



**ASHFIELD
SCHOOL**

TEACHING AND LEARNING POLICY

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ASHFIELD SCHOOL Ambition | Teamwork | Honesty



Teaching and Learning Principles

2023-25

Trust Mission

To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

Introduction

- We are ambitious and have high expectations for all of our students. We maintain the view that everyone should have equal access to high-quality teaching and learning that will enable them to make an exceptional contribution to the world we share.
- Our teaching and learning principles are research informed and draw upon the works of Rosenshine; techniques from Lemov's Teach Like a Champion and evidence from the Education Endowment Foundation.
- TTCT schools ensure that all teachers have the powerful academic knowledge and expertise needed to effectively teach their subject. Our teachers have the language to communicate what great teaching and learning entails and are supported to develop their practice. This is achieved through a culture of instructional coaching and high-quality induction and training for all staff throughout their career.
- High expectations of learning behaviour are expected every minute of every lesson, every day. Students arrive to lessons equipped ready to learn and succeed due to highly consistent working practices that foster independence, resilience, and challenge for all. Staff model effective communication using common language to develop deep thinking skills and the ability to articulate views fluently. Values of ambition, teamwork, and honesty are brought to life.

Principles

Deliberate Sequencing

- Every lesson ensures that all students have quality first teaching through expert instruction.
- Teachers provide expert input, as needed, demonstrating secure subject knowledge, and both curriculum content and research informed instruction.
- In the 'I do' part of the lesson, students will follow a series of small steps, explanations, or effective modelling of a process, for example using visualisers. The teacher thereby demonstrates benchmark criteria for success, whilst also allowing for input around misconceptions.
- Teachers use guided practice where scaffolding, guidance, and prompts support all students to access the learning, avoid cognitive overload, and task anxiety. Some classes, or individuals, will need more guided practice than others. This stage is often referred to as the 'we do' part of the lesson.
- Students demonstrate their learning and understanding as they complete independent work. Often referred to as the 'you do' part of the lesson. This can be done both in lessons and as part of an extended piece of homework.
- At appropriate points, lessons will contain Spiritual, Moral, Social and Cultural (SMSC) elements to enable students to consider a range of perspectives and embrace diversity.
- An awareness of Fundamental British Values (FBV) will also be fostered, supporting students to recognise how they can contribute positively to life in modern Britain as identified in medium and long-term planning.

Scaffolding

- Schools ensure all students access high value curriculum lessons, build in opportunities to praise, celebration, and appreciate, demonstrating respect and ambition for all.
- Schools define classroom routines that support students to maximise learning. These include, but are not exclusive to entry and exit routines, and consistent presentation expectations.
- Where helpful, dual coding techniques is used to support students learn and remember more. The use of images and precise language can support students learning and complement what is being said in the lesson.



- Lessons are designed and delivered to reduce cognitive load for students. Substantial amounts of information, coupled with complex processing tasks, can lead to students not being able to learn. Economy of language when explaining a task, and reducing redundant information, will minimise the working memory load.
- Subject content is reinforced through effective use of 100% sheets, that are embedded into medium term plans, and students actively use these in lessons and in homework. Consistent use of diagrams and language scaffold students to success.
- Teachers develop students' vocabulary through explicitly referring to and teaching the tier 2 and 3 vocabularies as identified in medium term plans. To develop confidence with new or difficult words teachers will use the 'I say, you say' approach.
- Additional adults in the classroom have clearly defined roles to enhance students learning and have the training they need to be successful. Teaching assistants can add most value by delivering time limited interventions that are aligned to the defined curriculum.

Effective Formative Assessment

- Our teachers make explicit use of structured retrieval activities. Lessons typically start with a brief review of previous learning. For the teacher, this allows a constant check for understanding and gaps in knowledge which trigger re-teaching of material if necessary, and for the student allows learning to be embedded into long term memory.
- Teachers use a variety of questioning techniques to check understanding; carefully planned and crafted questions to develop, broaden and deepen students learning, whilst embracing a 'no opt-out' approach. As a default for most questions, teachers use cold-calling and a no-hands up approach to allow all students to engage, giving time to think and formulate answers that adhere to TTCT literacy strategy of 'say it again, better.'
- Whole class feedback through teacher circulation will support the verification of understanding, and identification of misconceptions.
- Teachers hunt for great learning to share with other students, to provide live examples of what success look like. Teachers narrate success and identify next steps for students.
- Written work is reviewed usually by teachers, and whole class feedback is given to all students which challenges misconceptions and helps students understand more.
- With the aid of a visualiser, show call is used as a platform to display and assess the content, and quality, of a piece of student work. The teacher will narrate success, offering precise praise and if there is a common error, ensure students edit and refine their work.
- In line with TTCT Assessment and Curriculum Principles, we perform high-quality analysis of unit, cumulative and global assessments, along with formative feedback in lessons, which will inform reteaching of individual lessons. This also allows us to consider reviewing medium- or long-term curriculum plans. We know assessment is only useful when it activates a change and/or is part of the process not the end of it.



