

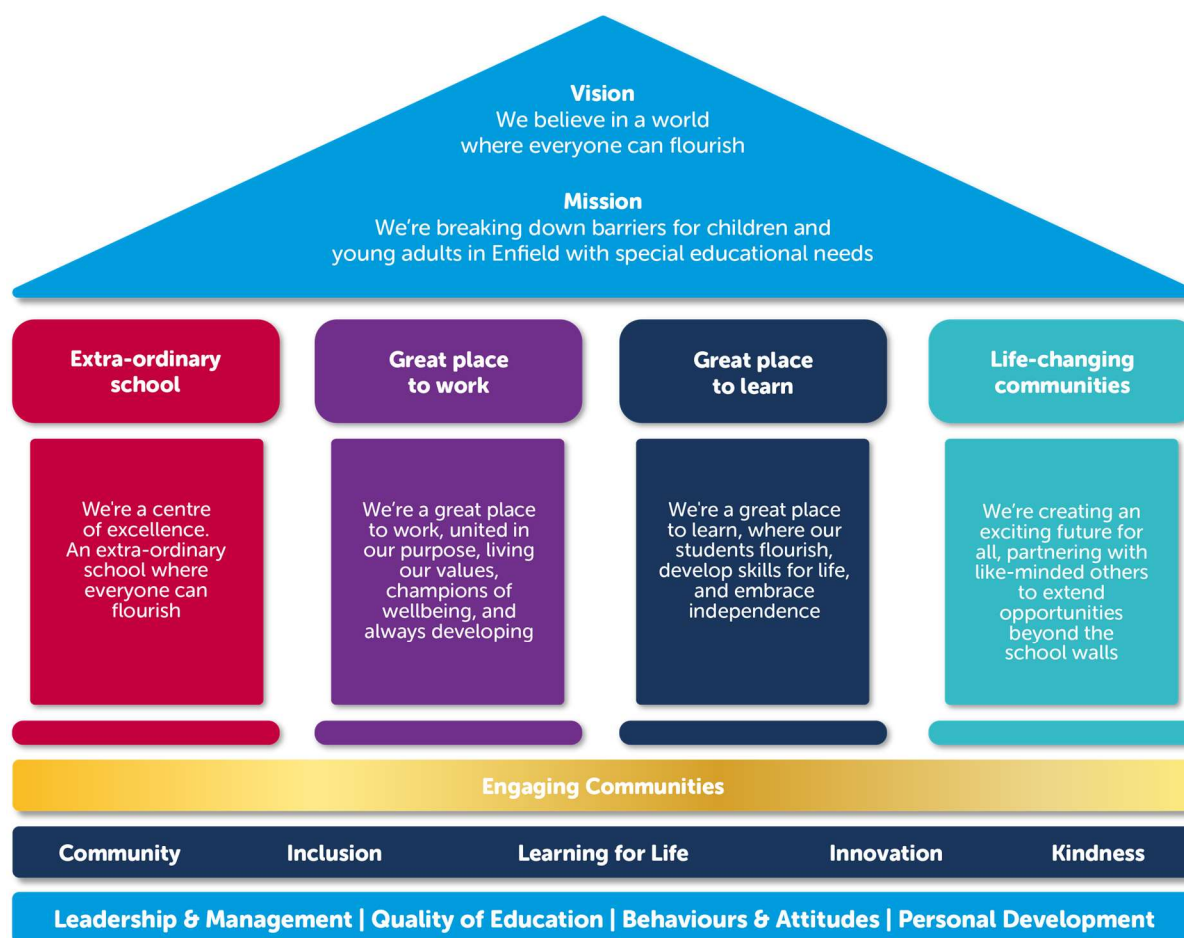
Teaching and Learning Policy

23-24



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West Lea is a 'great place to learn'



Purpose

At West Lea School, we create a flourishing learning community led by a teacher who is a leader and developer of their class team.

