



*Achievement for all*

## Teaching and Learning Policy

Adopted/Reviewed: September 2019

Date of Next Review: September 2020

Signed: .....  
(Head Teacher)

Date: .....

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(Author)

Date: .....

## **Vision**

Learning is the core activity at Sherburn High School. We are committed to our school motto of “achievement for all”.

Our mission is to enable every young person to realise their full potential. We do this through quality lessons in a fun and enjoyable learning environment.

Our Teaching & Learning framework, ***Structured Creativity***, encourages staff to be creative and take risks but ensures that all teaching is based on these principles, listed below, which will enable students to make progress over time.

## **Structured Creativity**

These are the aspects of Structured Creativity:

### Success criteria and modelling

We often co-construct success criteria by carefully deconstructing model answers with students. From this, we establish what a good piece of work will need to be successful which then informs assessment & feedback.

Students demonstrate where they are meeting the success criteria and personal targets. We model work carefully for students to demystify success.

We are working on thinking aloud to model our thought processes when answering questions to develop our students’ own metacognitive skills.

### Communicating learning

We communicate with students about their learning. We share learning objectives. Every lesson, we talk to our students about what we’re doing, why we’re doing it and how we will do it. We discuss with students what, why and how they will be learning over a longer period. As a result, our students understand how individual lessons fit into the bigger picture.

### Beginnings and endings

Students come to lessons ready to learn and teachers are ready to teach. We have routines to ensure that beginnings and endings of lessons are calm and purposeful. The learning starts as we greet students at the door. Beginnings of lessons can be used to review past learning or to stimulate interest in the learning about to take place. We use memory techniques such as low stakes testing in tasks to aid retention.

### Literacy

We use literacy non-negotiables to ensure that our SPAG is of a high standard. We expect students to proof read their work. We break down key terms and explore the root, prefix and suffix of words to help students transfer their knowledge to other classrooms and situations.

We develop oracy through talk for learning which enables students to talk as confident experts in their subjects. We expect every child to be a reader. Common Literacy codes are used by staff and students to highlight literacy errors.

### Talk for learning

We plan quality, directed questions to ask students, including higher order questions from Bloom’s taxonomy. We give students time to think which enables them to give high quality responses to our questions. We challenge students when we know they can give us more. If students get stuck with a question, we allow “talk time” to discuss their response with their peers.

We use students to expand on one another’s points as we recognise that the one of best resources students have is learning from each other. This is an area which we are developing in 2018-19.

### Marking and Feedback

We assess and feedback in a variety of ways: Green & purple written feedback, whole class feedback, peer and self-assessment, after summative assessments and recognition marking.

Green pens are for general marking and comments on work. Purple is for targets that we want them to work on next time. Our targets are specific and actionable.

We give our students time to respond meaningfully to targets in DIRT (Dedicated Improvement and Reflection Time). DIRT has a box drawn around it in yellow highlighter.

In peer or self-assessment, students proof read their work to check for spelling, grammar and punctuation errors. Students then check work against the success criteria.

We continually assess where our students are at throughout the lesson using effective questioning (whether verbal or written). This allows us to be agile to respond to our students' needs.

### Challenge

We make lessons challenging for all students by ensuring everything we do with our students has a purpose. We are unwavering in our expectations of all students, but spend time considering how we will get them all to meet them. We don't 'steal the struggle'. We anticipate where students may find work hard. We think carefully about how to model and scaffold these difficult new ideas, but also consider how this scaffolding will be gradually removed.

In lessons, we are agile to respond to the learning happening in front of us. We may reteach a group of students if they are struggling, pair students up with 'lead learners' or direct our Teaching Assistants to work with particular groups of students. We are confident enough to change the structure of a lesson to ensure that progress is made. This is an area which we are developing in 2018-19.

### Research Informed Learning

In TLCs, we engage with research and top authors in order to develop our pedagogy.

We meet as professionals to discuss what we have read, implement strategies and to feedback on our successes and areas for continued research.

Teaching and learning strategies are refined each year, based on evidence to ensure our pedagogy is cutting-edge.

Our curriculum and assessments are designed to promote long term learning. Our curriculum leaders are reviewing their curriculum based on neuroscience findings around the interleaving of topics, spacing of learning and retrieval of prior learning.