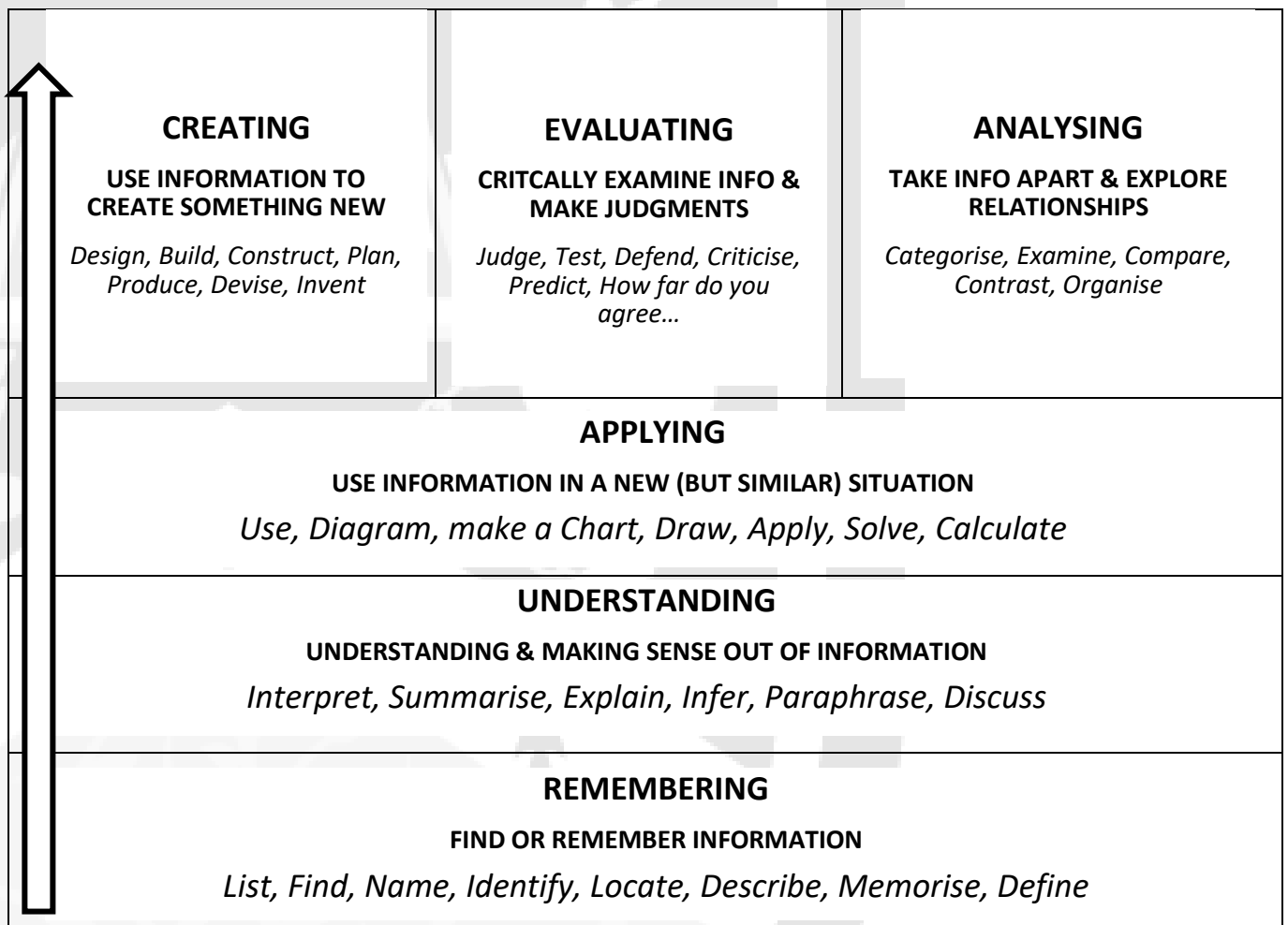
All staff are asked to develop and teach 'The Ashfield Lesson', a template for the education we aspire to provide.