Students are challenged and motivated through great team work, by staff who break down barriers for all learning through their use of responsive teaching within our inclusive curriculum.

1. Planning

- a. Curriculum – staff will be provided with the long-term curriculum map (LTP) for their class/subject areas as well as all Medium Term Plans (MTP) for the classes they are responsible for so they know:
 - i. the intent for each subject area and how it links into our broader vision for West Lea
 - ii. the big questions/concepts for each topic to support enquiry led/ real-life investigation learning sequences
 - iii. the expectations for delivery including how and when the students will be assessed

- ii. the big questions/concepts for each topic to support enquiry led/ real-life investigation learning sequences
 - iii. the expectations for delivery including how and when the students will be assessed
 - iv. the knowledge and skills (factual and procedural knowledge) that students are required to learn and achieve
- b. Teachers must have a secure overview of every student's starting points, needs, progress and context for personalisation, challenge, teaching strategies and provision (including additional adults) to be effective
 - i. Each class needs to have a red folder with key information to share for all students including:
 - Overview class preview
 - Pupil profile for each students
 - Every class must have a seating plan that supports learning (e.g. use of Learning Partners) to planning live feedback with identified categories e.g. PP/EAL
 - Medical information (e.g. care plan) to be in separate red folder but kept together
 - ii. Learning must be effectively planned for all students according to the above curriculum and student guidance. We do not expect staff to evidence planning in a specified way but please see use this link for a toolkit of resources that can be used: <https://westleasch.sharepoint.com/:f:/s/WholeSchoolCurriculum/EmSNZ7rzoZFHnslvlpAGWjkbjCFQ7cRV7NRLEkGkCrCE9w?e=Gmz4t2>

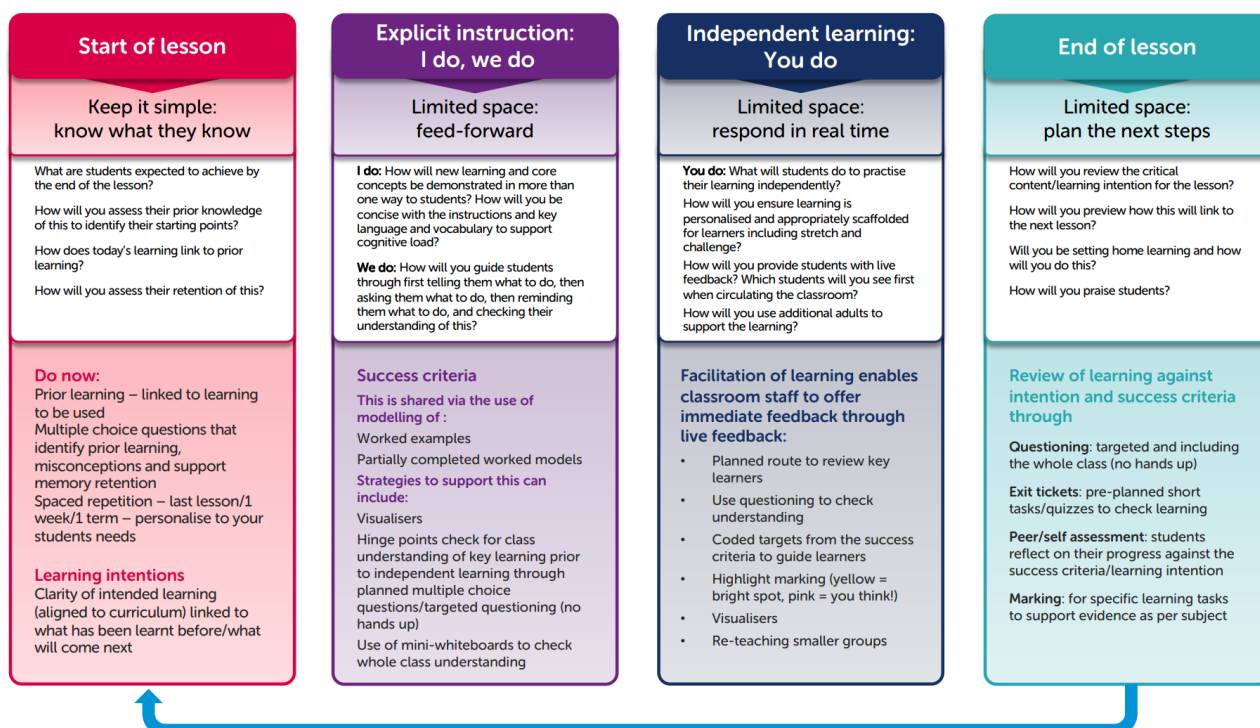
2. Implementation (lesson delivery)

