



## TENBURY HIGH ORMISTON ACADEMY TEACHING AND LEARNING POLICY (September 2015)

### **Rationale:**

The academy is committed to improving **the quality of teaching over time** in order to accelerate the rates of progress made by all pupils in all classes and in all years.

The teaching and learning policy aims to address the key development points from recent external reviews. In particular the Ormiston Annual Review (March 2015) recommended to *'improve teaching to outstanding by sharing best practice in increasing challenge, encouraging independence, using innovative activities and diversifying teaching strategies'*.

That is why, for the academic year 2015/2016, our teaching and learning priorities are:

- Literacy across the curriculum
- Pupil independence
- Pupil engagement
- High expectations for all
- Differentiation and challenge
- Progress of all groups

### **Key Outcomes:**

- Establish high quality teaching so that the quality of teaching over time is judged as outstanding
- Develop our pupils as better learners, resilient and independent, through use of growth mind set language
- Provide a framework for our staff to learn from each other and share best practice
- Ensure the effective teaching of literacy and numeracy is embedded across the curriculum
- Teachers' planning will extend and stretch all learners regardless of ability as well as supporting and scaffolding learning where appropriate

### **Non-negotiables**

To establish a consistent approach across the academy, the following Tenbury High Ormiston Academy (March 2014) non-negotiables have been agreed:

- **planning** all lessons precisely to ensure knowledge and skills across the curriculum are developed well;;
- **engaging** all learners through a range of strategies to accelerate pupil progress;
- **ensuring** learning is secure and progress is demonstrable;
- **assessing** progress made by pupils and identifying next steps for learning;
- **personalising** learning to meet the needs of the individual, maintaining high expectations of achievement;
- **creating a positive learning environment** in which independence is developed and pupils are encouraged to be the best they can be.

### **THOA Toolkit:**

The toolkit outlines how teachers are supported, developed, monitored and reviewed at the academy.

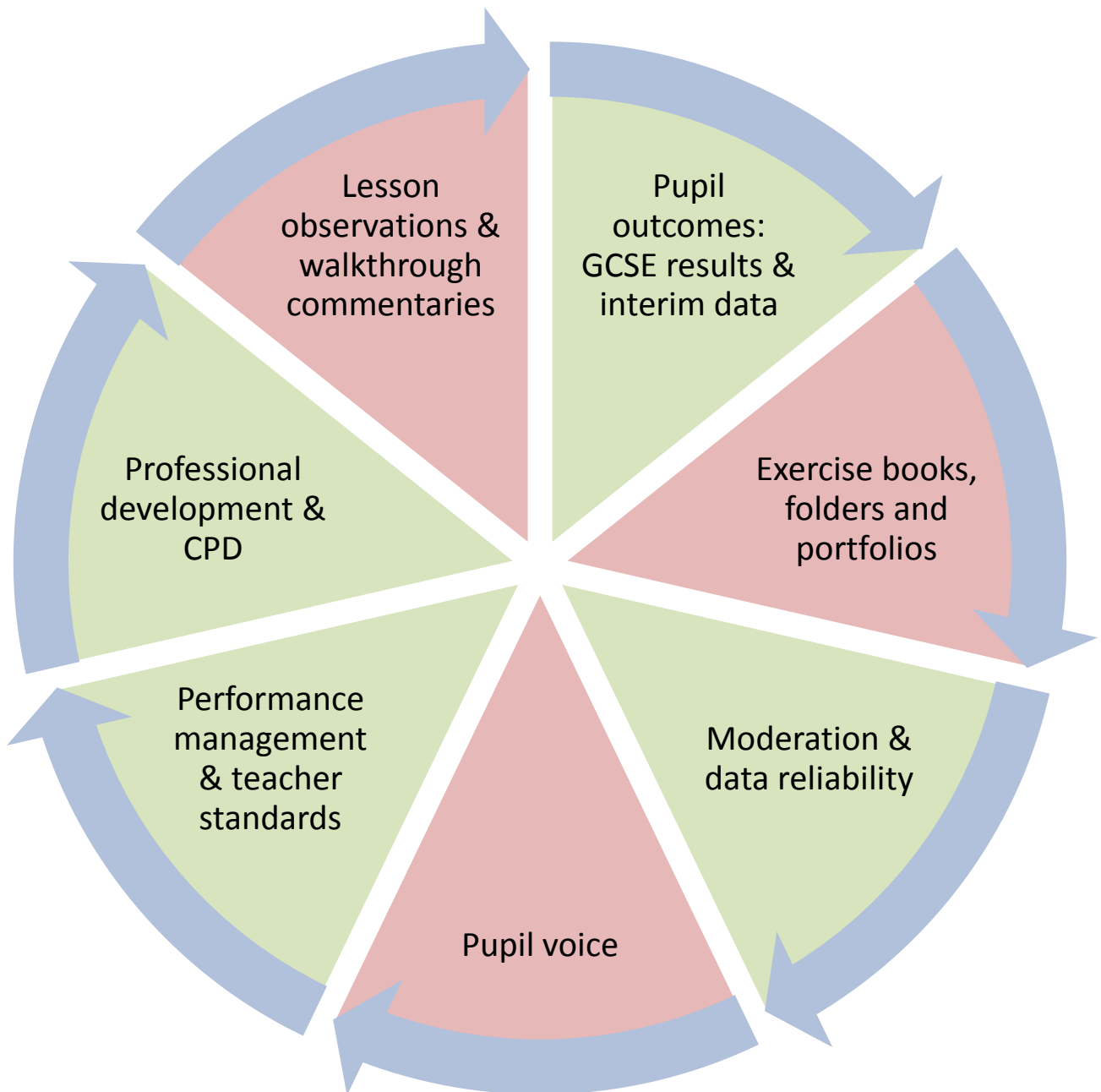
In line with the Ofsted framework (September 2015) the academy understands the definition of 'outstanding' teaching to be:

## Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach.
  - Questioning and facilitating extended verbal responses is a CPD target for the year. Therefore, teachers are beginning to use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively: at THOA we generate opportunities for collaborative planning both within and across curriculum areas to ensure teachers focus on making maximum use of lesson time and coordinating lesson resources well.
  - In most areas, they manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- In light of the OAT review 2015, THOA teachers have been working on providing more opportunities for adequate time to embed the pupils' knowledge, understanding and skills securely in an independent context where possible. . They introduce subject content progressively and constantly demand more of pupils. Staff are working to ensure intervention is not a "bolt on" but teachers need to be able to identify and support any pupil who is falling behind, and enable almost all to catch up, during the lesson as well as outside of the lesson
  
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

# THOA Toolkit

## How we know we are at least good at THOA?



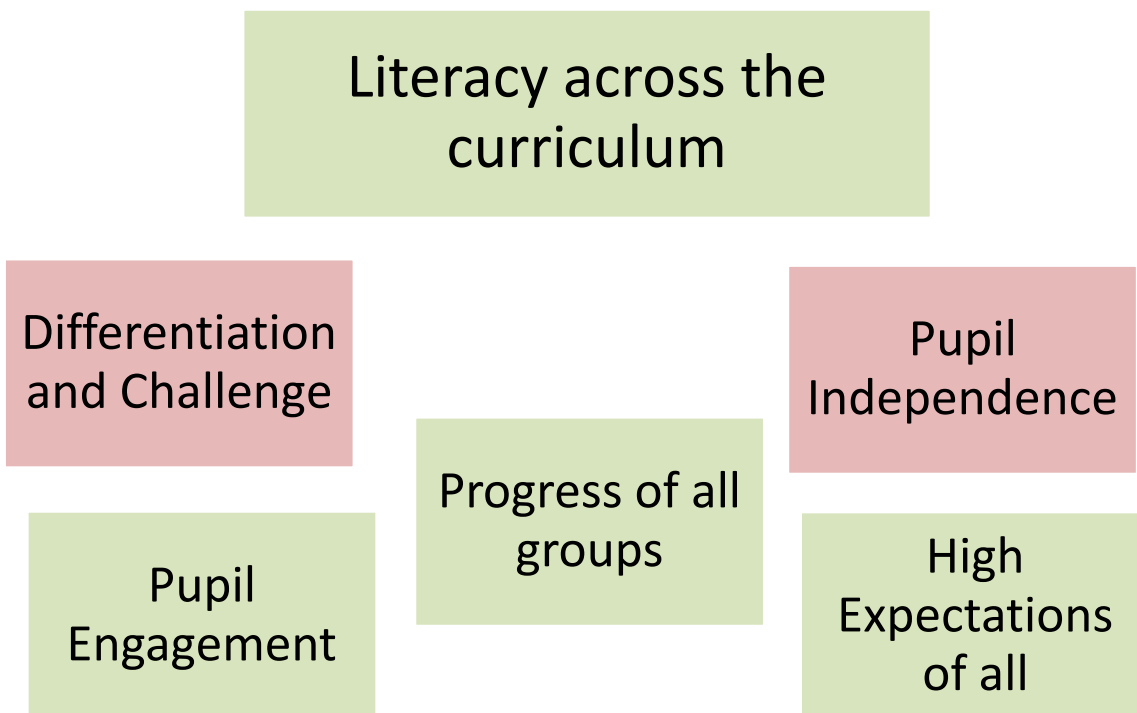
Documents can be found at Curriculum/Shared/Teaching and Learning Resources/THOA Toolkit

