

Dixons Trinity Academy

Policy Documentation

Policy: Teaching & Learning

Responsibility for Review: Principal

Date of Last Review: July 2016

Teaching & Learning

Principles

At Dixons Trinity Academy, we build a partnership between parents/carers, students and teachers that puts **learning first**.

Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximize learning. They are great seekers and users of feedback. The big idea at Dixons Trinity Academy is that evidence about learning is used to adjust instruction to better meet student needs – in other words, teaching is *adaptive* to the learner's needs.

Our teaching is driven by our values. The protocols, routines and development of good learning habits are embedded across our academy and this policy assumes that all teachers will remain consistent in the way they are applied in the classroom. The mantra is an important part of the teaching and sets the tone for the learning that follows. It should always be upbeat and enthusiastic, setting the scene at the start of each lesson. Teachers should make full use of our systems to ensure that students who consistently display excellent learning habits are recognised.

It is expected that all lessons at Dixons Trinity will consistently follow our routines and lesson protocols. The values of hard work, trust and fairness underpin achievement for all students at Dixons Trinity and these values are evident in all classrooms. It is a focus of these values that should form the basis for any discussion with students who fail to display good learning habits and who, as a result, are not reaching their potential.

Aims

- To establish a strong culture of learning through an agreed set of practices and a shared language.
- To develop teacher autonomy through providing a framework upon which lessons are planned in order to maximise progress.
- To provide common criteria against which great teaching and learning practice can be celebrated and developed, and where practice falls short, intervention is implemented to challenge and improve performance.
- To ensure a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.
- To help spread and share all great teaching and learning practice.

Practice

Core Features of Learning

We firmly believe that assessment is the bridge between teaching and learning. Therefore, every lesson at Dixons Trinity will show evidence of the following essential **core** features:

1. Intelligent sequencing.

Heads of Department (HoDs) ensure that learning intentions and lesson standards are intelligently sequenced to ensure students develop both their long-term and working memory. In

lessons, classroom teachers structure activities into a sequence which supports students with their learning.

Opportunities to interleave and space out topics serves to interrupt the forgetting of key knowledge and ensures that students recall and retrieve information from past lessons. Quizzes are a very effective way of making sure students are revisiting older learning.

2. Highly tailored learning activities.

HoDs create long term plans for each year group which then form the basis of schemes of work (*see Appendix 2*). Schemes of work (SoW) should challenge students across the ability range; we believe that learning content should be difficult. SoW should be detailed with a variety of activities covering the needs of all classes. Each SoW should ensure learning intentions are sequenced in an order which helps students build and retain key knowledge and skills- opportunities for interleaving and quizzing should be identified throughout the scheme. Each SoW should signal opportunities for assessment to enable students to engage in deliberate practice – verbal and written feedback (successes and next steps) from each assessment point should be given using the green marking sticker. It is vital to give students the opportunity to rehearse and refine skills that will lead to examination success. Classroom teachers should respond to assessment data to tailor individual lessons to meet the needs of individual students, especially those who are at the risk of underachieving. Key vulnerable groups will be identified and supported, including disadvantaged and SEND students. In lessons, teachers should support and challenge students through sharply focused and timely interventions, matching needs accurately.

3. Effective formative assessment (*see Appendix 1*).

Teachers systematically and effectively check students' understanding throughout lessons anticipating where they may need to intervene. Teachers seek to gather information about student mastery through the use of questioning and observation. The key academy strategies are:

- Random and targeting questioning (using lollipop sticks and prisms in line with our no hands up policy).
- Use of whole class response as much as possible.
- Close monitoring of student performance.
- Activities to follow up verbal and written feedback to activate students to begin to master their next steps.

Lesson Planning

The purpose of lesson planning at Dixons Trinity is to tailor the scheme of work to the specific abilities and needs of classes and students. All schemes of work are structured around the three core features of learning outlined above. At Trinity, Intervention and Prevention documents serve as our lesson planning (*see Appendix 3*).