- a. **KEY LESSON EXPECTATIONS:**
 - Ensure there is a purposeful and immediate start to each lesson with a do now task which all students can access independently (supported where required). The do now task should be clearly displayed on the IWB or be printed out for students for quick response, to identify student starting points and provide opportunities to recall prior learning through spaced repetition.
 - Learning Intentions should be clear and precise about the knowledge/skills you want students to learn, not what you want them to do. There is no expectation that these are written down in books.
 - Success Criteria should be clear and precise about how the students can show you (or each other) what they have learned. We are increasingly using the SOLO Taxonomy [one idea; many ideas; relate; extend] to provide a consistent framework to link surface and deep learning. Please see guidance to support: https://westleasch.sharepoint.com/:b:/s/WholeSchoolCurriculum/EfOqWa0E7d5Di51_MGkbiC0Bl3CefyyYxOEgL92CILETXw?e=VnuWYq
 - Support student metacognition by creating opportunities to **probe and question** where students are given time to think, respond and reflect through the use of **hinge points** to check for and address **key misconceptions**.
 - All students should be asked **targeted questions** to check on or develop understanding, rather than relying on 'hands up'.

- All learning tasks should be planned to allow for **independence**, personalised to support students appropriately, and challenge built in to ensure there are no students waiting for the next step.
- Go with the learning: the 'flow' of great progress is more important than sticking rigidly to a lesson plan.
- We are all teachers of **literacy** and **numeracy** and so should embed reading, writing and communication) and, where appropriate, mathematics in our teaching.
- Support **independence** by developing **learning partners**, highlighting the need to be kind, listen to each other and support with learning as they grow through the school.
- Explicitly use the **West Lea values** and link these to learning tasks.
- Praise at least three students for their effort linked to the values.
- Use **technology** to enhance learning opportunities.
- Assess learning and use **live feedback** strategies and provide regular opportunities to 'review and feedback.'
- Check learning with **exit tickets** or **final questioning** at the end of each lesson linked back to the learning intentions.
- Lessons should be linked to opportunities for home learning tasks to consolidate and extend learning and encourage **independent** learning.

b. DELIVERY OF LEARNING OVERVIEW

HOW TO BE RESPONSIVE TO OUR LEARNERS NEEDS



c. DEPLOYMENT OF SUPPORT STAFF

The HLTA/TA should be integral to the planned learning, as a resource to support and extend learning to enable students to develop greater independence over time. Our key guidelines¹ support all staff to have clarity on what this role involves as outlined below:

Alongside their individual roles and responsibilities, when supporting learning the HLTA/TA will:

- work with a range of pupils' and supplement the teachers' work through a shared understanding of their respective roles in achieving learning intentions.
- support whole-class delivery by being at the front of the class, roving the room and supporting students as clearly deployed and planned for.
- ensure pupils retain ownership over their learning and responsibility for their work to support them in becoming independent.
- actively look for opportunities to allow pupils to attempt parts of tasks independently and to experience a healthy mix of success and challenge, remembering it is better for students work to show their learning journey.
- be confident in their role and have good subject knowledge which enables them to ask good questions to inform their interactions.
- allow sufficient 'wait time' for pupils to think and respond (up to 10 seconds to support communication).
- enter lessons with a clear understanding of the concepts and information being taught incl. the specific learning intentions of the lesson and the learning needs of the pupils they are working with.
- be able to capture meaningful feedback for teachers, which inform the next stages of learning within and/or after lessons.

