels of success in their learning.



Explanation (TS 2b, 2e, 3a, 4a, 4b, 5a, 5b, 6b)

High quality teacher talk is one of the key ingredients to pupils achieving excellence. Explanations are tethered to pupil's prior knowledge and are delivered in short, manageable chunks for pupils to grasp. This avoids cognitive overload and allows pupils to master knowledge before moving on. Explanations are a two-way process, where teachers interact with those in front of them to continually shape their explanations to ensure they have the greatest impact.

Modelling (TS 2b, 3a, 4a, 5a)

In order for pupils to learn how to do something, they need to be able to watch the expert as they guide them through the process, step by step. Modelling, worked examples and teachers thinking out loud clarify the specific steps involved and provide high quality models that benchmark excellence in their subjects.

Practice (TS 2c, 2d, 2e, 4a, 4b)

'Practice makes permanent'. We must allow time for pupils to conduct quality practice to store new material in their long-term memory and to prevent overloading of pupils working memory. It is the role of the teacher to shape learning so that simple misconceptions and misunderstandings do not become immovable. Practice includes practice for fluency; where knowledge is established in the pupil's long-term memory, such as through quizzing and questioning on previous learning and deliberate practice; where pupils are involved in a healthy struggle that challenges them to meet or exceed the learning objectives.

Questioning (4a, 4b, 5a, 5b, 5d, 6a, 6b, 6c, 6d)

Planned, highly effective and targeted questioning will be used to deepen pupils' learning, recall prior knowledge and assess understanding, along with other assessment for learning strategies. Good questioning develops high levels of academic rigour and works to enhance the principles of explanation and modelling. Teachers embed a culture where simple or incomplete answers are not accepted and they dig deep for more using strategies such as: No-hands up/cold calling, giving pupils longer wait times, developing their own subject-specific question taxonomy and getting the pupils asking more questions.

Feedback (TS 2a, 2e, 6d)

The process of providing pupils with feedback is a key principle of learning. Pupils need to be provided with timely and precise feedback to keep them on track to achieving the learning goal and moving onto the next one. Feedback is rated as having one of the highest impacts on pupil attainment.

Scaffolding (TS 2b, 2d, 4a, 5a, 5b, 5c, 5d)

Scaffolds are temporary supports to assist learning. They can include modelling, teachers thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeships and should be removed, step by step, once pupil's develop greater confidence with new material.

These principles coupled with pedagogy founded in educational research, such as metacognition strategies, quizzing, waterfall assessments and delayed homework's help learners gain knowledge and remember in the long term.

Although outstanding teaching and learning can take many forms, outstanding lessons share a variety of common features (figure 2).

