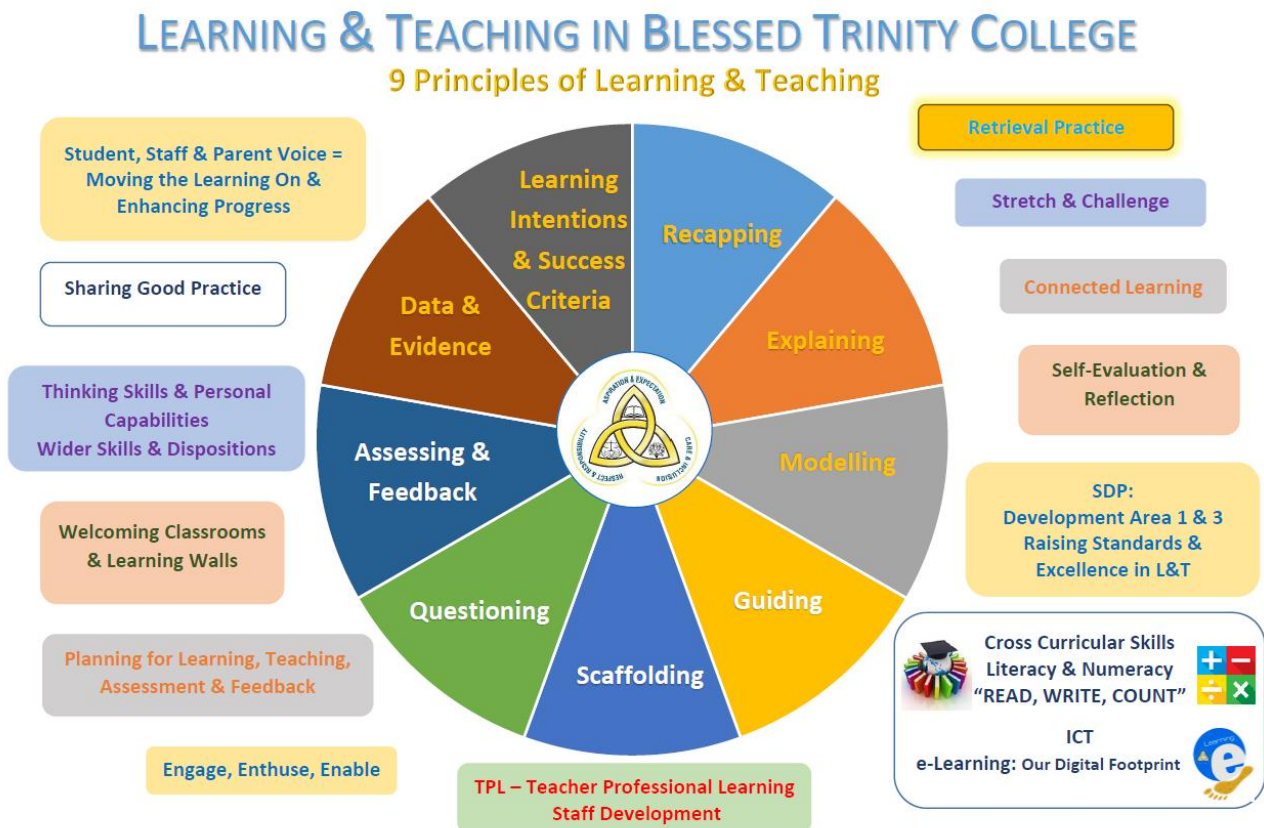# BLESSED TRINITY COLLEGE

Learning & Teaching Policy

SEPTEMBER 2023

High quality Learning & Teaching (L&T) are at the heart of everything we do within Blessed Trinity College (BTC). Our approach to L&T is underpinned by educational research & rigorous processes of self-evaluation within our school; consulting with students, teachers & parents through authentic 'voice' activities across the key stages, as appropriate, to measure the impact of our approach, & to inform our rationale & way forward.

