Newmarket Academy Teaching & Learning Policy 2017 - 18

To define the Samuel Ward Academy Trust expectations of teaching and learning that support and challenge schools to move teaching and learning to 'Outstanding'.

NEWMARKET ACADEMY

SWAT Teaching and Learning Policy

1. Policy Objectives

1. To define the Samuel Ward Academy Trust expectations of teaching and learning that support and challenge schools to move teaching and learning to 'Outstanding'
2. Provide clear exemplification of effective and highly effective teaching and learning through the 5 domains and associated strands
3. To provide a classroom framework to help develop successful learners, confident individuals, responsible citizens who are effective contributors to society
4. To provide teachers with a framework to inform, direct and scaffold high quality professional development which in turn leads to growth of knowledge, skills and understanding throughout their career

2. Starting points

This document and accompanying grid is a result of an extensive consultation between SWAT school teachers, school support staff, school leaders and central Trust staff.

'Every teacher needs to improve, not because they are not good enough, but because they can be even better'
Dylan Wiliam

'Expert teachers are categorised as follows. They:
1. *Respond to problems as they develop in the lesson*
2. *Look for misconceptions and error*
3. *Think through the teaching sequence*
4. *Believe passionately that teaching can make a difference*
5. *Develop mastery learning*
6. *Provide feedback at the right time*
7. *Accept that 'a typical lesson never goes as planned'*
John Hattie

'If you are not using evidence, then you must be using prejudice'
Kevan Collins

3. Putting evidence based teaching and learning at the heart of what we do.

Our aspiration is to enable all of our young people to develop their capacities as successful learners, confident individuals and responsible citizens who make an effective contribution to society.

It is our mission that every pupil can look back positively on his/her school experience having achieved the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills.

Our Learning and Teaching policy is built on the values of the Samuel Ward Multi Academy Trust, and provides an important impetus to achieving our vision that all our young people should be valued and taught compassion, hope, respect, resilience, integrity, wisdom, courage, justice and responsibility.

The schools within SWAT will strive continuously to improve the quality of teaching and learning for all its pupils. We will foster and develop a vibrant and self-improving teaching and learning community that recognises and values teacher professionalism. We will actively look to adapt and improve our teaching approaches utilising best evidence from trusted external research, the context in which we work in, professional judgement and disciplined enquiry in our schools.

4. Essential elements

3.1 Relationships

'Students don't care how much you know until they know how much you care.'
Adapted from Theodore Roosevelt

'Good teaching is……ideas as conveyed through relationships'
Moyers

We expect that teachers seek to establish 'high performance' relationships with their pupils. These are an absolute core to our vision and mission.

Teachers who forge high-performance relationships care for their pupils while simultaneously pressing them to excel. They have a passionate desire to help pupils learn and improve, which leads them to demand high standards of behaviour and effort. Yet, they also value their pupils as people and take an interest in their lives. These teachers provide young people with strong guidance (both academically and behaviourally), while also nurturing personal responsibility and self-regulation.

3.2 Evidence based practice

'Everything works somewhere and nothing works everywhere. The important question is to ask, under what conditions does it work'
Dylan Wiliam

