

West Monmouth School



Teaching & Learning Policy

Updated: May 2020

Teaching & Learning policy at WMS: The five priorities

- i. **Plan and teach well-structured lesson** - *Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.*
- ii. **Promote good progress** – *Teachers should learn HOW pupils learn to ensure lasting changes in pupils' capabilities and understanding.*
- iii. **Use assessment accurately and productively** - *Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs*
- iv. **Adapt teaching** = *Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*
- v. **Manage behaviour effectively** - *Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.*

Underpinned by High Expectations - *Teacher expectations can affect pupil outcomes and behaviour; setting goals and standards that challenge and stretch pupils is essential.*

Rationale:

The WMS curriculum is being designed to allow learners to realise the 4 purposes and the integral skills which underpin them. However, this will only be successful if it is underpinned by effective teaching. Indeed, there are no great schools without great teachers. We know that effective teaching can transform learners' knowledge, capabilities and beliefs about learning.

Aims of this policy.

Defining effective teaching is of course problematic; there are several factors which influence learners' achievement. Furthermore, quality teaching is multi-dimensional - it is not possible to define effective teaching in terms of a checklist of observable, effective practices or skills.

Really effective teaching requires the following:

- Deep subject knowledge
- Detailed knowledge of the pupils
- Expert understanding of pedagogy

This document is designed to present the best available research evidence about what is effective pedagogy, in a way that is accessible. The policy and the accompanying matrix is intended to support teacher development, in order to ensure that our provision is of the highest quality to secure outstanding outcomes for our young people.

NB: This policy is not an assessment framework. It is perhaps useful to echo Shulman's (2009) distinction between assessment of teaching and assessment for teaching. The policy is designed to support professional dialogues, inform professional learning activities, and drive improvements in teacher effectiveness. Therefore, lesson observations will not result in a summative judgement of teaching. Instead, observation feedback will be formative intended to drive improvement.

If there were concerns that a satisfactory level of teacher performance was not being achieved, the school would refer to the capability framework.

Expectations of professional teaching



The standard for effective Pedagogy... teaching and learning is paramount The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning. The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.

Descriptors presented in a box, as detailed below, are taken from the Professional standards for teaching and leadership.

<https://hwb.gov.wales/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf>



- i. **Plan and teach well-structured lessons** - *Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.*

WMS school common expectations:

- 1. Greet pupils by name at the door, in Welsh**
- 2. Offer praise in praise in Welsh, where appropriate**
- 3. Say good bye in Welsh – ask one pupil to hold the door for the remainder of the class**

The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.

The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.

The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.

In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.

In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.



Teachers should plan effectively by:

- Embedding the four purposes and ensure these are clearly articulated
- Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain
- Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge
- Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
- Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
- Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes
- Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

Teachers should make good use of expositions by:

- Starting expositions at the point of current pupil understanding.
- Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.
- Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).

Model effectively by:

- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).
- Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).
- Exposing potential pitfalls and explaining how to avoid them.

Teachers should stimulate pupil thinking and check for understanding by:

- Planning activities around what you want pupils to think hard about.
- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Providing appropriate wait time between question and response where more developed responses are required.
- Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).
- Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.

Teachers should help pupils apply knowledge and skills to other contexts by:

- Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.
- Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems

*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at:
<http://dro.dur.ac.uk/13747/1/13747.pdf?DDD45+DDD29+DDO128+ded4ss+d700tmt>

*Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

*Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

- ii. **Promote good progress** – *Teachers should learn HOW pupils learn to ensure lasting changes in pupils' capabilities and understanding.*

The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.



WMS school common expectations:

- 1. Include a 'do now'/'bell task' to settle learners**
- 2. Lessons should begin with a link to prior knowledge e.g. 5 quick questions**

Teachers should avoid overloading working memory by:

- Taking into account pupils' prior knowledge when planning how much new information to introduce.
- Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).
- Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

Teachers should build on pupils' prior knowledge, by:

- Identifying possible misconceptions and planning how to prevent these forming.
- Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).
- Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.

