

Teaching and Learning / Home Learning

The purpose of this policy

- To seek to ensure that students attain their full potential as learners and are equipped to make a positive contribution to society
- To clearly state the expectations of the school with regard to teaching and learning
- To promote a commitment to lifelong learning
- To ensure that the unique ethos of the school is upheld and improved

We have an agreed policy of what constitutes good and outstanding learning, as set out in the Excellent Teaching Framework.

The Principles of the policy

1. Accountability – we are morally responsible for the progress of students. We should be able to offer a broad range of evidence that shows our high aspirations for student progress and everything we do should support and impact on this
2. Thoroughness – We ensure we are all clear on what excellent teaching looks like and hold ourselves and others accountable to this in a transparent and supportive manner through effective implementation of the curriculum.
3. Consistency – the power of the team. We constantly look for opportunities to collaborate with others and welcome opportunities to see and share best practice through the spectrum of the South Wirral Way of teaching.
4. Expertise - We embrace feedback, finding out not only what we do well and can share with others, but what we need to work on with reference to the Framework for Excellent teaching
5. Action - We act on feedback and encourage colleagues to support us in reviewing how we are having impact on our AFDs. We take risks and try things out knowing that we will not be held accountable for individual moments of unsuccessful teaching and learning.

This policy is applied by

- Teachers and Teaching Assistants
We use the policy to develop the intent and implementation of the curriculum. We evaluate the learning taking place through the impact our curriculum has. We use a programme of lesson observation and quality assurance to evaluate impact. Our quality assurance seeks to not judge teachers but forms the focus for discussions of strengths and areas for development in teaching in peer coaching and for appraisal (See Appendix 1 and Appendix 2)
- Faculty Progress Leaders
We use the policy to oversee the development and implementation of the curriculum within subjects we manage to ensure excellent teaching takes place. Professional development, faculty time, and peer coaching sit alongside the quality assurance process to form the focus on typically excellent teaching in line with the South Wirral Way.

- Senior Leadership

We use the policy to oversee the strategic development and implementation of the curriculum across the school, to ensure excellent teaching takes place. We use the appraisal process, professional development, line management, external funding and agency opportunities to develop typically excellent teaching in line with the South Wirral Way. We constantly evaluate the impact of strategy and support and challenge staff where necessary.

Evaluations have highlighted **these consistent themes** in our development of teaching and learning.

South Wirral Way- Implementation

Development of effective teaching at South Wirral High School focuses on the following aspects to ensure that students receive routinely typically excellent teaching.

- Learning outcomes
 - Routine practice recall
 - I do, we do, you do activities
 - Explicit teaching of vocabulary
 - Feedback and reflection
- Examples of pro-formas can be seen at W drive : curriculum staff : SWHS documents: quality of education lesson planning
 - Faculties all have curriculum aims, maps, and schemes of work in line with the policy's expectations across all key stages. Faculties are also expected to have a shared bank of resources so that staff planning time can focus on modifying existing lesson plans to the particular needs of their students

South Wirral Way -Science of Learning

- We ensure that all teachers continue to actively engage with professional development and improve their teaching repertoire as detailed in faculty improvement plans and appraisal objectives
- We maintain a continual programme of INSET which develops the school's capacity to learn how to learn including subject specific CPD and cross curricular hubs
- We ensure that students, teachers and support staff continue to develop a common language to apply in evaluating the quality of learning and how to improve it
- Teachers should understand how cognitive overload can restrict learning and apply strategies to promote retention of key knowledge such as knowledge organisers
- Students are challenged routinely where deep thinking is required to process information and student are supported by providing the tools to escape the pit.

South Wirral Way -Individualised Learning

- Staff should use school data systems to acquire knowledge of the needs of individuals within their class, for example SEND information, target grades/levels, Pupil Premium status
- Differentiation can take the form of differentiation by content, process or outcome
- **Content** : Is it accessible and suitably challenging?
- **Process** : Is the pace of learning appropriate? Is interest / enjoyment maintained?
- **Outcome** : Spoken, written, diagrammatic? Is everyone stretched

Framework for Typically Excellent Teaching

- The framework links directly to the teaching standards and establishes a clear guide on what effective teaching in the classroom looks like
- All stakeholders in school use the framework to develop their teaching as part of appraisal and select a priority objective based on this
- See Appendix 1 for full framework