This policy and grid does not attempt to provide a definitive meta-analysis of major education research. Rather, it aims to provide a synthesis of the findings of a range of relevant studies, the context in which the Trust works in and practitioner experience of what has the most impact in the classroom. This balance can be represented by the Venn diagram below from @leadinglearner. We aim for all our teachers to access, reflect, refine and contribute to evidence based practice in moving from informed to wise.
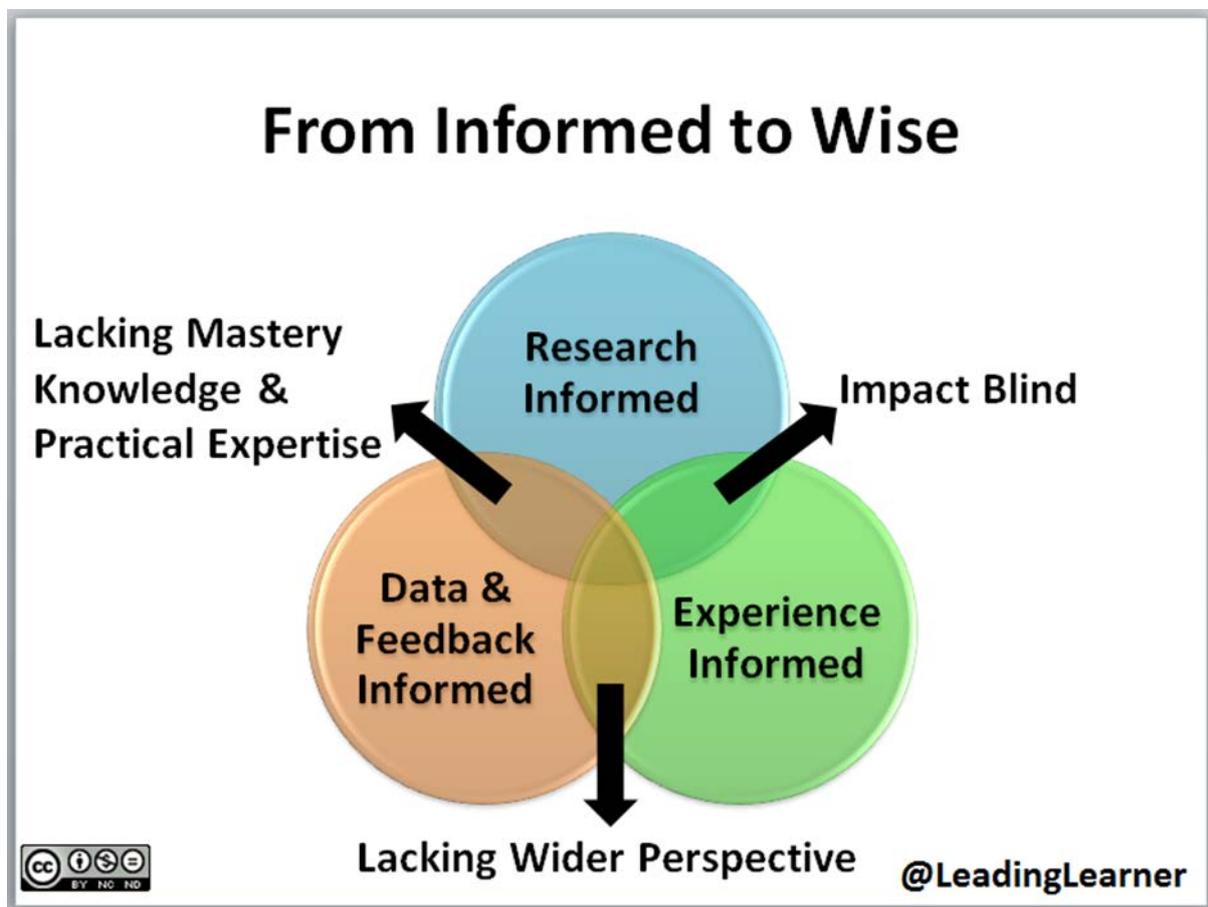
3.3 The Power of Language

'Lesson Observation; It's harder than you think'
Robert Coe

The use of Ofsted judgmental 'language' has not been used in this document and accompanying grid. Ofsted moved away from the judging/grading of individual lessons in 2014 due to the identified inaccuracy of this approach. It has been well evidenced that if the same lesson is observed by 2 different people there is broadly

a 50% probability that it would result in a different grading. When comparing these gradings to pupil performance (value added) they have less than a 50% validity rate. In essence the application of the four point Ofsted judgement scale in individual lessons is neither accurate, reliable or supportive of our goals.

