SILS Teaching and Learning Handbook 2023-2024

"Tell me and I will forget; teach me and I will remember; involve me and I will learn"
Benjamin Franklin

Teaching and Learning Priorities 2023-2024

Introduction

The education we provide to our students at Southwark Inclusive Learning Service (SILS) is both liberating and empowering. We believe firmly that every pupil has a "birth right" to a world class education, and that the end goal of education should be to furnish students with choices. This belief is founded upon an absolute conviction that each of our students has the capacity to become knowledgeable, articulate, compassionate and industrious young people. We are committed to the communities we serve, and encourage our students to think of themselves as future leaders within these communities.
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.

Principles of Learning

In guiding our students along the path from novice to expert, teachers at SILS consider the Principles of Learning (Ambition Institute, 2019). These provide us with answers to some of the key questions we believe it is essential to ask ourselves during the process of instructional design:

Principle 1 – **People can only consciously attend to a handful of stimuli at a time**
People experience thousands of stimuli each moment, but they can only consciously attend to a handful. Teachers must ensure that students focus on what is to be learned and are able to overcome competing demands on their attention.

Principle 2 – **Working memory is limited**
Working memory – the site of conscious thinking – has limited capacity. New information in working memory is temporary. It is either encoded into long-term memory or it decays or is replaced. Unless it is actively attended to or rehearsed, information in working memory has a short duration of around 10-15 seconds (Goldstein, 2010). Teachers must ensure students focus on a few chunks (ideas, processes or pieces of information) at a time. While individual students' working memory capacity differs, there is no known way to increase this capacity. However, *practice* helps students commit knowledge to long-term memory: this reduces the need for them to rely on their working memory.

Principle 3 – Memory is the residue of thought
Students transfer information into their long-term memories when they think hard and deeply about its meaning. Teachers must encourage students to think hard about the meaning of what is to be learned.

Principle 4 – Prior knowledge determines what students can learn
Students make sense of new information by reference to what they already know: new information enters long-term memory by connecting to existing knowledge.

Principle 5 – Knowledge sticks through practice and retrieval
Learning is a persistent change in long-term memory, not just a temporary increase in pupil performance. Introducing students to an idea once is highly unlikely to be sufficient for them to recall it after a month, a year or beyond. Teachers must secure students' knowledge by giving them practice in using and retrieving this information once students' memories are beginning to fade. Practice increases recall, particularly if it is spaced and mixed.

The SILS Way – Two foci this year 2023-2024

1- Lesson Design and Delivery to develop independent learning.

Lesson Structure - Structure Liberates – I do, We do, You do

All teaching sequences at SILS follow the **I do, We do, You do** structure, also described as the gradual release of responsibility model (Pearson and Gallagher 1983; Fisher and Frey, 2007). This model provides teachers with an instructional framework for moving from teacher knowledge to pupil understanding and application. As the pupil acquires new knowledge and understanding, the responsibility for learning shifts from teacher-directed instruction to pupil processing activities. The model ensures pupils are adequately supported in their acquisition of the knowledge, understanding and strategies necessary for success.
The **'I do'** phase occurs when new material is being introduced. The teacher has a prominent role in the delivery of the content. In the **'We do'** phase of learning, the teacher continues to model, question, prompt and cue pupils. As pupils move into the **'You do'** phase, they rely much more on themselves and less on the teacher to complete the learning task. Lessons are not expected to follow this structure rigidly: learning may require more than one 'I do, We do, You do' cycle or there may be several iterations of 'I do, We do' within the modelling phase before pupils progress onto independent work.

2- Implement Rosenshine's principles to ensure our students "Know More, Do More and Remember More"

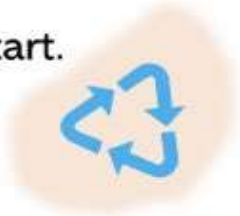
This a set of underlying principles that we can consider when planning a single lesson (short-term planning). The collection of 10 principles below are known as Rosenshine's 'Principles of Instruction'. They outline the teacher's 'journey' through the lesson, with assessment points built in throughout.

