

Whitworth Community High School

Teaching and Learning Framework 2026 2027

This framework outlines the 7 key principles which are non-negotiable for classroom practice at WCHS.

1. **High Expectations** - High levels of challenge are practised consistently. This applies both academically and to standards of behaviour.
 - **Entry & Accountability:** Greet students at the door to check uniforms, enforce a silent threshold entry to an immediate silent start (board/paper), and promptly take the register.
 - **Preparedness & Routine:** Ensure all students have equipment visible on desks (including Y7–9 ready-to-learn packs) and seat them according to a pre-planned, SEND-informed layout (annotated via Edulinkone/inclusion marksheets and regularly checked passports).
 - **Active Monitoring & Literacy:** Circulate during the silent start to address novice learning misconceptions immediately, using a blue highlighter to catch spelling, punctuation, grammar (SPAG), and disciplinary literacy errors.
 - **Instruction & Focus:** Maintain standard inclusion phrasing ("Equipment down, attention this way in 5, 4, 3, 2, 1...") for instructions, implement "no opt-out" strategies tailored to class needs, and provide dedicated windows for silent, focused work.
 - **Homework & Dismissal:** Check that home learning is set to guidelines and completed to standard (including Y7–8 calendar-aligned HLB effort grades), then execute a strong finish by having students stand behind chairs for a row-by-row dismissal.
2. **Making it stick** - Pupils are taught rigorously for memory as well as understanding, through consistent daily practice.
 - **Regular Formative Checks:** Monitor understanding consistently throughout the lesson using whole-school standard approaches as a baseline, specifically embedding mini-whiteboards, cold calling questioning, and pre-planned hinge questions.
 - **Scaffolded Retrieval & Silent Starts:** Review prior learning through retrieval practice, ensuring pupils have time to revise beforehand. Use silent start tasks that are accessible to all learners initially but become increasingly difficult over time.
 - **Targeted & Cold-Call Questioning:** Check understanding across the room by asking a wide variety of questions to various class members, utilising cold-calling strategies to ensure engagement extends beyond just those willing to volunteer.
3. **Masters of their subject** - Pupils prioritise subject mastery over performance.
 - **Expert Vocabulary & Texts:** Model elite speech and writing as the subject expert, explicitly teaching disciplinary vocabulary (using tools like the Frayer Model and/or guided reading sheets) and embedding challenging disciplinary texts directly into lessons and SOL where appropriate.
 - **Feedback & Pupil Response:** Provide targeted feedback on tests and coursework using the best tool from the Feedback and Marking Framework, ensuring dedicated time is carved out for students to actively respond to it (DIRT).
 - **Subject Mastery Over Grades:** Keep the focus entirely on becoming masters of the subject rather than meeting specific target grades; do not share target grades with pupils, and prioritise feedback and DIRT before revealing marks.

4. **Feedback** - Feedback to pupils is timely, purposeful and moves the learning on.

- **Adhere to the WCHS Feedback and Marking Framework.**

- Student work review- ensure you provide books as requested for the book look/conversations with your faculty/DOL These will take place three times a year.

5. **Challenge all learners** - Teachers consistently teaching higher level ideas and knowledge and making this accessible to all students.

- **Rigorous Curriculum & High Expectations:** Deliver a challenging, logically sequenced curriculum for all pupils; maintain high expectations by encouraging productive struggle, preventing students from opting out or giving up easily, and showcasing excellence where appropriate - the visualiser is an excellent tool for this.
- **Adaptive Scaffolding & Inclusion:** Foster a safe, inclusive environment for all abilities by providing scaffolds for the pupils who need them most, using the Inclusion Marksheet as a guide.
- **Cognitive Load & Shared Language:** Use the designated Shared Classroom Language ("Equipment down, attention this way in 5, 4, 3, 2, 1... and 'when I say go'") to deliver seamless, fuss-free instructions that minimise cognitive load and ensure all learners can access the lesson.

6. **Evidence Informed Practice** - Our teaching is guided and informed by the latest academic research in education.

- **Continuous Expertise & Reflection:** Take proactive responsibility for your own learning and ongoing improvement by reflecting on your practice and seeking advice from colleagues, the Teaching and Learning (T&L) library, and the AHT for T&L.
- **Evidence-Based Practice:** Integrate the latest educational research into your classroom (utilising T&L library resources or guidance from the AHT), and embed strategies from the EFA (Embedding Formative Assessment) programme to support classroom formative assessment.
- **Data & CPD Engagement:** Commit fully to engaging with CPD tailored to your subject and the school's needs, and actively use relevant data to target your student feedback and support.

7. **Adaptive Teaching** - Teachers respond and then adapt to the needs of pupils both in the present and in the future.

- **Data-Driven Adaptation:** Use both formative and summative assessments to accurately gauge where pupils are, then adapt your teaching to match their strengths and needs.
- **Targeted Scaffolding:** Proactively provide structured scaffolding to support and guide the pupils who need it most.
- **Revision & Review Skills:** Explicitly teach and model to pupils exactly how to effectively review and revise within your specific subject.