Special Educational Needs and Disabilities

- We ensure that appropriate provision continues to be made in order to remove barriers to achievement
- Develop and share the School Offer for Special Education Needs and Disabilities

Remote Education

- We ensure that staff receive appropriate training, opportunities to share good practice and promote an atmosphere that encourages staff to experiment with new approaches. Including screen casting and google meet
- We ensure that any provision for new technologies is able to increase motivation, interest and attainment in subject areas
- We encourage the routine use of google classrooms by all faculties
- We encourage the regular use of additional online platforms such as Seneca, GCSE Pod, My Maths and Maths Watch
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Environment

- The classroom is a resource that should inspire and support learning
- Every classroom should have a traditional white board and an interactive whiteboard
- Classroom display can model high quality work or work-in-progress
- Classroom display should support literacy e.g. key words / connectives
- ICT is available for all lessons - either by booking and ICT room or laptop trolley or iPad trolley

Home learning policy

Why is Homework important?

At South Wirral High School we consider the completion of homework an essential daily task that will help all students achieve their true potential. It enables students to develop the skills, confidence and motivation needed to study effectively on their own.

In years 7, 8 and 9 homework tasks encourage students to practise important skills that are required for their work in school. This then helps students progress more rapidly and so in turn supports a positive and interested approach to school work.

Regular completion of homework means that vital revision for tests and examinations is carried out more effectively. In other words if students are not used to a routine of completing homework they find it extremely difficult to prepare properly for tests and examinations.

South Wirral High School

In year 10,11,12 and 13 full completion of GCSE, BTEC and A Level courses can only be achieved if work is undertaken at home. For example, some subjects require students to complete Controlled Assessment that carries an important percentage of final marks. These tasks need to be completed largely at home, very thoroughly and to specific deadlines.

GCSE, BTEC and A Level students will have a great amount of home revision to do for tests, mock examinations and the final examinations. It is unfortunately the case that if students begin year 10 without the habit of completing regular homework, they will find it extremely difficult to gain the GCSE, BTEC and A Level grades that match their ability.

Homework helps parents and carers to be involved in students' learning and keeps them informed about what students are learning. It also prepares students for the challenges of university and working life.

How often is homework set?

In addition to weekly Mathematics and English homework, students will have regular home works set from non-core subjects with a minimum of one per half term expected for larger projects or more regular for shorter pieces of homework

In year 10 onwards, as a general rule subjects that only have one lesson a week will set homework every fortnight. If there are two or more lessons during the week for any particular subject, often more than one homework may be set.

What type of homework will be set?

Homework will vary greatly. The following are all possible homework tasks:-

- Google classroom
- Extended piece of writing
- Answer specific questions
- Interview relations for a survey
- Continue with a coursework project
- Word processing
- Bring in particular newspaper articles
- Making a model
- Reading
- Drawing
- Designing
- Research and investigation
- Report writing
- Exam questions
- Revision
- Seneca
- My Maths/ Maths Watch
- GCSE Pod

Appendix 1

A framework for typically excellent teaching at South Wirral High School

This framework sets out the expectations of excellent teaching within our school. The framework is not a compulsory checklist for every lesson, but rather a reference point to expectations of typically excellent teaching ‘over time’.

The notes alongside each aspect of excellent teaching on ‘**how I might evidence this...**’ is to support a teacher in their appraisal cycle so that they have a clear understanding of what they may use when producing supporting evidence on whether they have met an appraisal target.

The final column enables staff to see how each aspect of the excellent teaching framework relates to specific parts of the Teachers Standards

Features of excellent teaching	What does it look like...	How I might evidence this...	How it links to Teaching Standards...
Effective routines	<p>Excellent teaching has strong classroom routines including...</p> <ul style="list-style-type: none"> ● teachers meet and greet at the door with a positive comment ● teachers challenge students without required equipment ● seating plans annotated with starting points and information about individual differences (e.g. targets, SEN,PP) ● learning starts quickly, for example with a “do now” task on entry, that involves retrieval and therefore builds on prior learning, making the purpose of learning clear and referencing a bigger picture – the why ● planners on desk ● home learning copied off the board ● praise for positive attitude to learning before addressing negative behaviours ● key vocabulary made explicit and referenced throughout the lesson ● a calm exit from the lesson that includes, positive reinforcement of behaviours (achievement points) clear instruction on sanctions for negative behaviour and checks on uniform 	<ul style="list-style-type: none"> ● Data driven seating plan ● Learning walk feedback ● Lesson observations ● Book looks ● Achievement/Behaviour point data ● Lesson Planning ● T Drive Resources ● Student progress & outcomes 	<p>1- Set high expectations which inspire, motivate and challenge pupils</p> <p>2- Promote good progress and outcomes by pupils</p> <p>7- Manage behaviour effectively to ensure a good and safe learning environment</p>