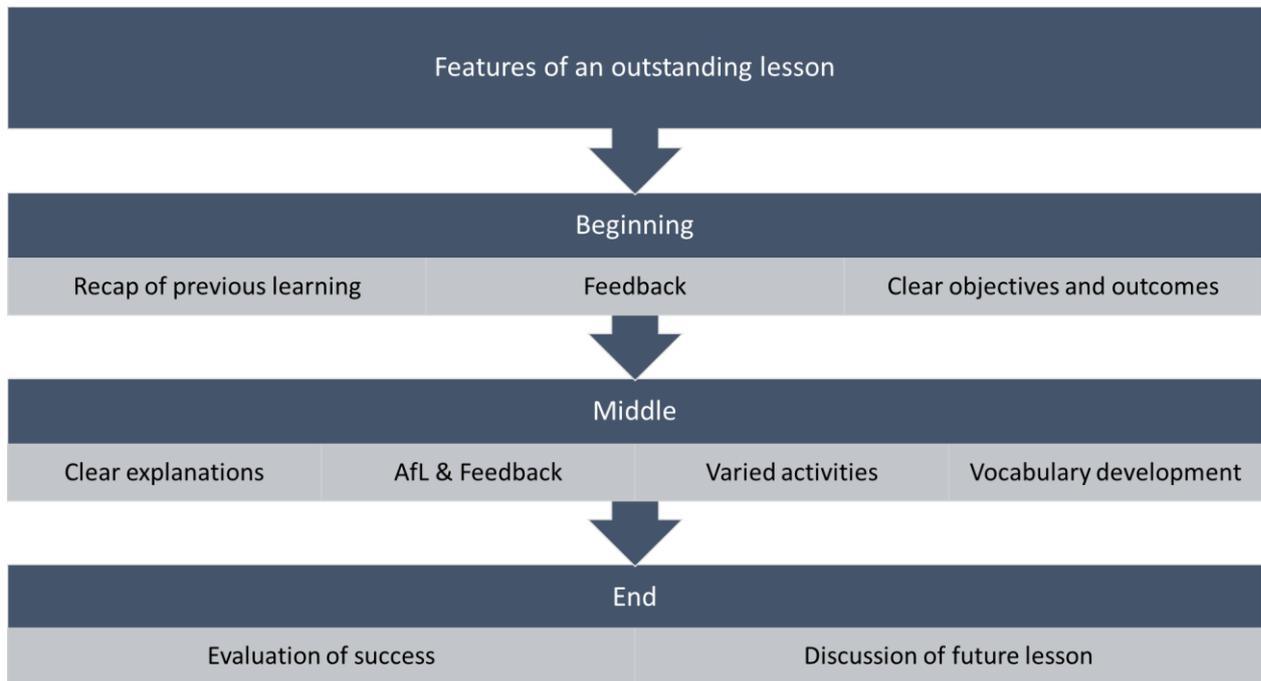


Figure 2 – Features of an outstanding lesson

Beginning

Recap of previous learning

Revisiting and retrieving knowledge from memory ensures that it is not forgotten soon after the lesson or unit has ended. Each lesson begins with pupils answering questions on anything they have previously covered through quizzes and skills checks. This helps pupils retain information in the long term as well as further allowing teachers to identify misconceptions and knowledge pupils are struggling to remember.

Feedback

Whole Class Feedback is often given at the beginning of a lesson. Pupils are then asked to act on this feedback before moving on. Feedback should clear up misunderstanding and move pupils' learning on (feed forward).

Clear objectives and outcomes

If pupils are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows pupils to engage with the process of learning. We must make it clear to pupils how they will be supported to achieve the objectives and outcomes. This could be done by:

- Explaining the purpose of the lesson and why it is worth learning
- Showing what learning activities the pupils will be doing in the lesson e.g. through a visual timetable or visual schedule and ticking off each one once complete



- Explaining verbally or representing visually how a task relates to the learning objective

Middle

Clear explanations

Explanations are tethered to pupil's prior knowledge and are delivered in short, manageable chunks for pupils to grasp. Explanations are a two-way process, where teachers interact with those in front of them to continually shape their explanations to ensure they have the greatest impact.

AfL and Feedback

Day to day assessment is formative; used to inform learning, challenge misconceptions and to monitor the progress of learners. Within lessons assessment for learning opportunities are abundant and include talking to pupils, observation of tasks, as well as looking at and reading pupil work. Once assessment has occurred teachers must provide feedback to pupils to aid their learning. **High quality feedback takes many forms and can be verbal or written but will normally occur close to the learning episode as the more immediate the feedback the greater the potential impact on pupil learning and progress.**

Varied Activities

Pupils should engage with multiple types of learning experiences on any given day or class period (e.g. project-based learning with a peer group, virtual learning via adaptive software, independent work (e.g., independent reading or writing etc)). These experiences should be authentic (real-world) and where possible, relevant to pupils interests and aspirations. Learning experiences drive toward Application, Analysis, Synthesis, and Evaluation on Bloom's Taxonomy. I.e., pupils consistently engage with content at higher levels of rigor. Learning experiences also include meaningful and purposeful opportunities for group collaboration, problem-solving and reflection.

Vocabulary development

Teaching vocabulary is about *context* and repetition– what they need to know about the words they're using, and using them multiple times. Teachers share keywords with pupils at the start of a lesson or group of lessons. By definition the number of keywords should be small, no more than two or three per lesson. These are constantly revisited, discussed and used to develop pupil's language repertoire. Teachers use a variety of strategies to boost pupil's vocabulary in their subjects including; reading challenges, retrieval practice, writing challenges, metacognition and word exploration.

End

Evaluation of success

Teachers direct pupils to review their learning and progress against the learning objectives/outcomes. Pupils should ask themselves 'to what extent have I met the learning objectives?' Pupils should also know why this is the case. Teachers also make use of other approaches to evaluate knowledge including 'show me whiteboards', quizzes, exit tickets, traffic light cards, or thumbs up/down. These strategies will often be accompanied by more detailed questioning.



