SOUTHWARK INCLUSIVE LEARNING SERVICE SILS
Teaching and Learning Policy
2020 - 2021

"Learning is driven by what goes on in the classroom"

- Dylan Wiliam (Inside the Black Box)

Contents

<mark>All policies, appendicies and resources can be found in **Computer/All Staf fShared Area Data (S:)/SILS T&L 2020-21**</mark>

Note: This policy should be used in conjunction with our Marking and Assessment policies

APPENDIX 1A: LESSON PLAN TEMPLATE

APPENDIX 1B: LEARNING CYCLE AND LEARNING PROCESS

APPENDIX 1C: KEY PRINCIPLES OF LEARNING

APPENDIX 1D: COVER LESSON PLAN PROFORMA

APPENDIX 2: PLANNING FOR INDIVIDUAL OR GROUP PROGRESS

APPENDIX 3: HOW TO CHECK FOR PROGRESS APPENDIX 4: LESSON OBSERVATION FEEDBACK APPENDIX

4A: LESSON OBSERVATION GUIDANCE APPENDIX 5: LEARNING WALK FEEDBACK TEMPLATE APPENDIX 6:

SILS NON-NEGOTIABLE

APPENDIX 7: LITERACY MARKING SYMBOLS

APPENDIX 8: WHOLE SCHOOL PRESENTATION

Vision

Outstanding teaching for learning will accelerate student progress and allow them "to be the best they can be," alongside a "no excuses" culture. All teaching staff and students will be supported and challenged to be highly self-reflective, allowing both to fully participate in a rapidly changing knowledge based economy.

Aim

The aim of this policy is to set out our expectation that all teachers consistently plan and deliver outstanding learning experiences for our students.

Priorities to improve the quality of teaching and learning

All teachers consistently deliver lessons that are appropriately challenging, engaging and develop essential writing skills; whilst preparing students for the demands of the new GCSEs.

- Teachers, Pastoral/Inclusion Leads, Education Psychologists and Therapists to share strategies.
- Blooms learning objectives and learning steps inform all lesson planning.
- Learning episodes are planned to enable progress.
- Pitch and Challenge is matched to the ability of students in lessons.
- High quality talk in all lessons ensures students debate, question and challenge each other enabling better quality writing.
- Extended writing is integral to all subject areas.
- Teachers constantly check and respond to students' learning needs.
- The regular setting and completion of homework and private study

Great teaching is key
Great teaching is what enables learners to make great progress. The greater the progress needed the greater the teaching has to be. Everything we do must support and enable great teaching and learning.

We will ensure teaching is great through:

- On-going professional development that is differentiated
- Shared expectations about what great teaching looks like
- A common language of learning about effective teaching
- Creating time, space and opportunities for all staff to be reflective practitioners

OBSERVABLE FEATURES OF AN OUTSTANDING LESSON AT SILS

1) All routines are clear and systematic – they exist in order to maximise learning time.
2) Evidence of planning allows teachers to take into account every students' learning needs.
3) Learning objectives and success criteria are clear and shared with students.
4) Feedback is regular, precise and clears misconceptions quickly and masterfully. At every

marking point, there must be some form of review point built in. Whether it is students reading the comments from their teacher, annotating the teacher's comments or reviewing their work before their teacher takes it for marking.

5) Students understand and can articulate the expected outcomes.

6) Students are active participants, not passive recipients.

7) Questions are rigorous and planned in order to check understanding increase learning. Teachers ensure that the answers given are accurate and aim to correct misconceptions.

8) Teachers are reflective – they adapt their lesson plans when things (don't) go well. They are very perceptive people who understand the dynamics of the classroom. They are quick to make changes to maximise students' engagement and learning.

9) All students make progress above expectations.

10) There is joy of learning evident in the lesson.

11) Routines: Staff plan for an orderly dismissal of students so that students leave the lesson calmly and go to their next destination in the same way. An orderly dismissal regulates movement across the academy between lessons and helps set the tone for the lesson that will follow. It is the teacher's responsibility to ensure there is enough time for students to calmly exit the room after packing away any learning resources and leaving chairs under their desks.

Method to improve the quality of teaching and learning - Co- planning

1. SCHEMES OF LEARNING

At SILS, planning begins with the end (Assessment) in mind. We focus on this concept in two ways:

1) Teach the skills and knowledge necessary for success at GCSE and beyond.

