

Teaching and Learning Policy



Policy Title	Teaching and Learning Policy
Policy Created / Amended	September 2022
Policy Ratified	October 2022
Policy Review Date	September 2024
Summary of changes	Formatting, change Principle to Headteacher, Change DHT Curriculum & Achievement to DHT Quality of Education, remove references to pandemic, remove references about joint curriculum work with Newmarket Academy

1. Aims

Teaching and Learning at Sybil Andrews Academy is paramount to the success of all students and respective stakeholders. It is the foundation upon which the vision for the academy is built. It spans from the classroom, to social times, to home learning, from Key Stage 3 to 4 and beyond. The Quality of Education that any student at Sybil Andrews Academy receives should be of the highest standard, leading to all young people having the opportunity to become proactive and productive members of society, regardless of background, socio-economic status or educational need.

The objectives of this strategy are to ensure:

- The Quality of Education is at least good in all aspects of the academy
- The Curriculum is the progression model
- The SAA Lesson is successfully utilised in all areas of the academy
- Assessment provides tangible evidence of student learning
- Feedback is consistent, responsive and effective
- All learning is consistent, coherent and well-sequenced developing students' surface and deep learning
- All learning is knowledge-rich, centred on the development of Core and Hinterland knowledge
- All learning provides students with the opportunities to powerfully address social disadvantage and develop their cultural capital
- All learning builds on what has been taught before, with clearly defined end points linked to milestone assessment(s)
- All learning is built upon a broad, balanced and knowledge-rich curriculum in each discrete subject area
- All learning is taught in a logical format, aimed at ensuring progression takes place. It is systematically deconstructed and explicitly taught to ensure all students acquire the intended knowledge required to become an 'expert' in the subject, therefore a success
- All teachers demonstrate expert knowledge, enable students to understand key concepts within the subject leading to mastery
- All teachers provide timely, decisive feedback to students, which both identifies and corrects any misconceptions (per SAA Feedback policy – September 2022)
- All assessments are used to inform teaching, embed knowledge and develop student understanding over the longer-term, moving surface learning into deep learning.
- All assessments lead to students being given specific next-steps to address, in both a responsive (formative) and summative format.

2. The Curriculum

‘A Curriculum for the Future’ Knowledge driven, learning focused “Knowledge begets knowledge” E.D Hirsch

The curriculum is at the centre of school improvement. It is the lifeblood of any school. The curriculum needs to be robust in order to give all students, including the most disadvantaged, the best possible life chances. Knowledge must be at the centre of our ‘Curriculum for the Future’ because an increase in knowledge leads to long-term sustained success.

A robust curriculum must broaden student understanding of a range of vital topics and taught to deepen their knowledge, rather than to meet an exam specification. It must lead to students knowing more and retaining more through a knowledge-rich approach.

Curriculum Overview – Example 1

Subject:	Components of [subject]			'Core' knowledge	'Hinterland' knowledge
	What new knowledge do we introduce?			Essential knowledge needed to be successful	What do students <i>do</i> with this knowledge?
	Year 7	Year 8	Year 9		
Autumn 1 <i>September - October</i>	Overview of what is taught in each box			<i>Knowledge that must be embedded in order to be successful in the subject domain</i> <i>How is core knowledge developed?</i> <i>How does this curriculum demonstrate high ambition for all students?</i>	<i>Application of knowledge learnt (skills/ disciplinary knowledge)</i> <i>Purpose of what's taught (the why)</i> <i>Connections between (units of learning)</i> <i>Wider contextual links (local knowledge)</i> <i>Cross-curricular processes (subject links)</i>
Autumn 2 <i>November - December</i>					
Spring 1 <i>January - February</i>					
Spring 2 <i>March - April</i>					
Summer 1 <i>April - May</i>					
Summer 2 <i>June - July</i>					
What do students learn? <ul style="list-style-type: none">- What will a student know by the end of a unit? Why?- What will a student know by the end of a term? Why?- What will a student know by the end of a year? Why?- What will a student know by the end of Key Stage 3? Why?			Opportunities Trips and visits Enrichment		Resources Recommended resources