1. Begin with a short review of previous learning
2. Present new material in small steps with pupil practice after each step
3. Ask assessment questions to gather understanding from all pupils
4. Provide a model
5. Guide pupils through practising the model and think aloud
6. Check for understanding before beginning independent activity
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Monitor independent practice
10. Assessment of pupil knowledge

Rosenshine's Principles in Action

Rosenshine's 10 Principles of Instruction

1. Review prior learning at the start.



2. Present new material in small steps.

3. Ask lots of effective questions.

4. Provide models and worked examples.

5. Pupils practise using the new materials.

6. Check for pupil understanding.

7. Obtain a high success rate.

8. Provide scaffolding and support.

9. Encourage independent practice.

10. Weekly and monthly review.

The 10 Key Rosenshine Principles

From the above procedures, Rosenshine developed **10 key principles**, which he claimed to support any effective **approach to instruction** in the class. The following are the **Rosenshine's Principles Of Instruction:**

1. **Daily Review**

Rosenshine suggests spending between 5-8 minutes each day, mostly at the beginning of a lesson, to review past learning. As mentioned in the **Cognitive Load Theory**, our cognitive load (the quantity of information our working memory can keep at one time) is relatively small, if we wouldn't review past learning, then our previous knowledge will get in the way of learning new knowledge.
By devoting class time to reviewing and evaluating past academic performance, learners will eventually perform more effectively. Students will construct a more in-depth awareness of syllabus material, improve their basic skills, critical thinking skills and make connections between ideas.

2. **Presenting New Material in Small Steps**

Our working memory has a **limited** capacity. If learners are presented with a lot of **information** at the same time, their working memory will suffer from **overload**. This will slow down or even stop the **learning process** as the students' mind will no longer be able to process every piece of information at once.
Due to this, **Rosenshine's principle** suggests that new information must be introduced in small steps. Experienced teachers show that it is useful to remain focused on what students need to know and remove any irrelevant material from the lesson plan.

3. **Asking Questions**

Asking students different **kinds of questions** (such as direct questions, closed question, comprehension questions) is one of the most powerful tools a teacher can use to enhance student learning and enable them to investigate a topic in more detail. Rosenshine states that less effective teachers ask a fewer number of questions and nearly no '**process questions**' (questions about the learning process, such as how students performed a task). The greatest significance of questioning is that they strengthen students' **long-term memory**.

4. **Presenting Models**

Providing new information to learners by linking it to their **prior knowledge** allows a quicker understanding, deeper retention and enhances students' memory. It is particularly true of different types of concepts such as **complex concepts**, **essential concepts** and **sequencing concepts** etc). Teachers can do this by providing **appropriate support** to their students. **Thinking aloud,** demonstrating the way to **solve a problem**, and **working examples**, are the modelling strategies teachers can use to enhance student learning.

5. **Guided Student Practice**

Rosenshine's principle emphasizes the importance of giving students sufficient time to practise **retrieval**, ask **questions**, and get the desired **help**. Students must not stop after learning the information once, they must continue to rehearse it by **summarising**, **analysing**, or **applying** their knowledge. If teachers do not reduce their pace of teaching a lesson, then students' memory of that topic will be decreased.

6. **Checks for Student Understanding**

Checks for understanding allow teachers to identify any **misconceptions** students may have and explain things they are still **struggling** with. **Rosenshine's sixth principle** suggest teachers take intermittent periods during the lesson to stop and assess whether students have understood the learning material. Teachers can do this by asking learners to make a **presentation**, share their **opinion** about the lesson, **summarise** the information and correct students' errors. Checks for student understanding assure that the students have a **clear foundation** for their learning and make them ready to learn the next topic.

7. **Achieving an Elevated Success Rate**

Cognitive Psychology Research reveals that the instructors who utilized the most effective teaching strategies had more students with higher educational **success rates.** According to **Barak Rosenshine**, the optimal **academic success rates** educators need to strive for is **80%** (which is similar to the optimal success rate for multiple-choice tests). An optimal success rate of 80% shows that although **challenged**, learners still grasped and learnt new concepts.

8. **Providing scaffolds for difficult lessons**

According to **Rosenshine's eighth principles**, when using more **complex material** teachers must apply **scaffolding** in their lessons. Scaffolding means facilitating students' incremental mastery of a skill or concept by gradually **decreasing** teacher assistance. The responsibility for the learning process **shifts** from the instructor to the student. The temporary support of scaffolding provides help to the students achieve higher levels of comprehension and skill acquisition that would have not been possible without the teacher's support.