Discussion of future learning

Teachers indicate the next stages in the learning journey and how those link to the current knowledge pupils have attained. These may feed into flipped learning homework in preparation for future learning.

Top Tips:

1) Go with the learning: the 'flow' of great progress is more important than following a lesson plan.

"Go with the learning" means teachers have the freedom to teach and veer off from lesson planning when necessary to ensure learning takes place. It is about valuing teachers who intuitively recognise whether pupils have learned what they have been taught and adjust the lesson accordingly.

Many lessons do not work out the way they were intended. Sometimes knowledge and skills do not stick; activities need to be shortened/lengthened or done in a different order. The point of a lesson is to maximise learning, not deliver the plan. 'Go with the learning' ensures 'flow' in the delivery of teaching and of learning.

2) All pupils must be working harder than the teacher.

Ultimately it is the pupils who have to learn, retain the knowledge and demonstrate this knowledge in their examination, controlled assessment, job interview and in their working lives. Your pupils must have the expectation that when they come to your lessons they will think and work hard for sustained periods. This does not mean that whole class teaching is discouraged, or that you are expected to be a facilitator but over time the pupils must work harder than you.

Your planning is key to this, particularly the lesson structure and how you adapt longer activities while teaching. The start of the lesson can set the tone. Teach the learning behaviours you want to see.

3) Ensure that progress has been made during the lesson, through checking that is incisive, systematic and effective.

If learning is planned for, teachers should be able to gauge if learning has taken place. However, it is not always as easy as that. Learning cannot always be seen. It is therefore vital, that teachers can confidently and accurately use teaching techniques to gather a secure overview as to whether progress has been made or not. All teachers should be confident to test whether progress has been made using systematic and incisive techniques, frequently based on questioning.

Other Key Considerations

Personalisation of Learning (TS 5a, 5b, 5c, 5d)
 Pupils don't need every aspect of their learning slightly differentiated; they just need us to know, recognise and respond to the slightly different ways in which they learn and progress. Teachers ensure learning always takes centre stage and at every stage of their planning they ask themselves three key questions (Figure 3).

This acts as a framework for making sure all parts of our lessons are personalised to meet the needs of our pupils. A certain level of in-lesson differentiation will still be necessary. Teachers use these questions alongside our school framework for personalising the learning in all lessons (Figure 4).

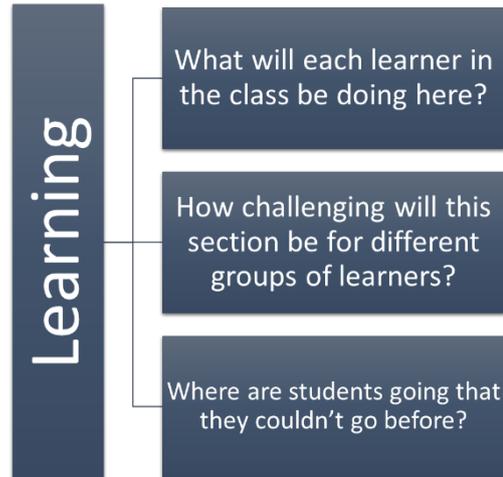


Figure 3 – Learning taking centre stage

Personalising the learning in every lesson

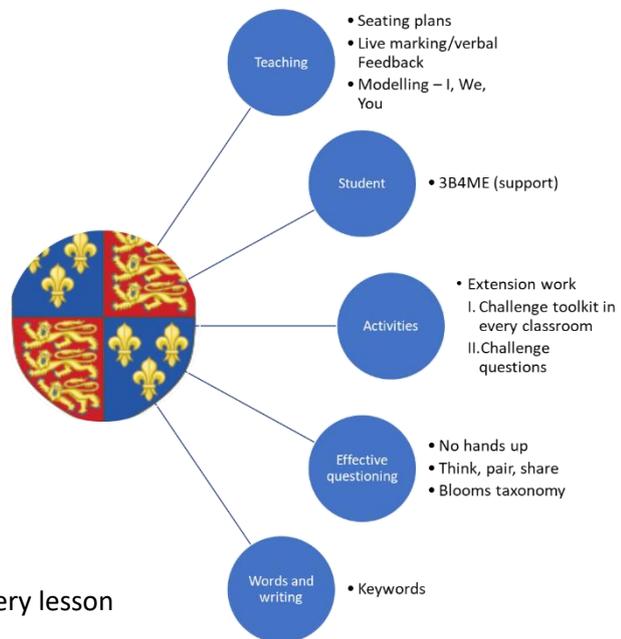


Figure 4 – Personalising the learning in every lesson

All lessons are planned with our four key groups in mind (support +, support, challenge, challenge +). Learning must be personalised for SEND pupils in relation to the SEND register and EHCPs and teachers may use a wide range of strategies (see figure 5 for examples). Teaching Assistance can aid with the production of resources such as keyword mats, sentence starters, cloze procedures and examples, writing frames. Teacher's should also consider other groups of pupils such as EAL and personalise learning to meet pupils' individual needs.