Our TLCs this year will be focused on developing Behaviour for Learning, Challenge for all and Talk for Learning.










## **Continued Professional Development**

*'Every teacher needs to improve, not because they are not good enough, but because they can be even better'*

Dylan Wiliam

We recognize that staff, as well as students, need to continually learn if they are to become experts. At Sherburn we offer the following development for staff:

- Teaching and Learning Communities (TLCs)
  - In 2018/19 the focus of the TLCs are: Attitude to learning, Challenge for all and Talk for Learning.
  - These form after school CPD as well as Wednesday morning briefings.
- Department CPD
  - This could be led by the Curriculum Leader or another member of the department, focusing on subject specific Teaching & Learning.
- Quality Assurance Feedback
  - This developmental feedback takes place after Senior and Middle Leadership have looked at lessons, student books and spoken to students to get a rounded picture of the learning taking place.
- Wider Collaborations: Yorkshire Teaching School Alliance (YTSA), STAR MAT, PiXL (Partners in Excellence) and C4S (Collaborating for Success)
  - Sherburn High is a member of the YTSA. As a member, we can access quality professional development, delivered by experts, in addition to internal CPD.
- Middle and Senior Leadership development
  - Associate Assistant Head positions
  - PiXL middle leadership course
  - PiXL subject development

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 <p>We use literacy non-negotiables to ensure that our SPAG is of a high standard. We expect students to proof read their work.</p> <p>We break down key terms and explore the prefix and suffix of words to help students transfer their knowledge to other classrooms and situations.</p> <p>We develop oracy through talk for learning which enables students to talk as confident experts in their subjects.</p> <p>We expect every child to be a reader.</p>	<p style="text-align: center;"><b>Sherburn High School</b> <b>T&amp;L Framework – Structured Creativity</b></p>  <p style="text-align: center;"><b>These are key elements of our teaching which work with our students.</b></p>	 <p>We plan great, directed questions to ask students, including higher order questions from Bloom's taxonomy.</p> <p>We give students time to think which enables them to give high quality responses to our questions. We challenge students when we know they can give us more. If students get stuck with a question, we allow "talk time" to discuss their response with their peers.</p> <p>We use students to expand on one another's points as we recognise that the one of best resources students have is learning from each other.</p> <p><i>This is an area which we are developing in 2018-19.</i></p>
 <p>We mark in <b>green</b> and <b>purple</b> pen. Green pens are for general marking and comments on work. Purple is for targets that we want them to work on next time. Our targets are <b>specific and actionable</b>.</p> <p>We give our students time to respond meaningfully to targets in DIRT (Dedicated Improvement and Reflection Time). DIRT has a box drawn around it in <b>yellow highlighter</b>.</p> <p>In peer or self-assessment, students proof read their work to check for spelling, grammar and punctuation errors. Students then check work against the success criteria.</p> <p>We continually assess where our students are at throughout the lesson using effective questioning (whether verbal or written). This allows us to be agile to respond to our students' needs.</p>	 <p>We make lessons challenging for all students by ensuring everything we do with our students has a purpose.</p> <p>We are unwavering in our expectations of all students, but spend time considering how we will get them all to meet them.</p> <p>We don't 'steal the struggle'. We anticipate where students may find work hard. We think carefully about how to model and scaffold these difficult new ideas, but also consider how this scaffolding will be gradually removed.</p> <p>In lessons, we are agile to respond to the learning happening in front of us. We may reteach a group of students if they are struggling, pair students up with 'lead learners' or direct our TAs to work with particular groups of students. We are confident enough to change the structure of a lesson to ensure that progress is made.</p> <p><i>This is an area which we are developing in 2018-19.</i></p>	 <p>In TLCs, we engage with research and top authors in order to develop our pedagogy.</p> <p>We meet as professionals to discuss what we have read, implement strategies and to feedback on our successes and areas for continued research.</p> <p>Teaching and learning strategies are refined each year, based on evidence to ensure our pedagogy is cutting-edge.</p> <p>Our curriculum and assessments are designed to promote long term learning. Our curriculum leaders are reviewing their curriculum based on neuroscience findings around the interleaving of topics, spacing of learning and retrieval of prior learning.</p> <p><i>Our TLCs this year will be focused on developing Behaviour for Learning, Challenge and Talk for Learning.</i></p>