Our approach to L&T is summarised by the graphic illustrated below which has evolved significantly over the last 6 years:

LEARNING & TEACHING IN BLESSED TRINITY COLLEGE
9 Principles of Learning & Teaching

Student, Staff & Parent Voice = Moving the Learning On & Enhancing Progress

Sharing Good Practice

Thinking Skills & Personal Capabilities Wider Skills & Dispositions

Welcoming Classrooms & Learning Walls

Planning for Learning, Teaching, Assessment & Feedback

Engage, Enthuse, Enable

Learning Intentions & Success Criteria

Data & Evidence

Assessing & Feedback

Questioning

Scaffolding

Recapping

Explaining

Modelling

Guiding

TPL – Teacher Professional Learning Staff Development

Retrieval Practice

Stretch & Challenge

Connected Learning

Self-Evaluation & Reflection

SDP: Development Area 1 & 3 Raising Standards & Excellence in L&T

Cross Curricular Skills Literacy & Numeracy "READ, WRITE, COUNT"

ICT e-Learning: Our Digital Footprint

At the core of our curriculum approach stand our *9 Principles of L&T*, illustrated above; these act as a springboard for all aspects of our planning, learning, teaching, assessment & feedback.

BTC L&T graphic encompasses our holistic approach to the ongoing development of our School Development Plan Development (SDP) Area 1: *Raising Standards* & 3: *Excellence in L&T*; some important points to highlight are:

- Ongoing rigorous & authentic approach to self-evaluation in relation to L&T; inclusive of student, staff & parent voice, engagement in key priority areas of the Self-Evaluation Framework (SEF), & in-house processes of consultation & self-evaluation to inform future planning & SDP priorities
- Formalised in-house Sharing Good Practice sessions
- Pinpointed & focused TPL to positively impact on the learning experiences, progression & achievement outcomes of our students

Please find below a link to a short video showcased at a recent CCEA Curriculum Symposium for school leaders, educational academics & DENI: "*Taking Stock of the Curriculum & Staying Ahead*" (18th January 2022) which illustrates our approach to L&T in BTC:
https://vimeo.com/658802927/1f92313ee2

LEARNING & TEACHING IN BLESSED TRINITY COLLEGE

Teachers are encouraged to ensure that classrooms are welcoming & positive learning environments, where students' work is displayed & celebrated with pride. The concept of Learning Walls is 2-fold, not only to showcase student work, but also to support, scaffold & extend the learning & teaching experience within the classroom.

Teachers are aware of the accountability measures in ensuring high standards in student outcomes & public examination results; a key feature in BTC is the extended leadership review & accountability meetings with SLT. The Extended Leadership Accountability Meetings take place following analysis of August outcomes, to discuss targets set for KS4 & Post-16 classes, & to analyse subsequent tracker score input throughout the school year, with a view to identifying underachievement & implementing appropriate intervention strategies in a timely manner.

Lessons are well planned, structured, & paced appropriately, to meet the needs of individuals, groups & classes – age & stage appropriate. Assessment for Learning (AfL) approaches should be incorporated into L&T planning, particularly in relation to effectively planned questioning & longer-term project-based approaches. Assessment & reporting inform & support the on-going improvement of students' work, & provide guidance to students regarding how their work can be improved; implementing intervention strategies to support &/ challenge students, as appropriate.

Expectations should be appropriately high; with each learner experiencing L&T strategies which stretch & challenge him/her to achieve his/her full potential. Students are supported to become resourceful, resilient, independent learners, who are prepared to successfully meet the challenges of adult life & life-long learning; this can be evidenced via the Personal Development Programme overviews, our approach to the preventative curriculum, assembly/guest speaker input, & induction programmes throughout the school year.

EXPECTATIONS OF STUDENTS

ALL students should…

- Attend school every day & arrive on time
    - Positive & consistent patterns of attendance & punctuality are essential to success
- Come to school prepared & equipped for each lesson
- Respect his/her own right & the right of others to learn
- Behave in line with BTC Expectations & Core Values, & make positive choices for themselves & others
- Be an active learner & take progressive responsibility for his/her own learning – asking for clarification, support &/ guidance, as appropriate
- Complete classwork, homework, assignments etc to the highest possible standard & submit on time, in line with agreed deadlines
- Take pride in the presentation of their work
- Have high expectations of self & others
- Be encouraged to engage in extracurricular activities & clubs
- Make a positive contribution to life in BTC

EXPECTATIONS OF TEACHERS

As the professional adult in the classroom, the teacher assumes responsibility for ensuring a welcoming, supportive & secure learning environment, through effective classroom management & lesson planning. Agreed routines, habits & a consistent & predictable approach from staff should encourage students to lead & facilitate aspects of their own learning, thereby growing in confidence, independence & autonomy, as they move across the Key Stages.