d. ENVIRONMENT FOR LEARNING:

A safe and purposeful learning environment which encourages students to engage with their learning through:

i. Displays and resources

- showcase student's work and achievements to support our values and to celebrate their learning journey
- support learning by providing subject specific prompts and exemplar student work (working walls)
- link to big questions/topics and raise aspirations by displaying enrichment and career opportunities
- Please see guide for further support:

https://westleasch.sharepoint.com/:w:/s/WholeSchoolCurriculum/EQpKPZOj_0BJhS72jo8l4lgBjL_YF4LgA15xsnOruB87HA?e=A4KtiJ

ii. Books

- Ensure exercise books are covered with a plastic cover
- Overviews for academic year to be stuck in for curriculum subjects
- Students to underline titles and dates with a ruler (where appropriate)

¹ Education Endowment Foundation: Making best use of Teaching Assistants Report, [TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqa.pdf](https://www.teaching-assistants.org.uk/wp-content/uploads/2021/11/02-162019_wsqa.pdf) ([d2tic4wvo1iusb.cloudfront.net](https://www.teaching-assistants.org.uk/wp-content/uploads/2021/11/02-162019_wsqa.pdf))

- Students should write in black or blue ink and use a pencil for drawing shapes, diagrams, and graphs
- **Exercise books should be out on tables with students in lessons as a learning tool**

e. STRATEGIES TO SUPPORT OUR STUDENTS

- All staff use the identified strategies for individual students as per their pupil profile (see red folder)
- As a communication friendly setting staff are trained to understand the reasons for communication difficulties (see communication chain: [Communication chain information.pdf](#)), and are equipped with strategies to adapt and develop communication skills
 - ELKLAN – the use of blanks questioning to support comprehension
 - Visuals, signs and symbols
 - Communicate in print
 - Makaton
 - Colourful semantics – a visual resources for supporting sentence structure and grammar
 - General language and communication skills (chunking, modelling, repetition, processing time and checking understanding)
 - Communication tools such as specific apps through tablets
- Attention autism: This is a four-stage intervention created by Gina Davis, a speech and language therapist. The main purpose of Attention Autism is to develop and encourage communication, social interaction and joint attention skills through highly motivating and engaging activities.

f. LITERACY ACROSS THE CURRICULUM

• Use of phonics

To teach early reading we use Little Wandle Letters and Sounds revised as our systematic, synthetic phonics programme.

- Children should be taught grapheme and phoneme correspondence and how to form letters using the pneumatic and catchphrases associated through the weekly grids.
 - Children should progress to writing sentences, learning spellings, tricky words and the definition of key words through regular lessons which are adapted to suit the individual needs of the children in the class.
 - Reading skills are taught through reading practice sessions which should take place three times a week. Teachers should complete the reading practice assessment sheet for the group weekly.
 - During these sessions children should be taught to read fully decodable books which follow the sequence of the phonics programme. In addition to reading at school children are allocated the same phonics eBook being read at school, which in turn reinforces reading skills and should be at 90% fluency for individual reading.
- **Guided (reciprocal) reading**
Once children have completed the phonics programme, they should progress to accessing group guided reading sessions which use a wide range of high-level texts and reciprocal reading strategies to develop a deeper understanding of texts. Children are taught to use prediction, clarify, question, summarise, comprehension and inference skills to develop their confidence and independence as readers.