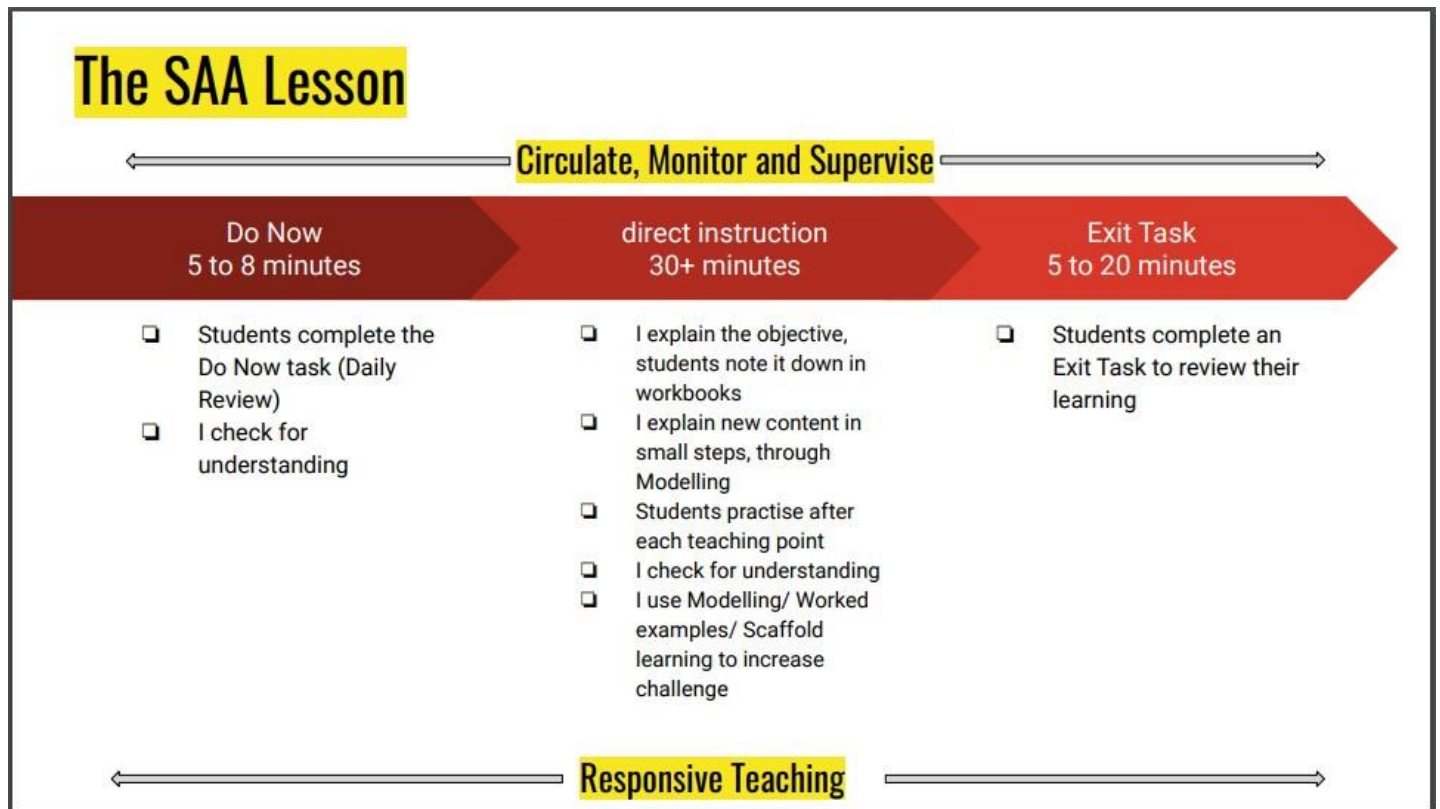
Unit Plan – example 2

<Subject> Unit Overview

Title		Timing: (eg 3-6 lessons) Position: eg Y9 Autumn
Sequencing:	Justification of why this is the right content taught at this time, including prior connections and post connections – you must answer the following question here: <i>What will the student know by the end of this unit? Why?</i> <i>What does this unit do to develop the students core knowledge within the subject?</i> <i>How does this unit demonstrate high ambition for all students?</i>	
Core Knowledge (substantive):	Specific distilled minimum related to specifics of unit being learnt <i>What is the core knowledge students need to know? Why?</i>	Vocabulary: Tier 2 General Academic Tier 3 Subject Specific <i>Complete only Tier 3 part for PD Day within vocabulary</i>
Hinterland Knowledge (disciplinary):	The application of knowledge (how they use the knowledge learnt, often referred to as skills or disciplinary knowledge) Contextual links (local/ subject specific) <i>What is the hinterland knowledge students need to know? Why?</i>	
Opportunities:	Cultural capital, experiences, visits, visitors, SEND adaptations	
Mid-cycle Learning Check:	What will students have learnt by this point? Why?	
End of cycle Review:	What will students have learnt by the end of the cycle? Why?	
Resourcing:	Books, texts, videos, experiments	

3. The SAA Lesson

Visual Format:



Written Format:

- Students are **greeted** at the door by the teacher
- Students enter the classroom **silently**
- Students complete the **Do Now (low-stakes quiz)** task in silence
- Teacher **checks for understanding**
- Teacher explains the objective of the lesson, students note down the objective in workbooks
- Teacher explains new content in small, bite-sized steps through **Modelling**
- Students practise new content after each teaching point
- Teacher **checks for understanding**
- Teacher uses **Modelling** and/ or **Scaffold Learning** and/ or use **Worked examples** as students practise again
- Teacher **Circulates, Monitors and Supervises** student progress, to spot and address misconceptions using **Questioning**
- Students practise again, completing an **Exit Task, with at least 10 minutes in silence**