Planning for the delivery of quality lessons, active student engagement & positive outcomes, is underpinned by on-going teacher/student dialogue, characterised by clear focus, purpose, suitably high expectations, challenge & support, & is evident in students' articulation of their experiences, students' workbooks, assignments & projects.

Student, Staff & Parent Voice activities have proven to be most valuable, to gain high quality feedback; we will continue to consult with our key stakeholders in this manner to continue to bring about improvement.

ALL teachers should…

- Be child centred
- Be a positive role model for all
- Foster & develop positive respectful relationships with students & each other
- Be well prepared for lessons & learning – exploring opportunities to extend learning beyond the classroom
- Plan & deliver stimulating/interesting lessons & review the quality of L&T, to ensure the needs of all students are being met (personalised learning)
- Promote high expectations for & with all
- Be consistent & predictable in approach
    - Clear expectations & standards for both learning & behaviour
- Effectively manage the classroom to meet the needs of students – inextricable link between Care with Purpose & Learning across the curriculum
- Set targets – Monitor, Evaluate & Review, as appropriate, in line with BTC approach to tracking progress to bring about improvement
- Assess effectively (summative/formative) & provide meaningful feedback to improve learning
- Promote & provide a welcoming, positive, caring, inclusive & stimulating learning environment, where students' work is showcased
- Recognise, reward & celebrate students' achievements & successes
- Engage & work in partnership with parents & other stakeholders, to support students in their learning
- Report & communicate effectively to parents
- Engage in TPL & self-evaluation

EXPECTATIONS OF PARENTS / CARERS

ALL parents / carers should…

- Ensure their child comes to school every day & arrives on time
- Ensure their child is well prepared/equipped for school & learning
- Work in partnership with BTC - communicate concerns & attend meetings, as appropriate or when requested, with staff to discuss &/ resolve any issues relating to their child
- Be proactive in engaging with BTC in supporting the on-going holistic development of their son &/ daughter
- Support BTC policies, agreements, Core Values, Expectations & procedures
- Encourage high standards of behaviour & respect for all, including self
- Check & support child(ren) in completing homework (HW) & assignments
  - BTC HW diary/student planner is an essential home-school communication tool
- Attend all scheduled parent teacher consultations, seminars & events, as appropriate, for their child

BTC CORE VALUES & EXPECTATIONS

As with all of our work, the Learning & Teaching experiences in BTC are characterised by positive relationships, & are inextricably linked to our Core Values:

- ***Care & Inclusion***
- ***Respect & Responsibility***
- ***Aspiration & Expectation***

BTC teachers should ensure that classroom management is of a high standard, & create the conditions for effective learning & teaching to take place. This includes consistently implementing standards & expectations for punctuality, how students enter & leave the classroom, effective practices for asking & answering questions, & other issues related to everyday practice. Teachers are expected to make full & effective use of Learning Support Assistants &/ Subject Technicians to enhance & support the learning experiences of students.

The classroom experience should promote a warm, purposeful, respectful relationship between teachers & students, whereby students are encouraged to positively interact & become involved in their learning. Appropriate praise should be incorporated into the learning experiences in classrooms, & should not be based on ability alone - but relate also to effort & recognition of hard work.

As with all whole school policies, Excellence in Learning & Teaching is inextricably linked to other related policies, our Core Values & BTC Expectations, as outlined overleaf:

BTC EXPECTATIONS

- We come to school every day on time, ready and willing to learn

- We care for, value and respect ourselves, others and our school environment

- We complete our work with pride and always to the very highest standards

- We always listen & are open to other people's views & opinions

- We move safely & quietly on the left-hand side around the school

- We follow our school dress code & take pride in our appearance and uniform

- We follow the school rules regarding electronic devices

LEARNING & TEACHING STRATEGIES

"*Teachers use a range of effective approaches that:*
- *provide open-ended activities & challenges;*
- *focus on explicit thinking;*
- *encourage children's questioning;*
- *enable collaborative learning;*
- *promote independent learning; &*
- *make meaningful connections beyond the classroom.*"

ISEF: Effective Practice & Self-Evaluation Questions for Post-Primary, ETI (January 2017)

- Teachers use a wide range of methodologies which meet the needs of all of the students in their care.
    - These ensure that students are actively involved in their own learning, & that there is recognition of & planning for the range of learning styles.
- Schemes of Work, Programmes of Study & lessons are planned effectively to meet the needs of all students, & to ensure that they are stretched & challenged to improve, taking cognisance of available student data.
- Time should be allocated for students to evaluate assessed work, seek clarification &/ support, if required, & make necessary improvements.
- Lessons are effectively planned & structured with clear learning outcomes, success criteria, planned questioning & plenary elements.
- Lessons should be planned to match learners' abilities, needs, interests & aspirations.
- Strategies for personalised learning are evident & used effectively; the needs of SEN students are met, including the effective use of Personalised Learning Plans (PLPs).
- Students benefit from the use of new & emerging technologies, using ICT to promote & enhance learning, as appropriate.
    - The development of e-learning as an effective L&T strategy remains a whole school focus.

LEARNING STRATEGIES & SKILLS

LEARNING TO LEARN is an important aspect of the L&T Strategies in BTC; it is intrinsically linked to, & underpinned by, the need to ensure positive examination outcomes & the achievement of each learner's full potential.

This is reflected in:

- ✓ Ensuring students understand their responsibilities as learners.
- ✓ Encouraging & promoting the development of students as independent learners.
- ✓ Developing students as inquisitive, collaborative & co-operative learners.
- ✓ Developing students as reflective learners in relation to their own input, their outcomes & learning experiences in general.
- ✓ Developing the capacity of each student to record, track, revise, & process their learning progressively across the Key Stages.
- ✓ Ensuring students are confident learners, willing to ask for help, clarification & guidance in relation to all aspects of their learning.
- ✓ Encouraging & challenging students to make connections with other aspects of their learning experiences (Connected Learning) within & across each area of learning – inclusive of the development of thinking skills, personal capabilities, wider skills & dispositions for learning.
- ✓ Maximising natural subject-based opportunities for students to improve their skills, confidence & competence in literacy/communication, numeracy/Using Maths & ICT across the curriculum.

LEARNING & TEACHING ENVIRONMENT

Learning environments (the areas within & outside of classrooms/learning areas) are enhanced by displays of students' work/successes. This is used to acknowledge, reward, motivate & inspire all of those involved in the learning experiences, & to showcase the excellence in L&T within BTC to the wider school community, visitors etc. Our social media platforms are current & vibrant, & are used effectively to promote all aspects of learning, teaching, enrichment & achievement within & across BTC.

Seating arrangements &/ seating plans should be appropriate to learner age & stage, context of learning, & safe & secure for all involved. Classroom management of positive learning environments should convey a clear message relating to the on-going raising standards agenda, an appropriate work ethic, & produce a positive, productive & rewarding culture of learning.

REFLECTIVE PRACTICE

As reflected in Extended Leadership Team Annual Reports, TPL evaluations, & our SDP evaluation processes – section 4 of the SDP in particular, teachers in BTC are self-evaluating, reflective practitioners who engage in on-going reflective practice. Consequently, they question:

➢ The extent & effectiveness with which they share & agree learning & teaching strategies, learning intentions, success criteria & evaluate the extent to which learning has been achieved (plenaries & ongoing assessment): PLAN – DO – REVIEW
➢ The extent to which the learning needs of all learners have been met.
➢ The quality of relationships in each classroom, & the degree to which it is based on mutual respect.
➢ The extent to which students are encouraged to ask questions & are challenged to extend their learning.
➢ The degree to which each classroom provides a positive learning environment.
➢ The quality of feedback provided to consolidate & promote further/deeper learning - scaffolding.
➢ The degree to which students are encouraged to move beyond the middle ground, & to take risks in their learning, leading to further/deeper learning & increased autonomy.
➢ The extent to which students are actively involved in their lessons & to which there is a focus on ensuring effective personalised learning.
➢ The extent to which own teaching has been or can be improved, through professional dialogue with others – sharing good/best/next practice, observing/discussing good practice through use of TCN, CBD etc.
➢ Effectively devised Student Voice Focus Group activities may be employed to gather student input & feedback, regarding the L&T process, & how this could be improved in moving forward.