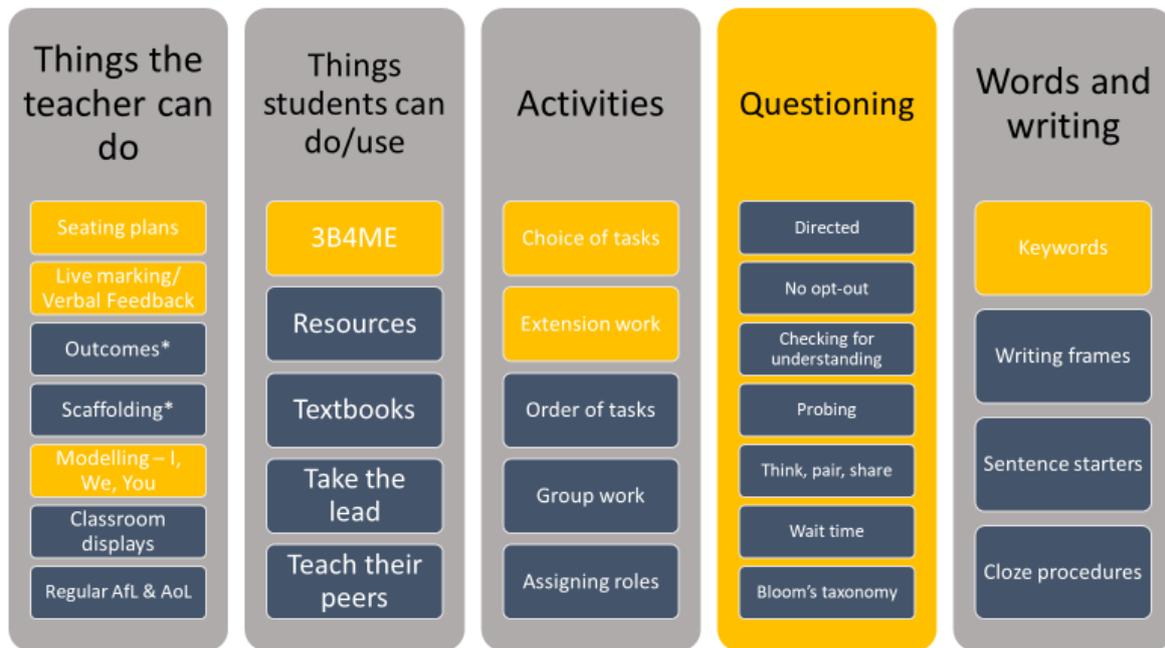


Figure 5 – Strategies for personalising the learning

Productive Interactions and the Learning environment (TS 1a, 1c, 2e, 7a, 7b, 7c, 7d)
 The pupils Attitude to Learning (AtL) should be positive and all pupils should try hard and take an active roll in all activities within lessons. Pupils AtL is a combination of their learning attitudes, the quality of their work and their ability to work independently (see AtL grid appendix). We aim for all of our pupils to be motivated or outstanding learners and challenge those who are coasting or demonstrating an unacceptable AtL to improve quickly.

The way in which we manage the classroom has a significant effect on pupils learning and behaviour. Pupils learn, develop and progress in a structured and stimulating environment.