The Ashfield Lesson

Expectations of all lessons

1. **No hands up policy: We aspire to be a 'no hands up in lessons' school.**
 - ✓ Use alternatives that work for you to include/engage/challenge all students
 - ✓ Plan your questions (both written and verbal) to encourage higher order thinking
 - ✓ Circulate to check understanding (AFL - red pen/stamps/take the temperature and adapt where required)
 2. **Plan for progress and participation: T&L INSET/TARA/PP4S/Lesson Study**
 - ✓ What content/skills will be taught/practised and with which assessment in mind?
 - ✓ Will your planned lesson best engage the participation of all (incl. PP/SEN/MAT)?
 - ✓ Have you discussed the lesson with allocated LPAs? Is their role defined to add groups?
 - ✓ Consider the lesson plan against Bloom's Taxonomy and Knowledge Retention.
- i.e. planned activity/resources/task instructions and questions*
- ✓ Adapt resources and activities using Blooms – e.g. turn 'Find' task into 'Explain'
 - ✓ Reflect and evaluate – do you need to re-visit skills/content? What next?

BLOOM'S TAXONOMY



1. **Classroom Teachers** are responsible for -

- 1.1 Using 'The Ashfield Lesson' as a fluid, creative structure for lessons - allowing for Quality First Teaching
- 1.2 Delivering lessons based on the 'I do', 'we do', 'you do' model. This enhances the Ashfield lesson, considering clear instructions and modelling in the 'I do' section by staff. In the 'we do' section, students will work as a cohort on examples so staff can clear misconceptions and gauge when students are ready to move on. In the 'you do' sections, students will be reinforcing their new learnt skills and knowledge via independent study. This structure will be utilised through the school wide use of visualisers.
- 1.3 Self-evaluation of their subject knowledge
- 1.4 Self-evaluation of the quality and effectiveness of their own teaching, their classroom management and establishing an 'academic culture'
- 1.5 Monitoring pupil progress via assessments formative and summative; and knowledge retrieval and recall via 100% sheets and knowledge organisers
- 1.6 Staff to use effective questioning and questioning techniques to stretch and challenge students, via a no hands up approach and a clear use of Higher Order Thinking Skills in the use of questioning.
- 1.7 Challenge all students through modelling, scaffolding and star challenges.

2. **Middle Leaders** are responsible for -

- 2.1 Effective teaching of their subjects
- 2.2 Evaluating the quality of teaching and standards of pupils' achievements in their subjects
- 2.3 Setting Teaching and Learning targets for improvement.
- 2.4 Promoting an open lesson policy to allow staff to share good practice in their teaching techniques.

3. **Senior Leaders** are responsible for -

- 3.1 Sets priorities and targets for improvement at whole school level

The Monitoring of Teaching and Learning will take place through focused instructional coaching observations, faculty review, student and staff voice and the Professional Learning Scheme

4 **Focused deliberate practice and instructional coaching will be based as follows -**

- 4.1 Instructional coaching will be delivered via online learning in faculty meetings at the start of each Semester.
- 4.2 Throughout the academic years faculty meetings will be used to deliver the instructional coaching and deliberate practice. This will focus on online learning packages, based on the ECF principles, delivering the focus. In further meetings members of the faculty will be divided into triads to discuss the methods delivered and share good practice.
- 4.3 Initial focusses will be elements of deliberate practice.
- 4.4 Reading lists below are available for staff to investigate pedagogy further.
- 4.5 Evaluation of the impact of the learning will take place in at the end of semesters, and further instructional coaching will be put in place if required.

Suggested Reading List

- Tom Sherrington , Teaching WalkThrus, John Catt, March 2020
- Jon Tait , Teaching Rebooted, Bloomsbury, August 2020
- Mike Gershon, Use Questioning in the Classroom, Jan 2013



- Rosenshine, B. (2012). Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 36(1), 12-20.
- Coe, R. (2013). *Improving Education: A triumph of hope over experience*.
- Deans for Impact (2015). *The Science of Learning*.
- Education Endowment Foundation (2018). *Teaching and learning toolkit*.
- Lemov, D. (2015). *Teach Like a Champion 2.0* (2nd ed.). San Francisco: Jossey-Bass.
- Gathercole, S., Lamont, E., & Alloway, T. (2006). Working memory in the classroom. *Working memory and education*, 219-240.