It is the Trust view that self-evaluation of the quality of teaching, learning and assessment should be based on a range of evidence such as formative lesson observations, learning walks, work scrutiny, pupil voice and progress made by key groups. We view lesson observations as a developmental process that promotes professional dialogue and genuine teaching and learning discourse.

4. SWAT Key Domains of Effective Teaching

We have identified 5 key domains for effective teaching. There are 3 development strands that sits underneath each of these domains. Each domain has been linked with the relevant SWAT Trust values on the Teaching and Learning Grid.
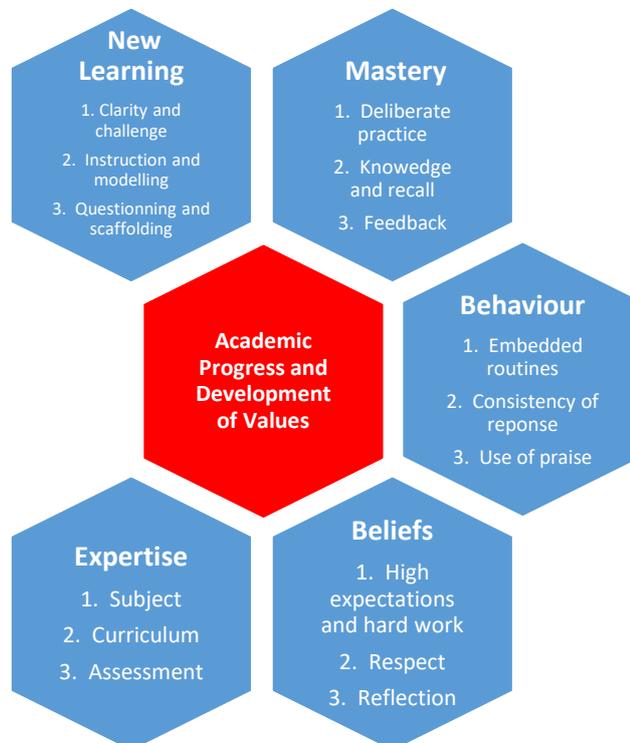
Progress and Development of Values

The purpose of the 5 key domains of effective teaching and learning is to exemplify evidence based approaches to teaching and learning. The Teaching and Learning Grid exemplifies what effective and highly effective practice looks like in each of these domains. If pupils and teachers exhibit this practice on a day to day basis it will result in pupils making strong academic progress and develop the core SWAT values.

The SWAT 5 Domains of Effective Teaching and Learning

'Foster and develop a self-improving teaching and learning community'

'Successful learners, confident individuals and responsible citizens'

New Learning
1. Clarity and challenge
2. Instruction and modelling
3. Questionning and scaffolding

Mastery
1. Deliberate practice
2. Knowedge and recall
3. Feedback

Academic Progress and Development of Values

Behaviour
1. Embedded routines
2. Consistency of reponse
3. Use of praise

Expertise
1. Subject
2. Curriculum
3. Assessment

Beliefs
1. High expectations and hard work
2. Respect
3. Reflection

4.1 New Learning

'Decades of research tells us, unambiguously, that direct, explicit instruction for novices is more efficient and effective than minimal guidance methods'
Barak Rosenshine

Strand principles

1. Clarity and challenge

The teacher should make the elements of new learning explicitly clear to the pupils and ensure that pupils understand what they are to learn and how it links to prior and future learning. Planned learning activities should be challenging but accessible for all pupils.

2. Instruction and modelling

Evidence suggests very strongly that pupils grasp new concepts best when the teachers uses clear and direct instructional techniques. Clear teacher modelling of new concepts as an 'expert learner' is key to this. Teachers should also present new information in small steps and build in pupil practice after each step.

3. Questioning and scaffolding

Key to quality instruction is the use of expert questioning that assesses and develops pupil understanding. This then allows the teacher to provide scaffolding and support where required to ensure all pupils make learning gains.