Appendix 1

Formative Assessment

(Extracts taken from the SSAT 'Embedding formative assessment' professional development pack)

An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Types of formative assessment

- Long-cycle
 - Span: across units, terms
 - Length: four weeks to one year

- Medium-cycle
 - Span: within and between teaching units
 - Length: one to four weeks

- Short-cycle
 - Span: within and between lessons
 - Length:
 - Day-by-day: 24 to 48 hours
 - Minute-by-minute: 5 seconds to 2 hours

The really big effect sizes that we find in the research literature happen when you do the minute-by-minute and day-by-day formative assessment. If you let the students leave the classroom before you have used the evidence about their achievement to make a difference to your teaching, then you are already playing catch up. If you haven't made an adjustment by the next time they reappear in your classroom it is probably too late. You do not need to be able to write or do good formative assessment; it is about the minute-by-minute and day-by-day adjustment of your teaching.

Unpacking formative assessment

- Key processes
 - Establishing where the learners are in their learning
 - Establishing where they are going
 - Working out how to get there

- Participants
 - Teachers
 - Peers
 - Learners

Aspects of formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions.	Engineering effective discussions, tasks and activities that elicit evidence of learning.	Providing feedback that moves learners forward.
Peer	Understanding and share learning intentions.	Activating students as learning resources for one another.	
Learner	Understand learning intentions.	Activating students as owners of their own learning.	

Now those probably seem slightly familiar or connected to what you know about. The point is that these are much broader notions than people typically talk about. People typically talk about questioning, feedback, self-assessment and peer assessment. Self-assessment is important but it is only part of activating students as owners of their own learning. There are other important things like meta-cognition, thinking about thinking and about managing your emotional responses. Learning is hard and the resilience that the best students acquire in the face of failure is an important part of becoming an effective learner. Activating students as learning resources for one another goes way beyond peer-assessment, it is also peer tutoring and collaboration – students supporting each other as learners. Providing feedback that moves others forward, that is really important. Most feedback even in the best schools, even when teachers write comments rather than give scores and grades is a actually the view through the rear view mirror rather than through the windscreen. It focuses on what was wrong with the last assignment. But they are never going to do that assignment again. The best feedback takes out of the last assignment what the students need to feed into their next assignment. It is very hard to do but it is the stuff that makes a difference.

Five key strategies

- Clarifying, understanding, and sharing learning intentions
 - Curriculum philosophy
- Engineering effective classroom discussions, task and activities that elicit evidence of learning
 - Classroom discourse, interactive whole-class teaching
- Providing feedback that moves learners forward
 - Feedback
- Activating students as learning resources for one another
 - Collaborative learning, reciprocal teaching, peer-assessment
- Activating students as owners of their own learning
 - Metacognition, motivation, interest, attribution, self-assessment

One big idea

Use evidence about learning to adapt teaching and learning to meet students' needs.

Keeping learning on track

To explain this we use the analogy of a plane journey: If you were flying from Glasgow to London you would hope that pilots do not navigate the way that most teachers assess. If they did, they would have said 'Right, Glasgow; due south, flying time of approximately fifty five minutes.' After fifty-five minutes he would actually set down at the nearest airport and say, 'Is this Heathrow?' And the person on the ground says, 'No, it is Gatwick.' And the pilot says, 'Sorry, you have got to get off because I've got another job to go on to.' This is what we do as teachers isn't it? We teach students topics and at the end we test them and if they have done well we say 'well done'. If they have not done so well we say, 'do not worry, we'll do it again next term'. So rather than doing that at the end of learning it makes sense to do what a pilot would do i.e. – Plan a course but then take readings as you go and change course as conditions dictate. This is not rocket science. But it is about those small cycles. It is about how often you should do formative assessment? Not more often than once every minute. It is that very sharp, short cycle: Am I on target? Do the students get it? Shall I move on now?

Assessment: the bridge between teaching and learning

To say that learning is more important than teaching is a bit like saying that traveling is more important driving. Traveling is the goal, and driving is a way to achieve that goal. And in the same way that drivers achieve their goal (traveling) by driving, teachers achieve their goal (student learning) by teaching.

Every action that a teacher takes, provided it is intended to result in student learning, is teaching, but the teacher cannot do the learning for the learner; teaching is all the teacher can do. The trap is thinking that this is the end point rather than means to an end.