9. **Independent Practice**

The ninth principles of Rosenshine claim that scaffolding is crucial, but the students must also be able to complete tasks **independently** and take **responsibility** for their learning. Creating **independent learners** is vital as it helps students to improve their educational performance and stay motivated. By practising **complex tasks** again and again in their own time, students create greater automatically and fluency in the concept they're trying to understand. **Over-learning** a concept, helps learners to recall the details automatically.

10. **Weekly & Monthly Review**

Rosenshine's tenth principle is an advanced stage of the first principle, but it involves reviewing the **prior knowledge** over monthly and weekly timeframes. This mixture of **retrieval** and **spacing** is a method known as **successive relearning** which implicates spacing out the use of retrieval practise methods at various points in time until a specific level of mastery has been accomplished.

Weekly and monthly reviews allow students to make **connections** between new and old information, improving their understanding of a concept.

Setting **weekly** homework tasks, doing a quiz every **month** and asking students to complete a **monthly** reflection, are all effective classroom strategies.

Features of GOOD Teaching and Learning at SILS

Learners make **GOOD progress in their learning when:**

Planning stage

- Well planned lesson (use of data, centred around removing barriers to learning, involving LSA)
- Clear learning objectives
- Appropriate pitch (Grade/Level)
- Variety of activities
- Good resources
- Differentiation by task or outcome
- Good use of other adults (LSAs)

Beginning:

- Prompt start
- Recap of prior learning (Do Now/Starter)
- Objectives shared
- Effective questioning
- Clear explanation of lesson purpose – learners know what to do

Main body of lesson:

- Teacher's input/exposition is clear and concise (I Do)
- Opportunities to practise new learning in group with teacher's guidance (We Do)
- Variety of tasks & activities (or clear targets for individuals involved in project work)
- Teacher checks for understanding regularly, intervenes to ensure students understand the work and deals with any misconceptions; learners work effectively, remain on task, and learn as planned.
- Students can articulate their learning and work independently (You Do)

In addition: Learners have the opportunity to learn independently, there is a brisk pace and time is well used. Learners concentrate, persevere and complete the work.

- Questioning is probing and challenging and is targeted to the spread of ability.
- Learners are given time to think/reflect and respond.
- Questioning identifies errors and misunderstandings and is used constructively to develop learners understanding.
- Learners are called upon to demonstrate and explain their work to the class and each other.
- A 'no put down classroom' – learners are willing to volunteer, speculate – no fear of failure.
- Good relationships are evident; there are well-established routines, high teacher expectations in respect of attitude and behaviour, consistent application of the Behaviour Code/Policy.

End of lesson:

- There is sufficient time for review of learning and questioning that is effective in: consolidating / developing / assessing learning, the scene is set for next lesson.

Homework: Consolidates and develops learning.

SILS Lesson Plan

Non-Negotiable Every Lesson

- ☐ Planning to deliver individual student progress
- ☐ Share Learning objectives and success criteria
- ☐ Challenging questioning
- ☐ Pit stops – check for understanding and challenge
- ☐ Oracy– full sentences – Formal English, debate, and challenge
- ☐ Regular Marking/Feedback for improvement
- ☐ Homework (when this is due)

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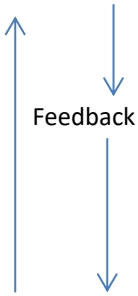
Class/Date/Subject	**Prior Learning:**
Unit/Topic: Writing for audience and purpose **Learning Objective:** **Learning Outcome:**	
Class context/Class Pen Portrait: **Differentiation Strategies:**	
Learning Objectives (using Bloom Taxonomy) and pitch (grade/Level):	**Bloom Taxonomy**
Key Words: **Forum; facts; opinion; formal; personal; sizeable; audience; purpose**	**Key Questions:** **What are the key features of a Web Forum contribution text?**
Literacy: speaking in full sentences; SPAG; language features	
Teaching Assistant deployment for this particular Class:	
How would you Remove Possible Misconceptions/Barriers to Learning:	