Teachers should increase likelihood of material being retained, by:

- Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
- Planning regular review and practice of key ideas and concepts over time.
- Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.
- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements)

*Deans for Impact (2015) The Science of Learning [Online] Accessible from: https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

*Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

*https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf

- iii. Use assessment accurately and productively - Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs**



WMS school common expectations:

- 1. CTG marking should be used in all departments – pupils respond to feedback in green pen.**
- 2. Pupils should proof read their work against writing accurately targets.**
- 3. Pupils should be clear on their target(s) for improvement.**

Assessment should be designed to promote learning:

- Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).
- Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).
- Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.

Teachers should check prior knowledge and understanding during lessons by:

- Using assessments to check for prior knowledge and pre-existing misconceptions.
- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).
- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- Monitoring pupil work during lessons, including checking for misconceptions.

Teachers should provide high-quality feedback by:

- Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
- Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
- Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

Teachers should make marking manageable and effective by:

- Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).
- Using verbal feedback during lessons in place of written feedback after lessons where possible.
- Understanding that written marking is only one form of feedback.
- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes (e.g. #marking) in written feedback). Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

Assessment For Learning: Putting it into Practice by Paul Black, Chris Harrison, Clare Lee, Bethan Marshall, Dylan Wiliam. **Copy Available in the library**

*Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking.

[https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF Marking Review April 2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf) (LINK to shared area)

Feedback: The mark of success – Part 1 Written by: [Matt Bromley](#) | Published: 02 May 2018

<http://www.sec-ed.co.uk/best-practice/feedback-the-mark-of-success-part-1/> (LINK to shared area)

- iv. **Adapt teaching** = *Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*

The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

WMS school common expectations:

- 1. Circle the class to Identify what students have understood and where they are struggling**
- 2. Where appropriate, swap places with the TA to deliver one-to-one/small group support**
- 3. Be prepared to re-teach, revisit models, revise process**



Develop an understanding of different pupil needs by:

- Identifying pupils who need new content further broken down.
- Making use of formative assessment.
- Make use of IDPs which are created in line with the Person Centred Practice ethos
- Working closely with the The ALNCo and ALN professionals (including TAs) and the Designated Safeguarding Lead.

Provide opportunity for all pupils to experience success by:

- *Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.*
- *Balancing input of new content so that pupils master important concepts.*
- *Making effective use of teaching assistants.*

Meet individual needs without creating unnecessary workload by:

- *Making use of well-designed resources (e.g. textbooks).*
- *Reframing questions to provide greater scaffolding or greater stretch.*
- *Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.*

**OECD (2015) Pisa 2015 Result: Policies and Practices for Successful Schools. Accessible from: <https://doi.org/10.1787/9789264267510-en>.*

**Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>*

- v. **Manage behaviour effectively** - Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.

WMS school common expectations:



- 1. Pupils must remove outdoor coats**
- 2. Pupils must sit in a seating plan determined by the teacher**
- 3. Positively re-enforce good behaviour using class charts, postcards, text messages and phone calls home.**

Teachers should develop a positive, predictable and safe environment for pupils by:

- *Establishing a supportive and inclusive environment using the WMS system (Classcharts) of reward and sanction in the classroom.*
- *Working alongside colleagues to implement the WMS whole school behaviour system*
- *Giving manageable, specific and sequential instructions.*
- *Checking pupils' understanding of instructions before a task begins.*
- *Using consistent language and non-verbal signals for common classroom directions.*
- *Using early and least-intrusive interventions as an initial response to low level disruption.*
- *Responding quickly to any behaviour or bullying that threatens emotional safety*

Teachers should establish effective routines and expectations by:

- *Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. 1. Greet pupils by name at the door 2. Require pupils to remove outdoor coats 3. Expect pupils to sit in a seating plan designated by the teacher.)*
- *Practising routines at the beginning of the school year*
- *. Reinforcing routines (e.g. by articulating the link between time on task and success).*

Teachers should build trusting relationships, by:

- *Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.*
- *Responding consistently to pupil behaviour.*

Teachers should motivate pupils, by:

- *Supporting pupils to master challenging content, which builds towards long-term goals.*
- *Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.*
- *Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically*

**Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom.*
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf