

Whitworth Community High School

Teaching and Learning

This document outlines the ‘tight’ elements of the Teaching and Learning Principles at WCHS. These are what we would expect to see taking place in lessons consistently, with all pupils, every lesson.

The 7 Principles of Teaching and Learning at WCHS:

1. **High Expectations** - High levels of challenge are practised consistently. This applies both academically and to standards of behaviour.

We will:

- Meet and greet your class at the door of a classroom, check students' uniforms and appearance as they enter the room.
- Take a register promptly.
- Have a silent start ready on the board (this could include a sheet/piece of paper you have given pupils on their way in) - pupils cross the threshold in silence and are expected to do so every time. See the appendices for the lesson plan template should you need this. This is especially relevant to ECTs, ITT and any staff working on a plan of support.
- Ensure pupils have their equipment visible on desks. This includes the ready-to-learn pack for Y7-9.
- Circulate during the silent start and tackle misconceptions appropriately - conceptions around novice learning should be tackled as quickly as possible.
- Have a pre-planned seating arrangement (saved on Edulinkone) which takes into account the needs of those pupils with SEND.
- Make use of SEND pupil passports - use these to annotate your seating plan. Regularly check passports for changes.
- Tackle 'no opt-out' appropriately according to the needs of your classes.
- Provide opportunities for silent, focused work.
- Ensure books are well maintained by pupils. Work is collated effectively and pupils take pride in their work. This should be challenged by teachers if books are not cared for. **See Appendix 2 for an outline of book expectations.**
- Use strategies such as counting down from 3-1 to get all pupils looking at and listening to the teacher.
- Ensure pupils sit up and pay attention - tackle this promptly and consistently. You must tackle the small stuff relentlessly. (pens down, facing forward, sitting up)
- Ask pupils to stand behind their chairs at the end of the lesson and then dismiss them row by row (strong finish)
- Set home learning is set according to the guidelines below - staff take the time to check the HLB before going out and also check that home learning is complete and done to the expected standard. Effort grades for HLB for Y7-8 will be input at points throughout the year as set out in the calendar distributed by the AHT for T and L.

2. **Making it stick** - Pupils are taught rigorously for memory as well as understanding, through consistent daily practice.

We will:

- Review prior learning at the start of the lesson.
- Make use of cold-calling strategies to ensure all pupils' understanding is checked.
- Check for understanding regularly throughout the lesson and in a variety of ways at your discretion- mini whiteboards, cold calling, exit tickets etc.
- Make use of retrieval practice - allow pupils time to revise beforehand and test their knowledge retrieval.
- Silent start tasks - provide tasks which all can get on board with and become increasingly difficult over time.
- Ask lots of questions - a variety of questions to various class members - not just those willing to participate.

3. **Masters of their subject** - Pupils prioritise subject mastery over performance.

We will:

- Model high standards of speech and writing at all times. You are the expert in the room.
- Explicitly teach disciplinary vocabulary. Make use of strategies appropriate to you, your classes and subject.
- Incorporate challenging disciplinary text into lessons and SOL.
- Challenge the use of slang in the written or oral work from pupils.
- Provide feedback to tests and work where appropriate - pupils should be allocated time to respond to this feedback.
- Not share target grades with pupils - indeed focus on becoming masters in the subject rather than able to meet a certain target grade. It may be appropriate to focus on DIRT and feedback, before even sharing marks and grades with pupils.
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4. **Feedback** - Feedback to pupils is timely, purposeful and elicits pupil response.

We will:

- Adhere to the Whole School Feedback vision and your own faculty policy.
- Ensure that a variety of feedback strategies are used and be aware that this does not negate the responsibility to use written feedback as a method of summative and/or formative feedback. Students should have their work marked, especially when they have for example, undertaken a mid topic assessment, end of topic assessment or completed an extended piece of work.
- Provide feedback to move the learner on. This can take place in a variety of forms (verbal, written, whole class, self and peer)
- Allocate time to pupils to respond to feedback. DIRT
- Make use of a range of feedback strategies - written feedback, whole class feedback, verbal feedback, self assessment and identification of targets for moving on.
- There is no set amount of feedback to be provided BUT, it must be clear that books have been tended to both by pupils and teachers.
- Provide feedback to pupils on their HLB - this can be done in a variety of manners but HLB should be visible in exercise books.
- Work may be self / peer marked by - for example procedural questions and tasks can be marked in this way. However, teachers should endeavour to look at longer written tasks where appropriate and provide the relevant feedback to this which allows pupils to move forward with their learning.
- Silent start tasks should be reviewed in the lesson - this can be done by the student.
- Mark for literacy - picking out relevant disciplinary vocabulary errors where appropriate, as well as grammatical errors. Not all errors may be highlighted or corrected. It may be that you focus on the first few errors and ask pupils to check these. You may wish to use the marking codes for this. **See below for more information**
- Written feedback - this is one way to provide feedback. Comments should enable pupils to move on. This written feedback may be a question or a suggestion to edit part of a piece of work. The frequency of written feedback will vary across subjects. Refer to your faculty feedback policy for this.
- Verbal feedback - this should happen frequently in lessons and does not need to be outlined in books, where this has taken place. Pupils may respond in purple pen to show how they have edited/amended their work to improve.
- Book looks - ensure you provide books as requested for the book look/conversations with DOL/SLT. Book looks will take place three times a year.