Students need to be prepared for the highest academic success. The skills needed at GCSE must be taught from Year 7 onwards so that they become second nature. These skills must then be pulled down through the GCSE syllabus and into KS3 planning.

2) Students need the skills and knowledge needed to be successful in the end of term assessment.

- Assessment is necessary to gauge progress and learning of what has been taught over a certain period of time. Although we teach the skills to be proficient in several subjects, it is necessary that assessment criteria have been agreed before teaching commences.
- The results of the assessment will be used to measure the success of teaching and learning that term.

TEACHING AND LEARNING

Subject expectations

Each subject area is expected to have a Long Term Plan (LTP) and Medium Term Plan (MTP) for each year group, which contains:

- The assessment activities that will be used
- How the overall scheme of learning is broken down into teaching units
- The set of teaching objectives for each teaching unit
- An explicit outline of the knowledge and skills – and how they relate to KS 3 curriculum and GCSE success criteria

2. Lesson Planning

- All lessons including homework and assessments should be planned in line with subject schemes of learning and co-planning sessions.
- All lessons should be planned to maximise groups and individual student progress using seating plans and annotated data.
- **Teachers must keep effective records of their planning and student outcomes to ensure they are accelerating student progress.**

Students should continue to develop cross-curricular skills, such as literacy and numeracy skills, SMSC must be considered for every lesson.

Lesson Structure (Appendix 1a, 1b, 1c and 1d)

Structure Liberates

We believe that Students need routines and parameters in which to work. Students need a safe and orderly environment to be productive. SILS creates a calm, composed, and disciplined environment to maximise the amount of time on-task, including a strictly enforced uniform code, a reward system that defines clear expectations and immediate responses to positive and negative behaviour.

Prior class data should be used to inform lesson planning. Lessons must be differentiated to meet the students' needs. Teachers must keep effective records that identify student's individual needs and the progress that they are making over time – annotated data and subject trackers. (Appendix 2)

- **Connect the learning**: **Do Now** (07 min Max) - Activity students can do independently as soon as they enter the room
- **Structure the learning**: Learning Objectives - What do you want the students to be able to do by the end of the lesson? (**This must be shared with students and displayed throughout the lesson**)
- **Input:** Challenge the students thinking - new knowledge skills or conceptual understanding is introduced.
- **Students process the learning:** Students with support get to process their new learning.
- **Deliberate practice**: Give students time to apply their thinking, get feedback and improve their learning. This episode can be repeated a number of times.
- **Summary**: An opportunity for students to detail their learning
- **Progress check and respond:** Check and challenge (to ensure right is right and misconceptions are addressed) referring to the learning outcomes throughout the lesson. (Appendix 3)

TEACHING AND LEARNING

Planning Essentials (Appendix 1c)

Lesson planning must be based on the principles of learning. All lessons should be backward planned for student outcomes.

- Seating plans for each class showing students' needs
- Track and analyse all student outcomes. Annotate data for each class identify learning gaps of individuals and groups – PP, SEND, EAL, LAC, HA, Gender and WBR.
- Lesson plan proforma
- Check that the lesson content challenges the young people (Right Pitch)

Support and Challenge
• **Individual PPA sessions** – *timetabled time will be given to plan lessons* • **Weekly Co –Planning Sessions**– *Weekly co-planning time will be used to share lesson content and delivery sequence with TAs* • **SLT led CPD Sessions** – *to reinforce, high quality delivery, seating plans, routines for learning, quality of planning and record keeping. Reviewed on a regular basis.* • **Lesson Observations**/**Learning Walk/Book Scrutiny**