4.2 Mastery

'Learning is a change in long-term memory'
Kirschner, Sweller, & Clark

The mastery domain essentially focusses on the effectiveness of strategies that the teacher uses to make 'learning stick'. In terms of cognitive science, it can be simplistically defined as moving things from a pupils' short term memory to their long term memory. Our short term memory, by its very nature, is inherently limited and a key driver to future success is moving concepts and knowledge into the long term memory and schema of the learners' brain.

Strand principles

1. Deliberate practise

In essence this is the breaking down of complex processes into its constituent parts. It then requires that each of these parts are practised until fluency is reached. Craig Barton (@mrbartonmaths) suggests the IDAP model for deliberate practice. The four stages are defined as:

a. Isolate the skill
b. Develop the skill
c. Assess the skill

d. Practice retrieval later

2. <u>Knowledge and Recall</u>

Cognitive load theory demonstrates that effectiveness in dealing with complex interpretation and problems is greatly enhanced by having a body of knowledge that can be recalled quickly and efficiently. Teachers should make this knowledge highly explicit and build in time for low stakes testing, retrieval practice and self-quizzing.

3. <u>Feedback</u>

Feedback is well evidenced as a key driver in narrowing knowledge gaps, encouraging metacognition and accelerating confidence and academic progress. It should be formative, incisive and ultimately be more work for the pupil than it is for the teacher. There is a robust evidence to say that pupil response and immersion in the process is largely a function of the quality of relationship with the teacher.

4.3 Behaviour

'The language of discipline needs to be based on the core rights and responsibilities of students and teachers'
Bill Rogers

Strand principles

1. <u>Embedded Routines</u>

Effective teaching is underpinned by quality routines for learning that have been built up over time. These routines play a key role in enabling a pupil's behaviour awareness and engaging their behaviour ownership and co-operation.

2. <u>Consistency of response</u>

Behavioural studies strongly suggest that it is the consistency and inevitability of the sanction that is key rather than the sanction itself. Contained within this is the use effective behavioural language including giving directed choices, asking questions and clarifying consequences.

3. <u>Praise</u>

Praise should try to be sincere, immediate and unexpected. Praise obviously loses much of its informational and motivational impact if the teacher praises a child for having shown good effort two weeks ago. Making praise unpredictable is hard to do, but can be of huge benefit. The goal is not simply to get the child to stop asking for praise; it is to help the child to think of their work differently, as something that is done for the student's own satisfaction, not to garner praise from the teacher. This needs to be part of a long term strategy with your pupils.

4.4 Beliefs

'When teachers stop learning so do students'
Jim Knight

'Talent is cheaper than table salt. What separates the talented individual from the successful one is a lot of hard work'
Stephen King

Strand principles

1. <u>High expectations and hard work</u>

Teachers and pupils need to be believers in hard work and that it can go a long way to overcome difficulties and educational disadvantage. Teachers should have consistent high expectations of all pupils.

2. <u>Respect</u>

Highly effective teaching and learning can only take place where there are respectful behaviours and where all opinions are valued and built on. It is also one of the SWAT core values.

3. <u>Reflection</u>

Reflection and metacognition are well recognised as another key driver in improving pupil progress and deepening learning.   The teacher has a key role to play in this by modelling high quality reflective behaviours in improving their classroom practice. We expect teachers to help develop others and share good practice.

4.5 Expertise

'Novices need to use thinking skills. Experts use knowledge'
Sweller et al

The teacher is the expert professional in any classroom and takes ultimate responsibility for the learning that takes place. Teachers have they key role is in progressing pupils along the continuum from novice to expert learners.

Strand principles

1. <u>Subject expertise</u>

This not just about the subject knowledge that the teacher possesses rather how the blend this with a deep understanding of how pupils learn their subject. Highly effective teachers use pupil misconceptions as valuable learning experiences and are able to adapt and tailor explanations in light of such misconceptions.