**In this pack, you will find:**

- Lesson plan
- Lesson observation form
- Walkthrough commentary prompts
- Book scrutiny form
- Pupil voice form
- Teacher standards
- CPD planning form
- Moderation and data reliability scorecard form
- THOA non-negotiables

These documents are designed to support teacher development and review.

## T&L focus for 2015/2016



We must remain focused on closing the gap:

- Gender
- Disadvantaged pupils
- HATs

## **Monitoring, Development and Quality Assurance**

Monitoring & support arrangements to support staff in the delivery of always at least good or better lessons:

- All the **Data** (assessment, pupil targets, FSM, SEN, Pupil Premium, the more able) the academy collects ½ termly is available to staff to aid planning of lessons and interventions
- Staff have agreed on **lesson planning non-negotiables**
- Staff are encouraged to use the agreed **lesson plan form**
- All staff understand and use the common **departmental walkthrough, lesson observation, pupil voice and work scrutiny pro-formas**. Annual staff voice allows for evaluation of this paperwork.
- Every member of staff participates in a non-judgmental **triad teaching & learning cross-curricular sharing of practice with a specific focus on a T&L priority**
- There is an annual T&L CPD theme and the Assistant Principal i/c T&L leads on whole academy **calendared CPD**
- Identified staff are asked to lead **workshops** for all staff at calendared CPD events
- There are both formal and informal CPD meetings throughout the year.
- There is ongoing coaching and mentoring for individual and small groups depending on need.
- All **middle leaders** will regularly observe learning episodes alongside a member of SLT every year to ensure **standardisation and further develop the quality of observation feedback**. All middle leaders are also paired with another middle leader for the purpose of termly paired walkthroughs.
- Personalised lesson observation data is collected termly and this data is held by AP i/c T&L. It is stored in SISRA (accessible by Head's PA and AP i/c T&L. Walkthrough data is not teacher specific, only department specific, and is held by faculty leaders as well AP i/c T&L.
- Performance management data is held by the teacher, reviewer and AP i/c T&L.
- Lesson observations carried out by external observers, eg. OAT reviews, may count towards one performance management observation if the relevant paperwork/observation form has been completed.
- Regular **faculty meetings** are calendared to provide time for staff to discuss and reflect. There is a standing T&L agenda item at each faculty meeting.
- The CPD planning document allows teaching staff to record feedback and log actions based on T&L priorities
- **Collaborative lesson planning and pupil moderation** are standing agenda items at one faculty meeting every ½ term
- **Monitoring and support** programmes are in place to support vulnerable teaching and may be triggered in a number of ways:
  - Inadequate lesson observations
  - Sustained concerns over pupil progress
  - Parental/pupil concerns
  - By teacher request
- Assistant Principal works developmentally with targeted staff as **coach/ mentor to improve quality of teaching to outstanding**
- Staff are aware of other **policies** (behaviour, feedback, curriculum) that support the development of good or better lesson. There are all available on the teaching and learning hub
- ½ **termly review weeks provide** calendared opportunities for formal observations, non-judgmental walkthroughs, book scrutinies, data analysis, pupil voice, parent voice and pupil pursuits provide regular feedback to staff from SLT and HOD on lessons identifying strengths and areas for improvement. Governors are often involved in these days
- Day in the Life reviews take place **half termly**. The focus will vary from departmental to aspect depending on interim data and other review findings. As part of the process each department will produce a Teaching & Learning report which will help the team identify and disseminate best practice and to receive feedback on the quality of teaching seen. This will assist in the identification of foci for the team going forward.
- Teaching and Learning RAPS are produced termly by each faculty head which outlines the T&L priorities for the term and will include T&L priorities and department specific outcomes.