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

We will:

- Set rigorous and challenging work for ALL pupils.
- Provide scaffolds for those pupils who need it most. These may be identified by pupil passports from the SEND faculty, or you may have identified these pupils yourself.
- Provide a safe and inclusive environment for all pupils, regardless of ability.
- Use a range of strategies and techniques to enable all pupils to access the curriculum. See T and L Principles and guidance.
- Have rigorous, high expectations of all learners - ensuring pupils do not opt out, talk themselves out of work or give up easily. Encouraging struggle is good.
- Set and follow a rigorous, challenging curriculum which is sequenced to enable all to progress.
- Share excellence.

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

We will:

- Endeavour to integrate the latest research and evidence into practice within your classroom - if in doubt, speak with the AHT with responsibility for Teaching and Learning.
- Use relevant data to direct feedback and support.
- Make use of work carried out in the EFA programme to support formative assessment in your classroom.
- Commit to CPD - be engaged, get involved and follow guidelines from the CPD which best fit the school, your practice and the subject/s you teach.
- Reflect on your practice and seek out advice from colleagues, CPD library, AHT for T and L.

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

We will:

- Adapt your teaching to the strengths and needs of your pupils.
- Make use of formative and summative assessment to review where pupils are at. You will then adapt according to the findings from these assessments.
- Show how pupils can review and revise your subject.
- Provide scaffolding to those pupils who need it most.

WCHS - Book expectations:

- Title and date at the start of each new piece of work/lesson
- Silent start - this should be reviewed and self assessed. Purple pen should be used here.
- Students should use black ink pen. A pencil should be used for drawings and graph work.
- Teachers should speak with pupils about work which is not presented to the expected standard. Books should be cared for by the pupil. They are a working document which may be used for drafting, practice and revision. Pupils should be taught to see the value in these and take pride in them.

Home learning:

Year 7 and 8

Pupils receive weekly home learning booklets. Maths, English and Science are set weekly and will consist of online learning activities which are reviewed within the lesson. Home learning instructions are contained within the booklet which is distributed to pupils during form time each Monday. Pupils also receive home learning booklets in all other subjects on a rolling timetable. This timetable is available to students in [this area](#) of the school website. It is expected that pupils complete all work to the best of their ability and on time for their teacher. The home learning is also written onto Edulinkone for both parents and pupils to view. Effort grades are to be input onto SIMS/Edulink according to the calendar distributed by the AHT for T and L.

Years 9-11

Pupils are allocated home learning from each teacher on a weekly basis. All subjects set home learning via the Edulinkone app and it is expected that parents and carers check this with their child. Pupils must complete their home learning in time for the deadline set by the class teacher. Home learning may consist of practice questions, retrieval practice in readiness for a quiz of low stakes test, online learning or other work to prepare pupils for the next set of lessons.

Timings for home learning:

Year Group	Subject	Maximum Time Allocated	Platform/Type of HL
7 and 8	Core	30 minutes maths 15 minutes English and Science Total = 90 minutes	Century Tech - English and Science SPARX - Maths
7 and 8	All other subjects	15 minutes per non core subject Total = 30 minutes maximum	Home learning booklet - Knowledge organiser and questions in readiness for test next lesson.
Total for Y7 and 8 = 120 minutes a week = approx 17 minutes a day if you do HL every day			
9	Core	30 minutes maths 20 minutes English and Science Total = 70 minutes	Century Tech - English and Science SPARX - Maths
9	Non Core	15 minutes Total = 120 minutes	8 subjects (Geog, Hist, RS, Comp, Music, Art, DT, Spanish) Taster courses should not set HL (Drama, Sociology, Business, Health and Social, Hosp and Catering, Perf Arts) Various platforms and types of HL set.
Total for Y9 = 190 minutes = 3.1 hours = 27 minutes a day if you do HL every day			
10 and 11	Core	40 mins maths Y11 25 mins Eng/sci Y11 30 mins maths Y10 25 mins Eng/sci Y10 Total Y10 = 90 minutes max Total Y11 = 100 minutes max	English, maths and science - Century Tech, SPARX and exam papers
10 and 11	Non core	25 minutes per subject Total = 140 minutes	Varying subjects depending upon the pupil and their options. Various platforms and HL types including Seneca, past paper questions etc
Total for Y10 and 11 = 230 to 240 minutes = 33 to 35 mins a day if you do HL every day			

Codes to support feedback:

Staff may make use of these codes to support feedback, particularly around literacy.

General Codes			
DIRT	Dedicated Improvement and Reflection Time (or Task)	UL	Underlining
Literacy Codes (circle or underline the error)			
Sp	Spelling	//	New paragraph
P	Punctuation	CL	Misuse of capital letter
Gr	Grammar (e.g. tense, sentence structure, unclear)	^	Something is missing.

Book looks/student work review:

- These will take place 3 times a year
- These will be planned into the development time calendar.
- DOLs will speak with their subject staff about their books.
- SLT will speak with DOLs about their books.
- Conversations during the book looks will cover the following:
 - Consistency of curriculum
 - SEND - are pupils with SEND receiving the same curriculum in that subject.
 - Appropriate scaffolding
 - Tackling presentation and use of disciplinary vocabulary
 - Feedback to pupils - how has this been done and how have pupils responded.
 - Challenge for all
 - Disciplinary academic text usage