- There needs to be a purposeful learning environment in all classrooms, including up to date displays kept in good order and well maintained and tidy classrooms
- Punctuality and regular attendance is essential
- Pupils enter and leave the classroom in an orderly way at the instruction of the teacher
- Conduct 4 Learning should be managed using the school procedure and consequence ladder

Recognition and reward

Pupil achievement must be praised and celebrated. This can be done in a number of ways:

- Verbally during lessons
- through the house point reward system
- highlighting an individual's or group's success



- post cards of commendation to parents/carers/pupils
- displaying pupils' work
- through celebration of pupil's achievement at assemblies
- positive phone calls home
- following the feedback policy which acknowledges success and includes a wish or target for improvement (eg. a 'strength and target' approach)

Seating plans (TS 5a, 5b, 5c, 5d, 7a, 7b, 7c, 7d)

Every class must have a seating plan on Class Charts. Seating plans:

- Personalise the learning for pupils based on key indicators such as Pupil Premium, SEND, G&T, prior attainment, gender and conduct for learning
- Allow teachers to establish authority over classes
- Teachers should change the plan regularly (usually each term) to create new dynamics, promote collaboration and to keep the environment fresh and exciting
- A boy/girl seating plan rarely fails, difficult though it can be to implement in the more boy heavy year groups
- Class Charts can highlight things you may have inadvertently overlooked

Teacher relentless routines

Wherever possible, we will always ensure:

- Pupils are greeted positively as they enter the room - a calm and engaging atmosphere where pupils are treated with respect.
- An available, suitable seating plan for each class highlighting SEN, PP, High Attaining pupils and progress.
- Planners, exercise books and equipment are on desks.
- A brisk start to learning involving a TOE (retrieval practice).
- Assessment for learning is embedded to ensure progress is made explicit for pupils.
- All feedback is of the quality and quantity expected, maintaining a focus on blue pen responses, presentation and pupils clearly illustrating a pride in their work.
- Effective positioning (standing most of the time when teaching).
- Learning laps (to check for misconceptions and as part of responsive teaching).
- 100% focus from everyone in the room.
- Staff narrate the positives, manners used by everyone, house points are used, conduct system is used



Pupil non-negotiables (Culture for Success)

Support

- Respect everyone (mutual respect and tolerance, equality)
- Respect the learning environment
- Act in a safe and sensible manner
- Work together to achieve your best

Believe

- Be punctual
- Be prepared, smart and well equipped (planner, black pen, blue pen, pencil, ruler, rubber)
- Be proud of your efforts
- Strive to have an outstanding Attitude to Learning

Achieve

- Think hard and try your best
- Challenge yourself
- Follow all instructions
- Celebrate successes

Homework (TS 2d, 4c)

Homework is part of curriculum planning, including schemes of work and is an extension to the pupils learning day, which contributes to raising achievement. Homework is also an opportunity for pupils to develop their ability to work independently, to consolidate and extend their learning. Homework should compliment class work to aid retention as well as prepare pupils for future learning.

- All homework to be correctly published on Class Charts (including title, issue and due date, length of time and description of task)
- All homework instructions to be written by pupils in their planners. The purpose of the planner is to develop independence and resilience in managing their learning. They should capture what they plan to do over the week
- Pupils will have 7 days to complete homework
- Homework to be a maximum of 1 hour
- SLT calendar homework timetable and all staff must follow it
- Independent Study Tasks (ISTs) are set projects relating to a particular topic and are completed over a 3 week period on a rota across the year

Assessment and Feedback (TS 6a, 6b, 6c, 6d)

Our aim is to ensure staff implement a range of assessment strategies and provide feedback to pupils which is meaningful, manageable and motivating, with the expectation that feedback will have a direct impact on pupil progress and outcomes.

We believe that is important that pupils work as hard as their teachers and take great responsibility for their own learning. For this to happen, teachers need to ensure that pupils can answer these three questions:

- ***What am I doing well in this subject?***
- ***What do I need to do to improve my work in this subject?***



- ***How do I receive feedback in this subject?***

If pupils can answer these questions accurately, using subject specific detail, they are receiving effective feedback.

Assessment for Learning

Day to day assessment must be formative; used to inform learning, challenge misconceptions and to monitor the progress of learners. High quality feedback takes many forms and can be verbal or written (Appendix 1: Figure 1. Elliott et al, 2016), but will normally occur close to the learning episode as the more immediate the feedback the greater the potential impact on pupil learning and progress.

Types of Feedback Employed at QEHS

- Verbal dialogue (including questioning and verbal feedback)
- Self-assessment/peer-assessment
- Whole class feedback (WCF)
- Teacher written comments (including corrections, assessment grids and marking codes)

AfL Expectations

Type of feedback	Frequency
Verbal dialogue	Daily as part of responsive teaching
Self/peer assessment	Daily as part of effective teaching

Written feedback expectations

Written feedback or marking, is given to pupils in their exercise books and should focus on diagnostic, formative comments, linked to clearly defined success criteria. Teachers in all subjects should provide detailed written feedback on key pieces of work as per the minimum expectations.