### **Monitoring of the policy**

- All teachers have appraisal targets that link directly to a T&L action point
- ½ termly review weeks & Day in the Life reviews ensure an accurate profile of the teaching staff is maintained allowing strengths and areas for improvement to be identified.
- Lesson observations and work scrutiny feedback is recorded on SISRA to enable analysis of progress
- Asst P (T&L) collates all review fortnight paperwork and SLT moderate to ensure standards remain high

To be reviewed: .....

## **Appendix 1 THOA Toolkit**

**A pack of resources outlining and detailing the strategies used at THOA to monitor, quality assure and develop teaching and learning.**

## **Appendix 2 A THOA Day in the Life Review**

### **Rationale:**

- To develop evaluative & analytical skills for class teachers and middle leaders
- To monitor the progress of the academy against key Ofsted criteria and the impact of CPD
- To ensure dept. Teaching & Learning SEFs are current and valid in order to identify dept. CPD and in academy support

### **What will happen:**

SLT spend one day, calendared in review week and known in advance, in a faculty undertaking walkthroughs, book scrutinies and pupil voice activities. There will be full lesson observations and no judgement of teaching. The quality of teaching and learning will be measured against academy action points and summarised in the form of a narrative.

After a learning episode a member of staff will be given feedback at a mutually convenient time. There will only be one member of SLT at any time in any one classroom.

Pupil voice and work scrutiny will also form a part of the review day.

At the end of a 'Day in the Life review the faculty will meet with SLT, the head of faculty will be asked to present a verbal teaching and learning self-review which highlights what the faculty does really well and key areas for development. SLT will present their findings and together all agree on an action plan of support.

The intention is to look at two faculties every ½ term or a faculty and an aspect.

Appendix 3 A THOA lesson plan pro-forma

Tenbury High Ormiston Academy Lesson Plan (to be accompanied by a seating plan)

<b>Teacher</b>		<b>Period</b>					
<b>Date</b>		<b>No of HAT</b>		<b>No of PP</b>		<b>No of boys</b>	
<b>Subject</b>		<b>No of MAT</b>		<b>No of SEN</b>		<b>No of girls</b>	
<b>Class</b>		<b>No of LAT</b>		<b>Ability</b>	<b>H / M/ L/ Mix</b>		

Learning objective: what do you want pupils to learn as a result of this lesson?

Big picture: why are the pupils learning this?

Success criteria: How will the pupils know they have been successful?

<b>Prompts</b>	<b>Time</b>	<b>Lesson structure: brief outline of planned activities to secure progress</b>	<b>Strategies for differentiation?</b>
<p><b>Language:</b> what are the key subject terms?</p> <p><b>SPAG:</b> what is my focus?</p> <p><b>Challenge:</b> is it there?</p> <p><b>AFL:</b> how will I review the learning and when?</p> <p><b>Progress:</b> what does it look like and how will the pupils know?</p> <p><b>Challenge:</b> is it there?</p> <p><b>SMSC:</b> where is it?</p>			<p><b>Opportunities for literacy and numeracy?</b></p> <p><b>Assessment for learning strategies?</b></p>

## THOA Big picture and Success Criteria

### The big picture?

This may best be seen as the learning intentions.