<p>Curriculum entitlement</p>	<p>Excellent teaching ensures that students receive their entitlement to the agreed core knowledge and skills</p> <ul style="list-style-type: none"> no student is denied equitable access to all opportunities on a course based on ability students starting points and individual differences are taken into account when planning learning learning should be scaffolded so that all learners can access the curriculum sequences of lessons focus on the core knowledge and skills required from the Scheme of Work home learning is set according to the home learning policy 	<ul style="list-style-type: none"> Data driven seating plan Learning walk feedback Lesson observations Book looks Achievement/Behaviour point data Schemes of work and curriculum planning Extra Curricular clubs Intervention information Trips & visits 	<p>2- Promote good progress and outcomes by pupils 3- Demonstrate good subject and curriculum knowledge 4- Plan and teach well-structured lessons 5- Adapt teaching to respond to the strengths and needs of all pupils 8- Fulfil wider professional responsibilities</p>
<p>Teacher’s Subject knowledge</p>	<p>Excellent teaching depends on excellent subject knowledge and passion about the subject</p> <ul style="list-style-type: none"> knowledge needs refreshing through engagement with academic and pedagogical thinking clear understanding of the specialist language required by students to achieve knowledge is shared with colleagues through engagement in Faculty time, HUBS and CPD opportunities 	<ul style="list-style-type: none"> Lesson planning Shared resources on T drive Faculty Time minutes HUB attendance and engagement External CPD Coaching evidence Book Looks learning walks lesson observations Student progress & outcomes 	<p>2- Promote good progress and outcomes by pupils 3- Demonstrate good subject and curriculum knowledge 4- Plan and teach well-structured lessons 5- Adapt teaching to respond to the strengths and needs of all pupils 6- Make accurate and productive use of assessment</p>
<p>Explanation</p>	<p>Excellent teaching requires clear, precise and factually accurate explanations that are chunked and revisited</p> <ul style="list-style-type: none"> Succinct ,clear, factually explanation of tasks New learning should be linked to prior learning New learning should be “chunked” to avoid overwhelming working memory Learning should be reviewed lesson by lesson, week by week and month by month 	<ul style="list-style-type: none"> Lesson planning Shared resources on T drive Book Looks learning walks lesson observations 	<p>2- Promote good progress and outcomes by pupils 3- Demonstrate good subject and curriculum knowledge 4- Plan and teach well-structured lessons 5- Adapt teaching to respond to the strengths and needs of all pupils</p>

<p>Modelling</p>	<p>Excellent teaching provides clear modelling of skills, knowledge and outcomes</p> <ul style="list-style-type: none"> ● students need to have new learning modelled so they know what excellence looks like. This would include: <ul style="list-style-type: none"> ○ Worked example ○ Annotated diagrams ○ Practical demonstrations ○ Collectively working through problems and the thought process on a task ● academic talk should be modelled by teachers with no “dumbed down” language ● think aloud to model steps ● teachers always model standards, behaviours and expectations of successful citizens in society ● learning resources should be clear, accessible and model good literacy 	<ul style="list-style-type: none"> ● Lesson planning ● Shared resources on T drive ● Faculty Time minutes ● HUB attendance and engagement ● External CPD ● Coaching evidence ● Book Looks ● learning walks ● lesson observations ● Student progress & outcomes ● Classroom environment and displays 	<ol style="list-style-type: none"> 1- Set high expectations which inspire, motivate and challenge pupils 2- Promote good progress and outcomes by pupils 3- Demonstrate good subject and curriculum knowledge 4- Plan and teach well-structured lessons 5- Adapt teaching to respond to the strengths and needs of all pupils
<p>Questioning</p>	<p>Excellent teaching has a high volume of questioning</p> <ul style="list-style-type: none"> ● excellent questioning takes individual starting points and differences into account ● excellent questioning deepens and extends understanding ● a range of questioning types and strategies are used (For example ABC, Think-Pair-Share, No hands up etc) 	<ul style="list-style-type: none"> ● Lesson planning ● Shared resources on T drive ● Coaching evidence ● Book Looks ● learning walks ● lesson observations 	<ol style="list-style-type: none"> 1- Set high expectations which inspire, motivate and challenge pupils 2- Promote good progress and outcomes by pupils 3- Demonstrate good subject and curriculum knowledge 4- Plan and teach well-structured lessons 5- Adapt teaching to respond to the strengths and needs of all pupils 6- Make accurate and productive use of assessment
<p>Challenge</p>	<p>Excellent teaching challenges all students</p> <ul style="list-style-type: none"> ● an appropriate level of challenge does not overcome working memory ● an appropriate level of challenge takes students into “the pit” and then brings them out again ● challenge requires regular practice recall, spacing and interleaving of knowledge and skills ● capacity for differentiated challenge in class is built into lessons ● tasks which enable students to ‘think hard’ are used in class 	<ul style="list-style-type: none"> ● Data driven seating plan ● Learning walk feedback ● Lesson observations ● Book looks ● Lesson planning ● T Drive Resources ● Student progress & outcomes ● Student voice 	<ol style="list-style-type: none"> 1- Set high expectations which inspire, motivate and challenge pupils 2- Promote good progress and outcomes by pupils 3- Demonstrate good subject and curriculum knowledge 4- Plan and teach well-structured lessons 5- Adapt teaching to respond to the strengths and needs of all pupils