Lesson Structure	Approximate Timings	What is the progress? What are students doing to achieve this?	How do you know they are making progress?
1. Connect the Learning to prior learning **Starter/Do Now**	**Max 5-7 minutes**	**Question:**	**Class discussion**
2. **I Do: Activate the Learning** **(Teaching, input, Exposition)** Challenge their thinking, new knowledge, skills, conceptual understanding Learning and Episodes/Steps	**Max 5-10 minutes**		**Discussion** **Check and Challenge** **Addressing misconceptions**
3. **We Do:** Interactive instruction Working with pupils, e.g. 'I do/You help' or 'You do/I help' Check for Understanding, prompts, cues Provides additional modelling where necessary	**Max 10 minutes**		**Contributing to discussion by expressing their opinions, sharing ideas, recording their contributions**
4.**You Do: Allow pupils to demonstrate progress** Independent work Apply/demonstrate their thinking and learning (TIME)  Refine and improve their learning This could be repeated a number of times in a lesson	**20 minutes**		**Check and Challenge:** **Marking assessment**
5. **Plenary: Consolidate the progress** Share and evaluate their learning against the objective - summarise **Connect to next lesson**		This is an assessment question; students will produce improved version of their written responses, following deep marking feedback and re-teach week	**Check and Challenge**
Differentiated Homework:			
Careers Link (where can this particular skill be used in the place of work?):			

Nota Bene: Feel free to use mini plenaries after each learning step or episode.

Weekly Co-planning – Teachers and Teaching Assistants

Communication, communication, communication

The key to building a good partnership with teaching assistants is effective communication. Initially, this means setting clear boundaries and expectations around roles, supporting learning and sharing planning and learning objectives before each lesson.
Establishing agreement regarding classroom structures and routines will provide a solid foundation for your professional working relationship to develop.

Before the lesson

It is important that you consider the best way to share your planning with the teaching assistant before the start of the lesson. Provide them with a copy of the lesson plan or notes and check they understand what you want them to do.
This is paramount! The teaching assistant needs to be clear about the overall learning objectives for the lesson, what their role will be, and any strategies you would like them to use.

During the lesson

Teachers can sometimes be criticised for not making the best use of teaching assistants when they are providing whole class input. Make sure this doesn't happen in your class by asking the teaching assistant to do some of the following:

- Model the task, expected learning behaviours or support students to keep focused.
- Reword instructions or questions for students who find language difficult.
- Write observational notes to support assessment.
- Support students to access the lesson/materials – e.g. by modifying resources.
- Have definitions of subject-specific vocabulary to hand to start them off on the task.

During the main part of the lesson

The teaching assistant may be working with identified individuals or groups, or the majority of the class. Whichever students they are working with, their role is to help move the learning forward and support students to learn independently through the use of a variety of pedagogical techniques. This might involve them:

- Remodelling or re-explaining.
- Scribing for the teacher on the board or scribing for a student.
- Reinforcing instructions and checking understanding.
- Helping students to use practical equipment or resources.
- Encouraging discussion and participation.
- Questioning students to challenge them in their learning.
- Assessing students' learning through observation, questioning and discussion, and checking and clarifying misconceptions.
- Helping to make links between learning in the lesson and other contexts.
- Supporting students to identify their next steps in learning and what they need to do to achieve them.

After the lesson
Agree on the ways you will gather feedback from your teaching assistant. Have a brief chat with them at the end of the end of the school day or during your next co-planning session. If time doesn't allow for this, ask them to make comments on sticky notes that can be left on your desk before they leave. This information will help you with your planning for the following lesson.

SILS Marking Policy

Marking is expected to take place for the following:

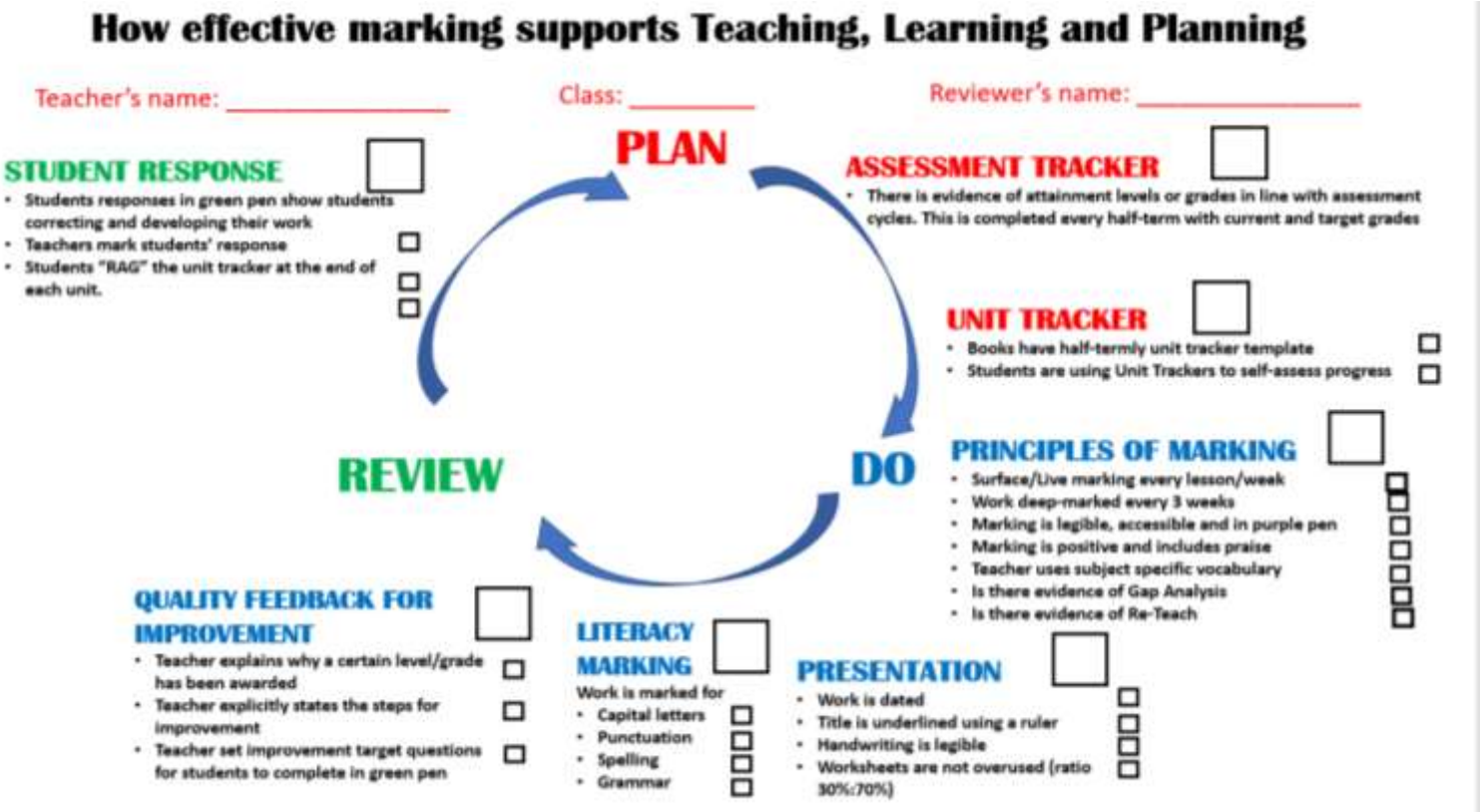
• Surface/Live Marking - Every lesson

• Formative (Deep) Marking - Once every 3 weeks for all subjects

• Summative Marking - Once every half term, with students sitting a cumulative test, which should reflect the content, covered from the beginning of the term. These tests should be taken under exam conditions.

At SILS, we use a purple pen is used to signify a teacher's comments to express.

Students can use a black or blue pen to respond and answer any improvement target questions set by their respective teachers, however if a black or blue pen is used and not a green pen, the students' response should be clearly labelled as: Answer to improvement target questions.