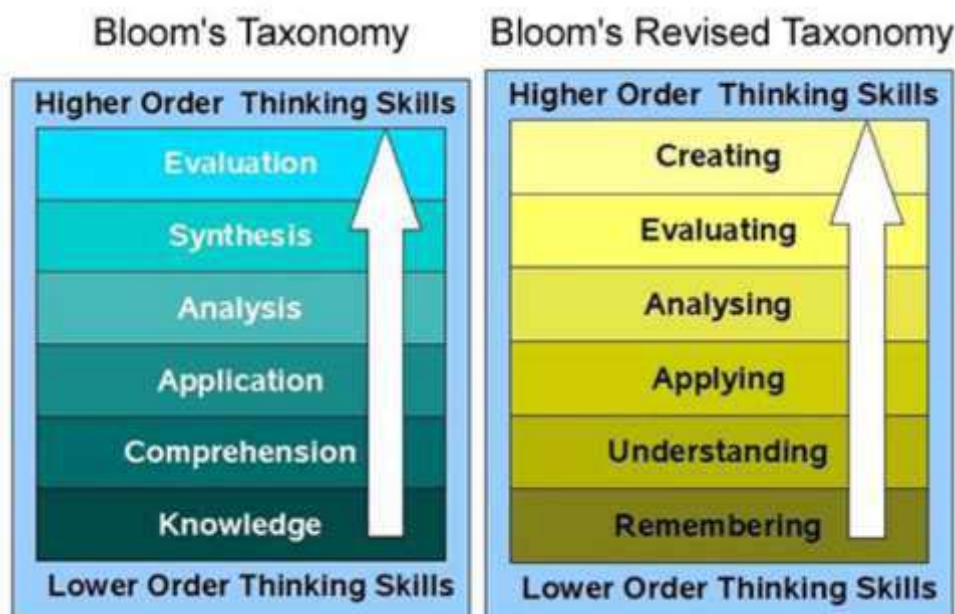
The big picture should be shared with pupils in each lesson. Ideally written on the board and explained orally. It is essential that the big picture is:

- Made **visual**
- In '**pupil-friendly**' language
- **Explained** fully to the pupils
- **Relevant** to your starter
- **Referred to** regularly throughout the lesson and **reviewed** in your plenary
- They **should not be written in books** by pupils.

Ideally, if an observer asked pupils in your class, they would be able to explain what they are trying to learn and why. Your questioning and explanations will be focussed on the learning intentions of the lesson and the activities you set will all help pupils to meet the intentions.

### Different kinds of big picture

The big picture may focus on a combination of knowledge, understanding and skills. **Bloom's Taxonomy** can be a useful tool when thinking about how to introduce a greater level of challenge into lessons. Ideally, we should be aiming to set intentions (and/or the learning outcomes), towards the top of the scale as often as possible.



We are learning to:

**know that ...** (knowledge: factual information, e.g. names, places, symbols formulae, events)

**understand how / why ...** (understanding: concepts, reasons, effects, principles, processes, etc.)

**develop / be able to ...** (skills: using knowledge, applying techniques, analysing information, etc.)

**develop / be aware of ...** (attitudes and values: empathy, caring, sensitivity towards social issues, feelings, moral issues, etc.)

The big picture may also focus on **how pupils learn** (e.g. 'to appreciate how peer assessment can help you to improve your own work').



Real life purpose/ the awe and wonder of **knowledge**:

- Know the numbers 1 to 10 (French)
- Know what the term 'abrasion' means (geography)
- Know the names of the planets in our solar system (science)

Real life purpose/ the awe and wonder of **understanding**

The design of learning intentions around understanding starts with the answer to the question: What do I want pupils to understand? Understanding involves processing information in some way, so it involves more than just 'knowing.'

E.g.

- Understand the process of deforestation (geography)
- Understand how indices are used (maths)
- Understand the position of adjectives (French)

The development of key **skills**:

The design of learning intentions around skills starts with the answer to the question: What do I want pupils to be able to do? E.g.

- To be able to write persuasively (English)
- To be able to talk about myself and my family, using just a few notes (French)
- To be able to use a scientific model to describe scientific ideas (science)

### What are success criteria?

Success criteria summarise the key steps the pupil needs to take or the key ingredients the pupil needs to provide in order to meet the learning intention(s) – the main things to do, include or focus on, in completing the work set.