TEACHING AND LEARNING

3. Delivery

Activity	Description of Activity
Seating Plan /Annotated Data	- All classes have a seating plan that supports learning (can be flexible depending on activities) - SEND, EAL, PP, LAC, Gender, High Achievers, WBRI and other key groups identified and kept in teachers file - Students must sit according to the plan for that lesson
Entry	- Teacher at door before the students arrive formally greeting students - Calm purposeful entry - ready to learn - Do now on the board or at the door as the students are entering the classroom. Students complete it in silence.
Homework	- Set at an appropriate part of the lesson - Recorded on SIMS - Tracked on SIMS
Praise – Narrate the positive	- Frequent, specific and related to learning - Verbal and written - Publically recognise effort - Merit in students' planners - Parental contact
Behaviour for Learning	- **Consistent** use of reward system, sanctions and positive narration - Use of Classroom Code of conduct (100% Effort, 100% of the time and clarity of instructions) - Use of SIMS – To record both positive and negative behaviours. - Follow up all behaviour issues – Parents/Inclusion Leads/Behaviour Lead/SENCO/SLT
Learning Episodes	- Learning episodes are designed so that students carry the cognitive load eg Summarisation, listing similarities and differences, making judgments, evaluation…
Accountable Talk	- High quality talk in all lessons - Students should debate, question and challenge each other resulting in deeper understanding
Summary	- Ask students to write in their own words to ensure they process the learning e.g. Give the three most important points
Progress Check	- Purposeful circulation to check progress. - Feedback used to reshape the learning. - Use of traffic lights or thumb up/thumb down; live marking, questioning; mini plenaries and group feedback to check understanding throughout the lesson
Happy ending	- Before students leave the classroom – take control and ask students to pack up - Students leave calmly and orderly with the TA allocated to the class. - Teacher at door directing students accordingly.
Remote / Online Interactive Lessons	- Online learning infrastructure in place (Google Classroom) and utilised by all staff & students. - SILS policy for ICT implemented & adhered to. - Online lessons to be designed to challenging, engaging & be interactive. - Staff to mark work and provide feedback, via electronic platform.

	- Ongoing skills audit for teaching staff confidence in using ICT in the classroom - Lessons delivered via school's nominated Learning platform.

Support and Challenge

- **Weekly Co –Planning Sessions**– *Weekly co-planning time will be used to share the content and delivery of sequence of lessons with TAs*
- **SLT led CPD Time**– *to reinforce high quality delivery, which will be reviewed on a regular basis.*
- **Lesson Observations**/**Learning Walk/Book Scrutiny**

4. Embedding and Evaluation of Progress

The aim is that all teaching staff become self-reflective practitioners responsible for the development of the teaching and learning in their classroom and ensuring that you have up to date subject knowledge. The expectation is that you use your PPA time (Mondays, Wednesdays and Thursdays from 3pm to 4:30pm), Coaching/Mentoring, Subject Leads meetings, Co Planning to develop your own practice. Additional support will be given through the whole school CPD program. All training resources can be found in the staff shared area: <mark>**Computer/All Staff Shared Area Data (S:)/SILS T&L 2020 - 21**</mark>

Lesson Observations - Feedback and Reflection on Lessons

After a formal lesson observation you will meet with the observer to:
- Reflect on the planning and delivery of your lesson.
- Discuss what aspect went particularly well (ask the students, check their books)?
- Discuss what area needs to be improved?
- Decide if **ALL** students made progress.
- Discuss what you will do next time to make it better?

Developing and Embedding Practice (Appendix 4, 4a, 5 and 6)

Teachers should have available in their classroom; annotated data sheets and seating plans. At times teachers will be taking risks to develop their practice and the students learning this is welcomed and encouraged.

- Peer Observations – All teaching staff are encouraged to go and watch each other teach. The best practice is here **at SILS**.
- Book Scrutiny – This will take place at least six (06) times a year (see whole school calendar). This will be often undertaken in **subject leads** meetings to ensure best practice is shared. Each term the SLT line manager will review a sample of students' book.
- Learning Walks – These take place every three (03) weeks by a range of personnel (sometimes supported by external professionals) to ensure there is 100% consistency across **SILS**, to develop teachers and other staff expertise; and to share best practice. Best practice from these will be shared by email, positive practice postcards, morning briefings and Teaching and Learning Bulletins/Meetings.
- Lesson Observations – For most teachers these will take place in the Autumn, Spring and Summer and it is an opportunity for teachers to reflect on their practice.
- **Teachers should provide lesson plans,** seating plans and annotated data for a **formal** lesson observation
- Those observing the lesson will be qualified teachers and usually the person who is leading your appraisal.
- These individuals may be joined or supported by other staff. Each teacher should expect to be observed for a total of three (03) hours a year.
- Those staff on a support plan will have a different observation schedule and planning requirements, which will be informed by their specific provision.
- Class Data - This will be reviewed with your line manager after each data input. It will also be reviewed as part of your appraisal.
- **Mock Ofsted/LEA Support** – Where necessary external support may be used to improve the quality of teaching and learning. Please note that some external experts may participate in all of the above to develop the teaching and learning across the school.