2. <u>Curriculum expertise</u>

It is very important that pupils see the big picture of the curriculum and how topics and concepts fit together. This will allow them to appreciate interconnections, similarities and differences between topics and aid the transfer to long term memory.

3. Assessment expertise

Teachers need to have a deep understanding of how their subject is assessed and need to make that meaningful and accessible to pupils. Evidence suggests that the use of exemplars to show pupils explicitly what great work looks like is a powerful way of doing this.

5. The SWAT Teaching and Learning Grid

This grid exemplifies what effective and highly effective teaching and learning looks like. The key principles are:

- No Ofsted judgmental language
- A clear and transparent link between the learning of the pupils and what the teacher does to bring about that
- No definition of what less than effective teaching and learning looks like; by definition if any key features of effective teaching and learning are not evident then this becomes an area for development

It is to be used as a development tool across SWAT schools and will be used to evaluate teaching and learning as part of the school to school review process. We expect schools to use the grid as part of their lesson observation process and that they use the language of the domains and stands to recognise strengths and areas for development.

6. Further Reading

'My 5 Favourite On-the-Spot Behaviour Strategies To Use', Bill Rogers
http://www.evidencebasedteaching.org.au/bill-rogers-behaviour-management/

'What Everyone Needs to Know About High-Performance, Teacher Student Relationships', The Australian Society for Evidence Based Teaching
http://www.evidencebasedteaching.org.au/crash-course-evidence-based-teaching/teacher-student-relationships/

'Fully Guided Instruction Works best', Oliver Caviglioli
https://teachinghow2s.com/blog/fully-guided-instruction-works-best

The 9 things every teacher should know', TES Article by Dylan Wiliam
https://www.tes.com/us/news/breaking-views/9-things-every-teacher-should-know

6 Strategies for Effective Learning', The Learning Scientists
'http://www.learningscientists.org/downloadable-materials

'What makes great teaching', Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major
https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf

'Principles of effective instruction', Barak Rosenshine
https://docs.google.com/viewer?a=v&pid=sites&srcid=Z3JlZW52aWxsZXNjaG9vbHMudXN8a2FtYnJvc2V8Z3g6MWQzZWRkOTY2MjcxNWRlYTQ

'The Science of Learning', Deans For Impact
http://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

'Visual summaries of Cognitive Load Theory', Oliver Caviglioli
https://teachinghow2s.com/blog/cognitive-load-theory

'Memorable Teaching', Pep McCrea
https://www.amazon.co.uk/Memorable-Teaching-Leveraging-learning-classroom/dp/1532707797