- Teacher **Circulates, Monitors and Supervises** student progress, to spot and address misconceptions using **Questioning**
- Teacher aims to obtain a **High Success Rate** (80%+) every lesson, evidenced through **low- stakes quizzing**
- Students leave the classroom **silently**

Students are retaught content (**Responsive Teaching**) if success rate falls below 80%

Components for pre-reading:

Components		
Component	Reference	Detail
Do Now/ Low stakes quizzing	<ul style="list-style-type: none"> ▪ Do Now – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 161-164 ▪ 5-10 min retrieval task based on repetitive practice ▪ Retrieval of knowledge learnt last lesson/ last week/ last term (spaced retrieval) 	<ul style="list-style-type: none"> ▪ Do Now is a retrieval task focusing on core knowledge. This is fundamental knowledge the student must know in order to be successful within the subject
Questioning/ check for understanding (no hands up) Use one or two types per lesson, not all 5	<ul style="list-style-type: none"> ▪ Wait Time – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 244-248 ▪ Cold Call – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 249-261 ▪ Call and Response – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 262-267 ▪ Break It Down – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 268-273 ▪ Pepper – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 274-275 	Wait Time, Cold Call, Call and Response, Break It Down and Pepper are all questioning strategies found in Teach Like a Champion. Each serves a different function and can be used interchangeably.
Modelling	Rosenshine's Principles of Instruction <ul style="list-style-type: none"> ▪ New material in small steps ▪ Provide models ▪ Guide student practice ▪ Scaffold for difficult tasks 	<ul style="list-style-type: none"> ▪ Live modelling: teacher demonstrates how to answer the question, narrating the through the process, instructing the class to make directed notes ▪ Worked examples: teacher shows students completed responses, explaining the patterns and thought processes ▪ Connect background knowledge to current knowledge: rehearse prior