SILS Literacy Marking Policy

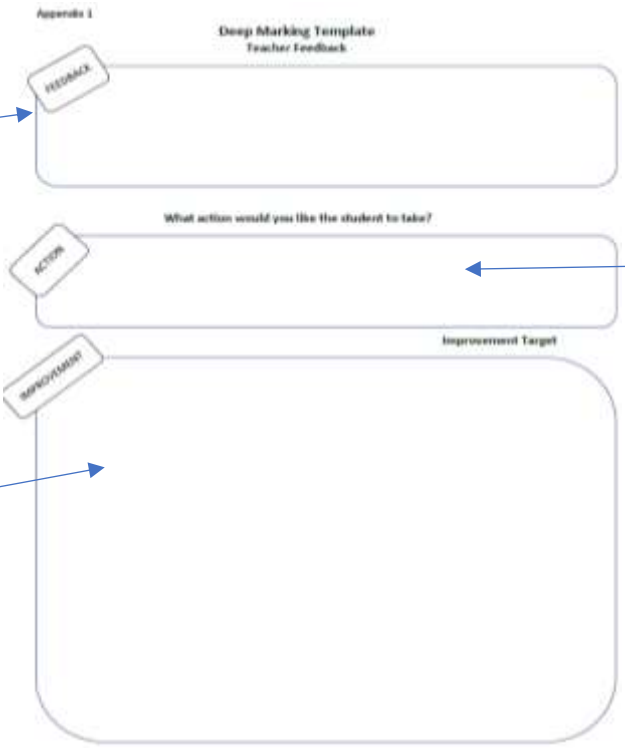
Sp	**Spelling Correction**-write in correct spelling of word. Give the correct version only once with repeated errors.
P	**Punctuation** –write in missing punctuation.
C	**Missing capital letter** – write in the missing capital letter
//	**New paragraph** – insert a new paragraph
V	**Vary vocabulary** – try another word
?	**Express this clearly-** explain in further detail -what do you mean?
!!	**Careless mistake** – correct mistake to model the right answer.
^	**Add** a word – insert a new word to make the sentence grammatically correct.
Gr	**Grammatical** error – write in correct grammatical form or illustrate error, eg. 'should have' **NOT** 'should of'
eg	Give an **example** here

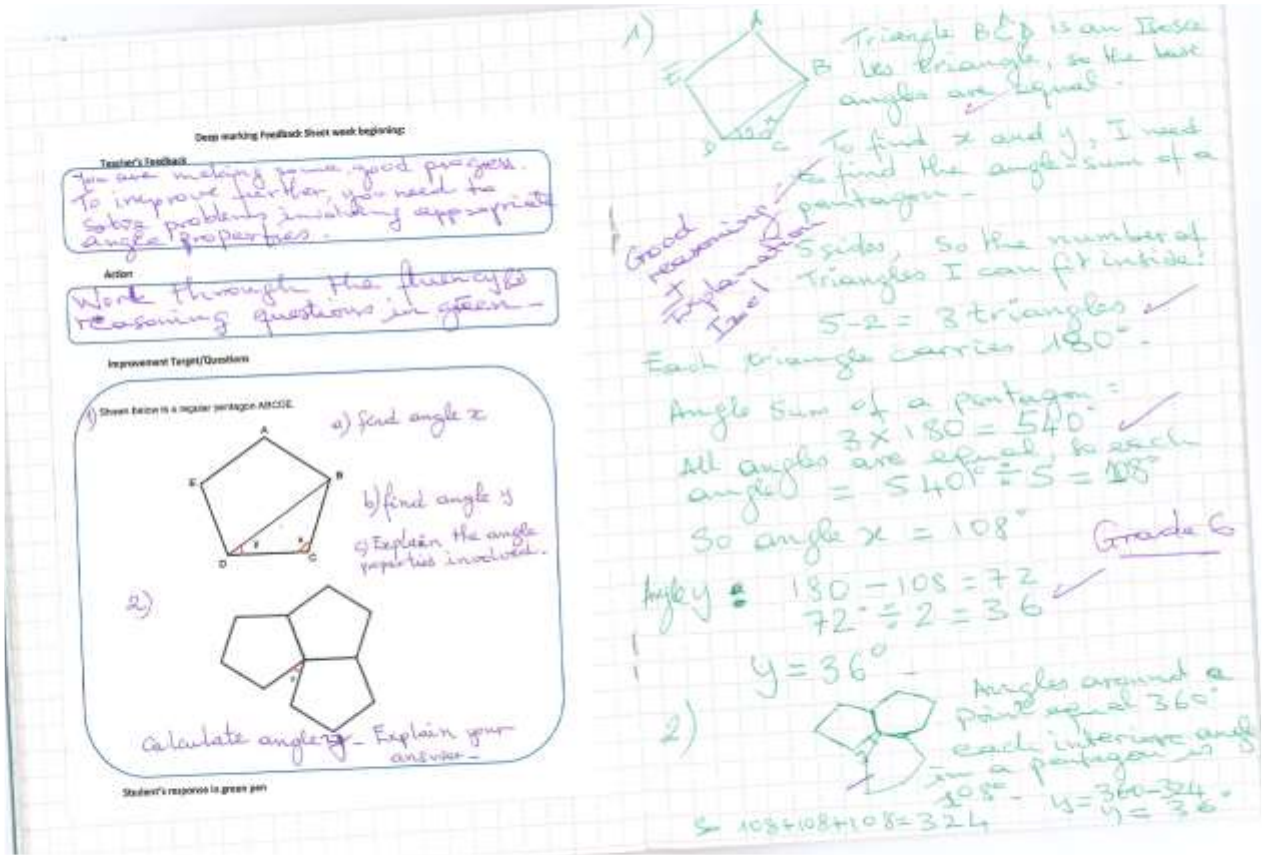
Deep Marking Template to be used every 3 weeks