Written formative comments, as with all feedback, must identify strengths and areas for improvement. At QEHS comments are structured using:

Strengths (S) – positive comment which relate to the learning objectives/goal

Targets (T) – an area where the success criteria were not met

The target will usually be accompanied by a corresponding **action** for the purpose of ensuring pupils are more secure in their learning and thus making greater progress. This could be a question, tasks for progression or redoing/redrafting work.

Mistakes v misconceptions: Teachers mark primarily for misconceptions, not mistakes. If pupils are routinely making mistakes they are guided by the teacher to go back over their work and correct them for themselves.

Presentation: Teachers insist on a high standard of presentation. All work has a date, a title and a learning objective. Dates and titles are underlined using a ruler. Mistakes are crossed out with a single neat line. The use of liquid paper (e.g Tipp-Ex) is not allowed. All written work is done in black ink and drawings/diagrams in pencil with the exception of responses to feedback & self/peer assessment which are



completed in blue. Colouring is done using crayons and not felt tips. These expectations are displayed on posters in every classroom for pupils to see. Although presentation infractions are picked up by teachers and pupils act on this, they do not form the basis of diagnostic comments.

Written Accuracy: It is imperative that teachers develop pupil's ability to read and write fluently and accurately. The following marks are used to highlight written inaccuracies, which pupils are guided to correct in blue.

Word circled	Spelling error
Word underlined	Grammatical issue
//	New paragraph needed
Space/punctuation circled	Missing/incorrect punctuation

In longer pieces of written work, staff will closely mark a minimum of **two paragraphs** for spelling, punctuation and grammar errors.

When pupils receive their marked work, they are expected to act on the feedback and correct their errors in blue pen. This includes writing out each spelling error 3 times.

Where pupils have misconceptions (such as spelling the same words incorrectly every time) these are picked up by the teacher and addressed with individuals (e.g. insisting pupils Look-Cover-Write-Check) or as a whole class (e.g. whole class spelling test).

Assessment of Learning

Good feedback practice is not only about providing accessible and usable information that helps pupils improve their learning, but it is also about providing good information to teachers.

- Summative assessment takes place at the end of a unit of work, generally once per half-term.
- It is planned and sequenced by staff to ensure the full range of skills in a subject are assessed over the course of a year.
- Includes the most recent knowledge learned, as well as previous areas of study, to aid and assess pupil's retention of knowledge (waterfall assessments).

Targets and Bands

Pupils are challenged to make the very best progress through the setting of aspirational targets for their GCSEs. At KS4 each pupil has a Minimum Expected Grade (MEG) and a Pupil Challenge Grade (SCG) which is usually one grade higher than their MEG. To ensure younger pupils receive motivating feedback on their progress we use target bands for KS3 as per the below table:

Band	MEG
1	1 – 3
2	4 – 5
3	6 - 9

When reporting on the progress a pupil is making towards their targets this is done against the MEG on a five-point sliding scale of above target to below target as follows:

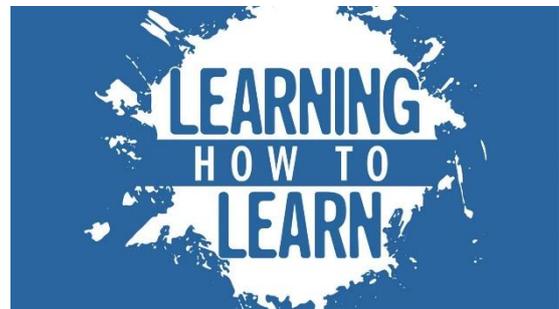
Above Target (AT)	MEG + 2
Marginally Above Target (MAT)	MEG + 1 (usually the SCG)
On Target (OT)	MEG
Marginally Below Target (MBT)	MEG – 1
Below Target (BT)	MEG - 2

The following table explains how vocational grading structures compare to the 9-1 GCSE grading model and the old GCSE grading structure.