At one extreme, there are teachers who try to do the learning for the learners, epitomized by the old joke that schools are places where children go to watch teachers work. At the other extreme are the teachers who use the F-word – facilitate. "I don't teach," they say. "I just facilitate learning." Presumably, the teachers are just hanging around, hoping that some learning will occur.

Teaching is difficult because neither of these extremes is acceptable. When the pressure is on, most of us behave as if lecturing works, but deep down, we know it's ineffective. But leaving the students to discover everything for themselves is equally inappropriate. For this reason, I describe teaching as the engineering of effective learning environment. And sometimes, a teacher does his/her best teaching before the students arrive in the classroom.

Many teachers have had the experience of creating an effective group discussion task in which the students engage completely in a really tricky challenge that they must resolve. The only problem is there is nothing for the teacher to do. He/she feels a little bored and a tad guilty that he is not doing anything, so he/she disrupts a group's work. This is one version of what I call the teaching-learning trap: I'm not doing anything; therefore, the students can't be learning anything. The other version of the trap: I am working hard, so the students must be learning something.

The teacher's job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.

Appendix 2

SoW Example English – Year 9

Topic / Unit	Preparation for English Language Paper 2: Writers' viewpoints and perspectives
Overview / Context	<p>Students will engage with a variety of texts, fiction and literary non-fiction, from the 19th Century and the present day. Texts will be linked by themes such as child labour, disease, working conditions and education. The aim of this scheme is to prepare students for the demands of Paper 2 where they will have to analyse and compare texts from two different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.</p> <p>Week 1: Working conditions in factories; Week 2: London; Week 3: Crime and punishment; Week 4: Education</p>
Core Standards	<p>A01: Q1 Explicit and implicit ideas and information (4 marks) / Q2 synthesis of explicit and implicit ideas and information (8 marks)</p> <p>A02: Q3 Writer's use of language (including sentence construction) (12 marks)</p> <p>A03: Q4 Compare writers' ideas and perspectives, and how they are conveyed (16 marks)</p> <p>A05/A06: Communicate clearly, organize information, use a range of vocab and sentence structure, accurate SPaG (40 marks)</p>
Curriculum Opportunities	This scheme allows for explicit cross curricular links with both history and science as students will be learning about living conditions, child labour and disease during the 19 th century and in particular the industrial revolution.
SMSC	To develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.
Assessment Opportunities	Students will sit Paper 1 as part of the AQA Key Stage 3 Assessment Papers. 7 pieces of work have been identified as assessment pieces which require marking stickers.
Regular Quizzing	<p>Regular quizzing will take place in the following lessons during the arrival activity:</p> <p>L3: working conditions in factories; L6: success criteria for analysing language and sentence structure</p> <p>L9: recall the rubric for Paper 2; L13: success criteria AO4; L16: recall the features of original writing</p>
Interleaving opportunities	<p>Interleaving opportunities:</p> <p>L5: Quiz on Literature Paper 1 rubric; L8: Recall quotations from 'Dr Jekyll and Mr Hyde'</p> <p>L11: Recall key themes from 'Dr Jekyll and Mr Hyde'; L18: Recall key contextual factors in 'Dr Jekyll and Mr Hyde'</p>
Key Vocabulary	infer, deduce, implicit, explicit, summarise, purpose, form, compare, topic sentence,
Wider Reading	<p>Students will have to read widely to cope with the demands of this paper. They should be encouraged to read: high quality journalism, articles, reports, essays, travel writing, letters, diaries, reports, autobiography and biographical passages.</p> <p>They would also benefit from reading fictional texts from the 19th Century such as Charles Dickens: <i>Great Expectations</i>, <i>Oliver Twist</i>.</p>
Teacher Notes	This scheme of work must be differentiated to suit the needs of individual classes. At this stage in the curriculum, lower ability students should not be expected to answer Q4 (compare writers' ideas). You will find links to the texts which accompany this scheme in the 19 th Century and 21 st Century reading list. Consult the Assessment Objective Guide and Progression Map to support your teaching of this unit.