		<p>learning and link to new material repeatedly</p> <ul style="list-style-type: none"> ▪
Scaffolding	<ul style="list-style-type: none"> ▪ Break It Down – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 268-273 <p>Rosenshine's Principles of Instruction</p> <ul style="list-style-type: none"> ▪ 8 Scaffold for difficult tasks 	<ul style="list-style-type: none"> ▪ Writing frames: focuses on students organising their ideas in a certain order ▪ Exemplar materials: successful and incorrect exemplars can be shared. Students then examine the merits and faults of the work looking to understand and explain the process ▪ Misconceptions: exposing students to multiple examples of typical problems or incorrect answers will lead to students being able to identify and correct their own misconceptions
Circulate, Monitor and Supervise (CMS)	<p>Rosenshine's Principles of Instruction</p> <ul style="list-style-type: none"> ▪ 6 Check for understanding ▪ 9 Independent practice 	<p>The process of CMS is:</p> <ul style="list-style-type: none"> ▪ Teacher explains a teaching point/ Exit Task ▪ Teacher instructs class to answer ▪ Students practise ▪ Teacher circulates and monitors student responses ▪ Teacher spots and addresses misconceptions (supervise) ▪ Teacher checks for student understanding (5Q) ▪ Teacher reteaches material or moves on to next teaching point <p>Whenever students practise, the teacher must be circulating, monitoring and supervising</p>
Exit Task	<p>Rosenshine's Principles of Instruction</p> <ul style="list-style-type: none"> ▪ 9 Independent practice ▪ 10 Weekly and monthly review 	<ul style="list-style-type: none"> ▪ End your lesson with a sequence of questions that reflect the core of your objective ▪ An Exit Task should be at least 5 minutes and up to 20

	<ul style="list-style-type: none"> ▪ Exit Task – Lemov, D. 2015: Teach Like a Champion 2.0 pp. 190-194 	<p>minutes dependent on the task</p> <ul style="list-style-type: none"> ▪ Teacher stops and addresses misconceptions (supervise) ▪ Teacher reteaches misconceptions ▪ Teacher responds to misconceptions and gets students to retrieve knowledge in subsequent lessons Do Now
High Success Rate	<p>Rosenshine's Principles of Instruction</p> <ul style="list-style-type: none"> ▪ 7 High success rate 	<ul style="list-style-type: none"> ▪ Linked to the Exit Task ▪ A High Success Rate is considered 80% every lesson ▪ This means 80% of students are successful in achieving the objective, evidenced by their Exit Task and practise within the lesson ▪ All lessons should aim for 80% success rate
Responsive Teaching	<p>Rosenshine's Principles of Instruction</p> <ul style="list-style-type: none"> ▪ 6 Check student understanding 	<ul style="list-style-type: none"> ▪ Links to Circulate, Monitor and Supervise; Exit Task and High Success Rate ▪ Teacher stops and addresses misconceptions (supervise) ▪ Teacher reteaches misconceptions ▪ Teacher responds and adjusts planning when required (same lesson/ subsequent lesson) to sufficiently reteach material
Low-Stakes Testing (weekly/ termly)	<p>Rosenshine's Principles of Instruction</p> <ul style="list-style-type: none"> ▪ 1 Daily review (Do Now) ▪ 10 Weekly and monthly review 	<p>This is a formative assessment and is a culmination of learnt material across that period of time:</p> <ul style="list-style-type: none"> ▪ Each week students complete a Low-Stakes Test on knowledge learnt across the week (can be within a Do Now)

		<ul style="list-style-type: none"> ▪ Each half-term students complete a Low-Stakes Test on knowledge learnt across the term (approx. 30 minutes) ▪ Knowledge tested should be from knowledge learnt across the term, applied independently by the student ▪ In all instances, 80% success rate is aimed for
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Directive and instructive questioning:

Teacher questions and student discussion are a major way of providing this necessary practice. Teachers need to spend more time guiding practice, modelling and asking questions of students.

A mantra to work from with questioning: **ask more questions to more students in more depth.**

Directive questioning:

The teacher asks students specific questions to:

- Retrieve learnt knowledge.
- Check understanding of facts.
- Check understanding of processes learnt.
- Correct errors.

Questions revolve around:

What/ why/ which/ how strands of questioning and are often more closed.