Old GCSE Grading Structure	New GCSE Grading Structure	V Cert Grading Structure	
A*	9	Level 2	D* 8.5
A	8		D 7
B	7		M 5.5
C	6		P 4
D	5	Level 1	D* 3
E	4		D 2
F	3		M 1.5
G	2		P 1
U	1	NYA (not yet achieved)	
U	U		

Learning to Learn

If we are to successfully challenge pupils to think, reflect and work hard in the pursuit of knowledge, we must teach them how to learn; what happens in the brain, what effective learning looks like and how they can learn more effectively. We must also develop resilient, confident young people who are able to cope with difficult situations now and in their future lives, by building their mental toughness and improving their wellbeing. In year 7 and 8 tutors deliver a Learning to Learn session once a week utilising Professor Barbara Oakley's. Learn to Learn video series and The Resilient Classroom by Sam Taylor, Angie Hart and Hove Park School.



Monitoring – Impact

Through the implementation of our teaching and learning strategies we aim to ensure we meet our curriculum intent through:

- Quality first teaching
- The development of self-aware, independent and resilient lifelong learners
- Collaborative and reflective teachers
- Positive wellbeing for all stakeholders, especially pupils and staff

Leading to a positive progress 8 score and our pupils being able to access suitable and relevant post 16 providers and courses.

Judging the implementation of the curriculum requires effective, robust and comprehensive monitoring of the quality of education. Teaching and learning is monitored through various methods to triangulate evidence and develop a strong awareness of the strengths and areas for improvement within the school. Thus, we can support staff development effectively.

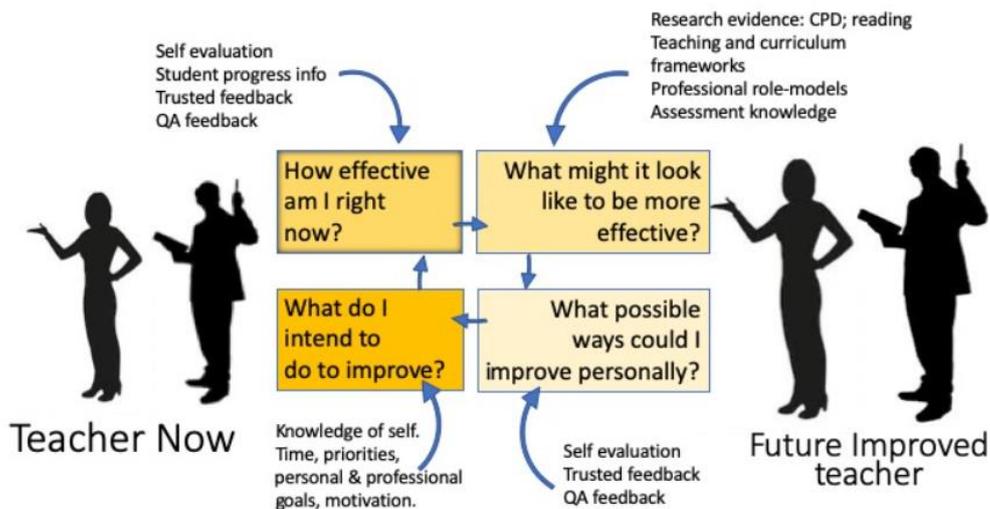
These include lesson observations, learning walks, work samples, pupil voice and data analysis.

Collaboration and Continuing Professional Development (TS 3b, 8b, 8d)

By working together teachers form important professional relationships, from which, they can draw support, and leaders are able to delegate tasks so that all teachers feel effective. Central to this is building and managing high-performance teams and developing quality practitioners.

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam





There are a wide range of different opportunities for staff at all stages in their personal professional development at Queen Elizabeth High School. The school operates an open classroom culture where staff are encouraged to visit other teachers lessons with the aim of improving their own teaching practices, this is formalised through the schools open classroom weeks.

Role-based toolkit

Formal, long-term programmes and qualifications for teachers at particular stages in their career as well as internal programmes for NQTs, Recently Qualified Teachers (RQTs) and aspiring Middle Leaders.

Skills-based toolkit

We also promote CPD for all staff which can be revisited at various points in the course of a career. The programme of CPD sessions planned for the year is shown in our CPD booklet. It has been carefully linked to the School Improvement Plan and Performance Management Objectives.

Our Key Principles:

All teachers should . . .

- a) Take responsibility for improving their own professional development by:
 - Responding to advice and feedback from colleagues
 - Planning collaboratively with colleagues and team teaching where possible

- b) Contribute to the development of teaching and learning across the department/school by:
 - Taking opportunities to share best practice with colleagues