Teacher Feedback on the specific piece of work.

Instruction as to what the teacher would like the student to do.

Improvement Activity.





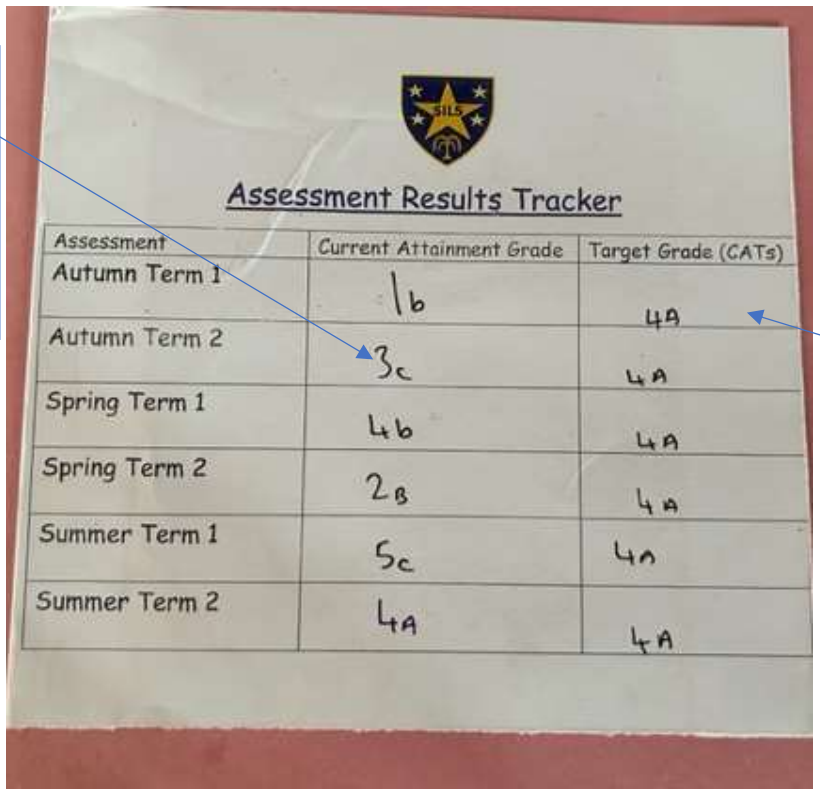
Assessment Tracker to be stuck on the first page **inside** each exercise book

Unit tracker to be used at the beginning of each half term

Assessment Results Tracker

Assessment	Current Attainment Grade	Target Grade
Autumn Term 1		
Autumn Term 1		
Spring Term 1		
Spring Term 2		
Summer term 1		
Summer term 2		

Attainment Grade from students end of half term cumulative assessment



Assessment Results Tracker

Assessment	Current Attainment Grade	Target Grade (CATs)
Autumn Term 1	1b	4A
Autumn Term 2	3c	4A
Spring Term 1	4b	4A
Spring Term 2	2B	4A
Summer Term 1	5c	4A
Summer Term 2	4A	4A

GCSE Target grade taken from student CATS Score.

SILS Half Termy Units Self-Assessment Tracker