Instructive questioning:

Instructive questioning builds on directive questioning, it acts as a means of extending and deepening a student's knowledge in order to move learning from the surface to long-term memory.

- Stretch and challenge.
- Differentiated questioning.
- Linking prior knowledge with new knowledge in order to become fluent in the subject.
- Identify misconceptions which may need reteaching.

Questioning strategies:

- Wait Time – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 244-248
- Cold Call – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 249-261
- Call and Response – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 262-267
- Break It Down – Lemov. D. 2015: Teach Like a Champion 2.0. pp. 268-273 Pepper – Lemov9D. 2015:

4. Lesson Expectations

SAA Lesson Expectations – all lessons, all students*

**reasonable adjustments made where necessary*

- We enter silently and complete the Do Now in silence
- We have the correct equipment at all times
- We present our work neatly, underlining dates/ titles/ learning objectives with a ruler
- We are respectful to each other at all times
- We do not talk over each other
- We are silent when we are asked to be
- We complete all work set to the best of our ability
- We pack away when instructed to
- We exit the lesson silently

5. Assessment

Please see SAA Assessment Policy

6. Feedback and marking

Please see SAA Feedback and Marking Policy

7. Monitoring

The Quality of Education at Sybil Andrews Academy is an aspect which will need constant monitoring and systematic evaluation on a regular basis.

Role of the Headteacher:

- ☐ To hold all senior leaders to account
- ☐ To monitor the effectiveness of the academy as a whole
- ☐ Overarching strategic direction

Senior Leadership Team:

- ☐ To monitor the effectiveness of the areas they line manage
- ☐ To evaluate and lead on change where required
- ☐ To provide support to those they line manage
- ☐ To report to the Headteacher on a regular basis on the effectiveness of respective areas

Role of the Quality of Education Deputy Headteacher:

- ☐ To ensure an effective curriculum is in place across the academy
- ☐ To review and monitor the curriculum with the senior leadership team
- ☐ To ensure appropriate systems are in place that facilitate the success of the curriculum and therefore quality of education

- ☐ To monitor (with the teaching and learning lead) the effectiveness of lessons across the academy
- ☐ To provide the Headteacher and/ or Governors with an up-to-date perspective on the effectiveness of the quality of education within the academy

Role of the Teaching and Learning Lead:

- ☐ Working alongside the DHT: Quality of Education, monitor the effectiveness of lessons across the academy
- ☐ Coach and mentor staff where required
- ☐ Lead on implementation of CPD which improves the quality of education

Head of Department:

- ☐ To act as an expert in the subject field they teach
- ☐ To stay up-to-date on any subject related developments
- ☐ To monitor the effectiveness of how their curriculum is being delivered
- ☐ To hold those they line manage to account
- ☐ To lead on the construction of subject reviews
- ☐ To ensure adequate subject specific CPD is regularly taking place

Classroom Teacher (regardless of hierarchical position)

- ☐ To follow the aims outlined in this policy
- ☐ To follow the SAA Lesson
- ☐ To deliver the curriculum as planned
- ☐ To ensure subject specific and wider pedagogical CPD is regularly partook in

8. Policy Review

The Quality of Education encompasses a wealth of different aspects which are consistently developing, changing and evolving. This is either through research-led, evidence based developments or wider national policy changes by regulators, examination boards or the Government.

Therefore, this policy may need to be reviewed and/ or change at more regular intervals to maintain its 'current' format to ensure the quality of education is always a paramount aspect of the Sybil Andrews Academy improvement plan.

9. Appendix 1

Rosenshine's Principles of Instruction

Article: <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

THE PRINCIPLES OF INSTRUCTION


TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.


HOW2
TeachingHow2Divers

01 DAILY REVIEW




Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



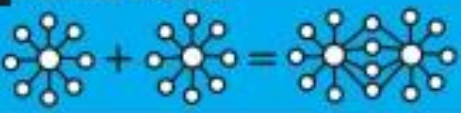
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS




The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS




Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE




Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING




Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE




A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS




Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.