	<ul style="list-style-type: none"> challenge is evident at multiple points in a lesson 		7-Manage behaviour effectively to ensure a good and safe learning environment
Autonomy & Positive Attitudes	<p>Excellent teaching promotes student autonomy in class</p> <ul style="list-style-type: none"> through home learning or extra-curricular activities to ensure they take responsibility for their own learning develop tasks that ensure students have to be resilient and deal with difficulty excellent teaching give opportunity for students to practice their understanding of knowledge and skills in order to improve praise for positive attitude to learning before addressing negative behaviours 	<ul style="list-style-type: none"> Lesson planning Faculty Time minutes Coaching evidence Book Looks learning walks lesson observations Student progress & outcomes Classroom environment and displays Tutor resources LORIC data for tutor group 	<p>1- Set high expectations which inspire, motivate and challenge pupils</p> <p>2- Promote good progress and outcomes by pupils</p> <p>3- Demonstrate good subject and curriculum knowledge</p> <p>4- Plan and teach well-structured lessons</p> <p>5- Adapt teaching to respond to the strengths and needs of all pupils</p> <p>7-Manage behaviour effectively to ensure a good and safe learning environment</p>
Student Knowledge	<p>Excellent teaching embeds learning into student's long term memory</p> <ul style="list-style-type: none"> This requires regular practice recall, spacing and interleaving knowledge and skills Key terminology is explicitly taught so student understanding is embedded Low stakes quizzing and summative assessments are used in class 	<ul style="list-style-type: none"> Book Looks learning walks lesson observations Lesson planning Classroom environment and displays 	<p>1- Set high expectations which inspire, motivate and challenge pupils</p> <p>2- Promote good progress and outcomes by pupils</p> <p>3- Demonstrate good subject and curriculum knowledge</p> <p>4- Plan and teach well-structured lessons</p> <p>5- Adapt teaching to respond to the strengths and needs of all pupils</p>
Feedback	<p>Excellent teaching requires excellent feedback</p> <ul style="list-style-type: none"> Feedback should provide targets and actions that clarify errors, correct mistakes, and deepen learning Feedback should provide more work for the student than the teacher Feedback should be manageable and meaningful and motivating Marked feedback should be in line with school policy Feedback should ensure that there is a focus on literacy in line with school policy 	<ul style="list-style-type: none"> Book Looks learning walks lesson observations Lesson planning Student Voice 	<p>1- Set high expectations which inspire, motivate and challenge pupils</p> <p>2- Promote good progress and outcomes by pupils</p> <p>3- Demonstrate good subject and curriculum knowledge</p> <p>4- Plan and teach well-structured lessons</p> <p>5- Adapt teaching to respond to the strengths and needs of all pupils</p>

Appendix 2

Lesson Observation Proforma

<u>Date</u>	<u>Teacher</u>	<u>Observer</u>	<u>Time of day</u>	<u>Length of observation</u>
<u>Year group</u>	<u>No. in class</u>	<u>SEN</u>	<u>Subject</u>	<u>Context</u> (exam/topic/type of activity)

Evaluation

Summary of Main Points

Strengths	Opportunities for development