- **Explicit teaching of vocabulary**

New vocabulary should be carefully considered through topic medium and weekly planning and is taught explicitly through lessons and using clarifying skills in reading sessions. A range of strategies can be used to support this:

- The classroom environment should have a 'Word Wall' which displays new vocabulary,
- 'Wow Words' or a word jar/box which contains newly learnt vocabulary. The teacher creates opportunities to review these words weekly by asking children to choose a word in the jar/box and recall the meaning of the word.
- The use of knowledge organisers to pre-teach and consolidate vocabulary
- Word webs and/or visual organisers
- Opportunities for students to explore various media such as iPads, dictionaries, thesaurus and electronic devices to research or examine new concepts and vocabulary as individuals, in pairs and small groups.

- **Marking for literacy**

- Teacher or member of staff working with a child assesses their work and provides '**live feedback**' which can be verbal or written prompts. This will involve marking using the codes for feedback and support for the child to correct or up-level their work using verbal diagnostic feedback.
- There should be a focus on assessing the work against the learning intention, success criteria and reflecting on the next steps for the child based on their learning needs.
- Verbal diagnostic feedback** will also include secretarial feedback e.g. capitals for proper nouns, presentation, punctuation, handwriting or key words misspelled.
- If a misconception is noticed amongst the group the adult is working with, there should be a group intervention to address this e.g. model a correct example or discuss why this misconception has arisen.
- Written diagnostic marking** -The prime focus is making an assessment of the writing against the success criteria for a given genre and will only be applicable for particular children or lessons. The codes for feedback table will be used to highlight examples where the success criteria have been achieved, secretarial marking and the next target set for the child.

- **Writing**

The teaching of writing across our school consists of two dimensions; **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech and writing). We use **Talk for Writing** approaches to support our children in developing skills to write for a variety of audiences and purposes within different subjects. Through this approach children internalise language structures needed to write through 'talking the text' and building up a bank of knowledge of how texts are structured. The movement from **imitation** to **innovation** to **independent application** is adapted to suit the needs of our children at any stage of their learning. We provide a variety of media for our children to use such as laptops, blogs, drama and video to break down barriers for children who are not able to write in a conventional manner.

"We know that linguistically children can't write sentences unless they can say them and they can't say a sentence unless they hear them a lot." (Pie Corbett)

g. EYFS

Our Early Years curriculum runs through reception to our Y1+2 classes and is based on a blend of the Early Years Foundation stage and National Curriculum for KS1 classes. We recognise that our children learn differently and our curriculum is structured to teach key skills and knowledge through taught lessons and enhance wider curriculum experiences through play based learning and rich continuous provision. Our caring and nurturing setting provides the perfect balance of exciting child-initiated and engaging adult-led learning opportunities in both indoor and outdoor learning spaces.

h. HOME LEARNING

Home learning expectations are set at campus level. Tasks need to compliment and deepen the taught curriculum and must not be burdensome. A key aspect of home learning across the school is focused on developing reading for pleasure through daily and weekly home reading expectations.

3. Lesson impact: Feedback and evaluation

a. LIVE FEEDBACK

At West Lea we recognise that feedback is an integral part of great teaching and as such we believe that feedback can take many approaches, and needs to be carefully planned by the teacher to respond to the emerging needs of their learners.³ As Dylan Wiliam has noted himself, responsive teaching might be a better term than assessment for learning,⁴ therefore, this policy is not a prescriptive approach to formative assessment, but rather it provides a framework and toolkit of feedback approaches staff can use to support responsive teaching through the learning process. As outlined in our 'Delivery of learning overview' above, live feedback can be visible utilising a variety of methods including: The importance of verbal feedback cannot be overstated given the literacy difficulties of so many of our students. The impact of verbal feedback should be observable in the students' next steps; there is no need to record it unless you find it useful. Other strategies that can be used to support this