Learning Intention/s & Lesson Standards	Learning Activities	Assessment	Notes
<p>LEARNING INTENTION 1 To learn how to read for suggested meaning in a text. To learn how to summarise and make connections between two texts. (A01- Q1+Q2)</p> <p>Lesson Standards:</p> <ol style="list-style-type: none"> 1. Read two texts from different time periods and identify the key ideas. 2. Summarise each text. 3. Compare the similarities in each text. <p>Purpose: To develop insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.</p>	<p>Arrival activity: show students the headline from the 21st Century text and ask them to speculate what they think the text will be about using the 5Ws.</p> <ol style="list-style-type: none"> 1. Students read the text and write down what they can infer and deduce from this text about working conditions. R3 2. Students write down questions based on what they have read for a whole-class discussion. 3. Provide students with a list of 8 true/false statements about the text. Students to choose four statements which are true. R3 4. Students to read Source B (19th Century text) Again students to write down what they can infer and deduce about working conditions from this text. Provide students with definitions of 3/4 key words. 5. Students should write a summary of similarities of the working conditions in iPhone factories and factories in 19th Century. <p>Students should prepare for this by text marking the similarities or listing them for themselves R3 e.g. Things I learn about working conditions in iPhone factories..... Things I learn about working conditions in factories in 19th Century....</p> <p>Then, in writing the summary, students have the flexibility to intertwine similarities (higher ability) or more simply begin with the iPhone factory and use a connective such as similarly, to show how the 19th century factories were similar. They should use the formula P.E.E about Source A, then use a connective and write a P.E.E about Source B. This is the success criteria. W1</p>	<p>Scan whiteboards and use lollipop sticks for further interrogation of responses.</p> <ol style="list-style-type: none"> 1. Support students who have a low reading age by asking them to read out loud to you and provide differentiated reading material as appropriate linked to reading ages on SIMS. R2 3. Whole-class response. Green = 4, Amber = 3 Red= 2. Work with red students in a breakout group during the next activity. 4. Students to RAG after reading. Form a breakout group to support red students and previous red students to develop skills of inference. Support students who have a low reading age by asking them to read out loud to you. 5. Continue to work with breakout group as they text mark. Aggressively monitor student writing ensuring they are using the scaffold. For Amber and Green students peer assess identifying a success and next step against the agreed success criteria. 	<p>Possible misconceptions: model the difference between inference and deduction using the headline.</p> <p>Resources: 21st Century text: Chinese factories / 19th Century text: The Physical Deterioration of the Textile Worker or Evidence of poor conditions in factories.</p> <p>Interactive: collaborative writing in breakout, peer assessment, discussion.</p> <p>Key Vocabulary: infer, deduce, implicit, explicit, summarise.</p> <p>SMSC: workforce exploitation.</p> <p>Non-Fiction: newspaper article/ report on the conditions of the textile worker.</p> <p>SPaG: use a variety of sentence starts to scaffold task 5.</p>

Appendix 3

INTERVENTION SHEET (2016/17 CYCLE 3: WEEKS 11 to 13)

<<GROUP>> <<SUBJECT>>

CLOSING THE GAP *(Any disadvantaged student who is not Progress Purple)*



STUDENT	Y7	C3	NEXT STEPS		HIGHLY TAILORED TEACHING & INTERVENTIONS			
	A	P	CS	INSTRUCTION FOCUS				
					-	-	-	
					-	-	-	
					-	-	-	
					-	-	-	

RASING ATTAINMENT *(Any student L3 to 4c on entry who is not Progress Purple)*

PROGRESS *(Any other student who is not Progress Green or Purple)*

PREVENTION SHEET (2016/17 CYCLE 2: WEEKS 1 to 7)

<<GROUP>> <<SUBJECT>>

CLOSING THE GAP *(Any disadvantaged student who is not Progress Purple)*



STUDENT	Y7	C3	NEXT STEPS		HIGHLY TAILORED TEACHING & INTERVENTIONS			
	A	P	CS	INSTRUCTION FOCUS				

RASING ATTAINMENT *(Any student L3 to 4c on entry who is not Progress Purple)*

PROGRESS *(Any other student who is not Progress Green or Purple)*