Effective use of success criteria in lessons

Throughout the lesson, success criteria should be shared with pupils so that they always know what they need to do in order to demonstrate success. Success criteria should:

- be based on the **intentions**
- shape **the teaching and modelling** and provide the pupils' focus while they are working
- are **specific to** an activity
- are **discussed** with pupils prior to undertaking the activity
- provide a **scaffold** for pupils while they are engaged in the activity
- are used as **the basis for feedback** and peer-/self-assessment.

It can also be very useful to involve pupils in setting the success criteria. For example, ask the pupils 'what will you need to do to demonstrate to me that you have met the intentions for this task/lesson?'

Learning intention: We are learning to present an argument

Activity: Write an essay for or against pupils wearing academy uniform

Success criteria:

- Include an opening and a closing statement
- Give at least 3 reasons for and 3 reasons against academy uniform
- Outline your own view of academy uniform
- Use evidence to support your own view
- Use language to persuade

## Appendix 4 Asking challenging questions

Asking challenging, higher-order questions is far more effective in promoting learning than asking closed questions., especially when all of the pupils feel that the question is for them to answer, so they are obliged to think..

We must move away from the **IRE system** (Initiation, Response, Evaluation), and think more carefully about how we ask questions and how we respond to pupils' responses. A more effective way to elicit evidence of learning is to use a more open question together with the **POSE, PAUSE, POUNCE, BOUNCE** method. In this method, the teacher poses a question to everyone, pauses to allow pupils time to think, pounces on one pupil (keeps them on their toes) and then bounces that pupil's response onto another pupil.

#### Example 1

Teacher: How many sides does a hexagon have? (Initiate)

Pupil: 6? (Response)

Teacher: Well done. (Evaluate)

#### Example 1 Reframed using **PPPB** method.

Teacher: How might you describe a hexagon?

Pupil: It's a shape with 6 sides

Teacher: (to second pupil) How far do you agree with that answer?

Depending on the answer of the second pupil – the line of questioning could continue –

o Is the first answer completely right?

o How could we improve the question?

o How could we make the answer accurate?

#### Example 2 Using 'Ask, think, discuss, agree' **ATDA** method

Alternatively, pupils can be presented with a challenging question and then asked to consider a response. Before taking an answer the teacher then asks the pupils to share the answer with a partner and then a larger group. The teacher could also the group to decide together on the best answer and be prepared to share with the class.

Teacher: Think for a moment and suggest a reason why is alpha radiation relatively safe outside the human body?

Teacher after a few seconds: Share this idea with the person next to you. Do you agree with each other's suggestion?

Teacher after a few more seconds: Discuss the question as a table and try to come up with an answer you all agree on.

## Lower order questions

### Remembering

What did we say a noun was?

What's the symbol for sodium?

What's the formula for working out area?

### Understanding

Which note is higher?

Which words tell us that the character is sad?

What happened to the salt when we added it to the water?

## Higher order questions – (These are the kind that will promote deep learning!)

### Applying

Given what you have just learned, how could you devise a better way of doing this experiment?

How might you use this technique to solve this (another) problem?

Use your understanding of changes of state to explain how the water cycle works.

### Analysing

Why did this event in the match prove to be the turning point?

What would we need to know about geology and chemistry to understand the industrial development of Stoke-on-Trent?

What features of the writing work to increase the tension in this chapter?

### Evaluating

How accurate were the measurements in the experiment we have just carried out?

How well does this piece of music create the sense of anger?

What are the characteristics of this material that make it worth considering for this purpose?

### Creating

Write a "Ten commandments" of good design.

Re-present the information in the text as a diagram.

Compose a piece of music of your own to convey one of these emotions.....

### **Increase pupil participation**

- Effective questioning ensures all pupils think and respond. Some ways to achieve this are:
- Establish a 'no hands up rule' except to ask a question
- Use directed questions to individual pupils
- Use random questioning techniques. Name generators, lollipop sticks, cards etc.
- Increase wait time before taking a response
- Collaboration time ("discuss for one minute")
- Ask all pupils to consider the response before you ask for the answer... POSE, PAUSE, POUNCE, BOUNCE