- Coded targets from the success criteria
- Highlighter feedback – yellow = bright-spot, pink = think
- Questioning: use of SOLO taxonomy and *blanks questioning to challenge and scaffold appropriately*
- Visualisers
- Re-teaching smaller groups


b. MARKING

Marking is one aspect of feedback, and needs to be efficiently utilised to ensure we maintain our ultimate goal of making the feedback process **meaningful, manageable and motivating** for both students and staff. Marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed

on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

c. CODES FOR FEEDBACK/SPAG TO STUDENTS

Across the campuses we want students to recognise when feedback is given, and for consistency staff use the following codes:

Code	Meaning	Notes
WWW 	What went well	Can be reduced to W for coded target
Use of yellow highlighter	Yellow = bright spot!	
I	Work completed independently	
S	Work completed with support	
T	Target - your next step	
Use of pink highlighter	Pink = think	
sp	Spelling error	
G	Incorrect use of grammar	
C	Incorrect use of capital letter or capital letter required	
P	Incorrect punctuation or punctuation required	
//	New paragraph required	
^	Word, phrase or letter missing	

See assessment and feedback policy:

<https://westleasch.sharepoint.com/:w/s/WholeSchoolCurriculum-Policydrafts/EZJEaE6uhKFDmrZr7OM6lr8ByR-5dwwc7gAjf3ut5Fi9HA?e=eOYadh>

Research that underpins this policy:

Barak Rosenshine: *Principles of effective instruction*

Cark Hendrick: *The streamlined classroom*

Carol Dweck: *Mindset: The New Psychology of Success: How We Can Learn to Fulfil our Potential*

Damian Benney: *Interleaving and distributed practice*

<https://mrbenney.wordpress.com/2016/07/11/spacing-interleaving-the-testing-effect-and-distributed-practice-the-diet-coke-version/>

Daniel Willingham: *Why Don't Students Like School*

David Didau: *The Secret of Literacy: Making the Implicit Explicit*

Doug Lemov, Erica Woolway, and Katie Yezzi: *Practice Perfect: 42 Rules for Getting Better at Getting Better*

Doug Lemov: *Teach like a Champion*

Dylan Wiliam: *Embedded Formative Assessment*

Education Endowment Foundation: *Metacognition and self-regulated learning*

https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf

Education Endowment Foundation: *Making best use of Teaching Assessments Report, TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf* (d2tic4wvo1iusb.cloudfront.net)

Fletcher-Wood, H. *Responsive Teaching*

Geoff Barton: *Don't Call It Literacy!* Geoff Petty: *Evidence-Based Teaching: A Practical Approach*

Gordon Stobart: *The Expert Learner*

Graham Nuthall: *The Hidden Lives of Learners*

Joe Kirby: <https://pragmaticreform.wordpress.com/2015/03/28/knowledge-organisers/>

John Hattie and Gregory Yates: *Visible Learning and the Science of How We Learn*

John Hattie: *Visible Learning*

Learning Scientists: <http://www.learningscientists.org/videos>

Mary Myatt: *High Challenge, Low Threat*

Mary Myatt: *The Curriculum: Gallimaufry to Coherence*

Mary Myatt: *Primary Huh, Curriculum conversations with subject leaders in primary schools*

Peter Brown, Henry Roediger, and Mark McDaniel: *Make It Stick: The Science of Successful Learning*

Ragazza Inglese: *Knowledge Organisers: Facts, not Fads*

<https://ragazzainglese.wordpress.com/2017/01/04/knowledge-organisers-facts-not-fads/>

Retrieval Practice: <http://www.retrievalpractice.org/overview/>

Robert Marzano and Debra Pickering,: *Building Academic Vocabulary: Teacher's Manual*

Robert Marzano, Debra Pickering, and Jane Pollock: *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*

Robin Alexander: *Towards Dialogic Teaching: Rethinking Classroom Talk*

Ron Berger: *An Ethic of Excellence: Building a Culture of Craftmanship with Students* David Brown: *Make it stick*

[Eliminating unnecessary workload around planning and teaching resources](https://publishing.service.gov.uk) (publishing.service.gov.uk)



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