	New Learning (Courage, Hope)	Mastery (Integrity, Responsibility)	Behaviour (Justice, Compassion)	Beliefs (Respect, Resilience)	Expertise (Wisdom)	Progress and values
HE	Pupils are very clear about the expectations for new learning and can understand and explain links to other topics/content. Pupils rise to the challenge and grasp new content securely. They ask and answer perceptive questions which significantly furthers their understanding	Pupils are confidently able to apply and deepen their learning in a range of contexts. This allows them to solve complex problems and make sense of demanding concepts. Pupils can efficiently, rapidly and accurately recall and use key subject knowledge and terminology. Pupils use feedback over time to significantly close gaps in understanding.	Pupils actions consistently demonstrate that highly effective learning routines have been established and embedded over time. Behaviour is excellent; pupils are able to self-regulate and make mature decisions about how to learn best. Pupils respond well to praise and use this to increase focus and progress.	Pupils consistently work hard, striving to overcome problems and showing an authentic pride in their work. Pupils are highly reflective and evaluative about their learning and fully commit to improving their work. They treat the teacher, other adults and fellow pupils with genuine interest and respect.	Once identified; pupils overcome misconceptions and use this as a valuable learning opportunity. They have a detailed understanding of assessment structure and can identify areas of strength and development and how to meet development needs. Pupils understand the big picture of the subject curriculum and make powerful and deep links.	All groups of pupils make gains and are developing excellent knowledge and understanding A majority of pupils make progress over time that exceeds national expectations with no groups of pupils making less than expected progress. Pupils and teacher embody the SWAT values at all times.
	Because the teacher…….	*Because the teacher……….*	*Because the teacher………………*	*Because the teacher…….*	*Because the teacher………*	
	Sets challenging learning goals, making new learning explicit while linking to prior/future learning Uses a high clarity of instruction and explicitly models new learning. Gauges pupil understanding through high quality questioning and uses skilful scaffolding where required.	Breaks complex learning down into structured steps and gives enough time for pupils to practise applying their learning in a range of contexts. Makes key knowledge highly explicit and embeds regular opportunities for low stakes recall of key subject knowledge. Provides incisive high quality written and verbal feedback with a clear structure and expectation that pupils act on this.	Consistently and rigorously reinforces effective learning routines. Tackles any off-task behaviour quickly and highly effectively according to whole school policy. Applies sanctions fairly and appropriately and then works quickly to re-establish positive relationships. Uses praise highly effectively and judiciously and applies the language of positive reinforcement.	Acts as a hardworking professional role model with high expectations of all learners. Actively engages in high quality formative coaching conversations with learners. Models reflective practice through engaging with constructive discourse and T and L feedback. Consistently seeks to work with colleagues to improve practice	Demonstrates intuitive subject knowledge and uses this to help pre-empt and unpick pupil misconceptions. Where necessary, skilfully adapts learning structure/approach in light of these misconceptions. Uses powerful exemplars and explains clearly why this work has been chosen. Links and reviews learning clearly to assessment objectives.	
E	Pupils have clarity about new concepts and learning to be covered Pupils respond well to teacher explanation and grasp new content Pupils ask and answer a range of questions which demonstrate an understanding of new learning.	Pupils can apply their learning in different contexts. They solve problems and can break down complex ideas into smaller steps. They quickly recall and use a range of key knowledge and terminology. Pupils listen to and read feedback and use this to actively narrow gaps in understanding	Pupils behaviour demonstrate that effective learning routines have been established and embedded over time. Behaviour is positive and responsible and pupils respond quickly to requests and instructions. Pupils react well to praise and use this motivation to work hard.	Pupils work hard to overcome problems and do not give up easily. They seek to produce their best work. Pupils review their learning and show the capacity to learn from their errors. They commit to improving their work. They act respectfully to others.	Pupils learn from their own, and other pupils' misconceptions. They use formative assessment information to identify areas of strength and development. Pupils can give some examples of how to address areas for development. Pupils have an the understanding of big picture of the subject curriculum and are starting to make links.	Pupils make clear learning gains in the lesson. All groups of pupils make progress over time that is at least in line with national expectations. The development of SWAT values is evident in the learning process.
	Because the teacher…….	*Because the teacher……….*	*Because the teacher………………*	*Because the teacher…….*	*Because the teacher………*	
	Sets clear learning goals that make new learning explicit Uses clear instruction and modelling to explain new concepts Asks probing questions to assess pupil understanding and uses responses to provide support and scaffolding where required.	Provides opportunities for pupils to practise the application of their learning in different contexts. Breaks down demanding concepts into more manageable steps Builds recall of knowledge and terminology into lessons Provides regular formative verbal and written feedback and provides times for pupils to act on this.	Reinforces effective learning routines. Deals with off task behaviour effectively in line with whole school policy. Applies sanctions fairly and consistently and then looks to re-inforce positive relationships. Uses praise effectively	Is a strong role model to pupils at all times. Expects and encourages all to work with positive attitudes and apply themselves. Engages in constructive feedback regarding teaching and learning and is keen to work with others to improve practice.	Demonstrates secure subject knowledge and uses this to help pupils deal with misconceptions. Adapts explanations and questions in light of pupil misconceptions where required. Uses examples of work and links these to assessment criteria. Links and reviews learning against assessment objectives	