Throughout the course of developing our 9 Principles of L&T, as a staff, we have engaged in significant Teacher Professional Learning (TPL), development & reflection to underpin each of the principles, as outlined in the table below:

BTC Principle	Questions to prompt thought/discussion & Practical implementation strategies to impact L&T
Data & Evidence	What data &/ evidence informs our planning, teaching, assessment, feedback, & PBfL within the learning environment? What data do we have access to that will impact L&T? What data &/ evidence do we need to consider?
	- To know & understand our learners, we use the following data & evidence to inform our practice, inclusive of planning, learning, teaching, target setting, tracking, assessment & feedback: - PTE & PTM - CEFR Levels - GCSE & GCE Outcomes - Unit results in Year 11 & 13 - Accelerated Reader / STAR reading data - Summative grades / scores - Tracking data - CBD &/ TCN key learning points - PASS - Year Group data files - Student Voice - Teacher Voice - Parent Voice - PLP &/ other relevant SEN/additional needs data, inclusive of Provision Mapping & LSC - Attendance & punctuality - Care team info &/ guidance / relevant correspondence from home - Professional dialogue within & beyond dept e.g. Care Teams, Learning Support Coordinator, Newcomer Coordinator, Head of Transition & Progression, Head of Welfare & Guidance etc - Medical needs / care plans - FSM

Learning Intentions (LIs) & Success Criteria (SC)	What do we want our students to know or be able to do at the end of a lesson / series of lessons? What are the signposts to success in this lesson? What evidence will show mastery of the content &/ skills? Do we decide the SC as teachers, or negotiate this with the learners, or a combination of both?

	• ***No need for students to record LIs in each standalone lesson: keep on display/save with PPT to refer back to &/ alter as learning progresses***
	• *****Include development of relevant TSs & PCs, wider skills & dispositions for learning relating to the lesson/learning*****
	• ***Ensure that feedback given is focused on the SC***
	• LIs & SC are SPECIFIC to each topic/skill, & are referred to throughout lessons
	• Share the LIs, in a variety of interesting ways/methods, across a range of lessons e.g.:
	    o Missing key word(s) – students have to identify the missing words that would make the LI make sense
	    o Anagrams – make sense of jumbled words
	    o Word searches
	    o Connected key words – students or groups identify the meaning of key words in the LI
	    o 3-2-1 – identify 3 things they know, 2 questions they have, & 1 analogy relating to the LI
	    o Visual representation: show an appropriate / thought provoking image which promotes discussion & allows the class to agree/discover what the learning will be
	    o Students agree ***Learning Goals*** with teacher
	    o Students receive a set of LIs at the start of each UoW & these are stuck into students' books / included in dept work booklets
	    o Student workbooks have space to record LIs, to encourage learners to stay on task during rehearsal, & to encourage peer & self-assessment of practical work during lessons, & to inform evaluations
	• Order/scaffold the learning – in order of perceived importance & explain
	• Share the SC with the students – ensure that the LIs & SC are clearly linked & signposted for students, especially in the early stages of a topic &/ skill development/discovery
	• When students' skills & confidence have been suitably developed, negotiate & agree the SC with the students – ***be flexible & prepared to go with the learning***
	    o Particularly relevant for specific longer-term homeworks (HWs) in KS3, extended pieces of work/writing, project work & group work
	• ***Identify & be clear about the standards by which success will be judged in students' work***
	• Be specific in defining what success looks like & how it will be measured
	• Showcase exemplars of outstanding student work
	• Remember to continue to refer back to SC throughout/across tasks e.g. extended poster work, projects, or research-based activities
	    o Keep the learners & learning on track

Recapping	What do students need to know in advance of this lesson/learning? How do we review key concepts &/ skills from previous lesson(s)? Are there any potential misconceptions that need to be addressed?
	• **Plan for targeted recapping to ensure learning <u>HAS</u> taken & <u>IS</u> taking place** • Build in time to lesson planning to recap learning – should not be an "add on" • Correction of &/ feedback from/on HW, inclusive of review of HW task, if appropriate • Allow students sufficient time to process HW feedback, & to complete corrections, as appropriate • Whole class discussion of HW with recap of Key Learning Points (KLPs) in relation to task/activity • THINK > PAIR > SHARE • Assess students' previous subject knowledge using a well-devised starter activity • Summary of KLPs to date / KLPs that will be relevant to today's learning, lesson &/ progress • Knowledge / recap quizzes ○ Use of ICT TPL online quizzes e.g. Kahoot, Quizizz, Quizlet, as appropriate & as resources allow • Rectify common misconceptions • Identify questions from previous lesson, learning &/ HW set • Effective questioning, summarising, gap fill, cloze procedure, 60-second quiz, hot seating, mind map, spider diagram, peer assessment of HW, key word bingo, odd one out, video clips, stimulation tasks, *Gimme 5* starter, plenary grids etc • Ask students to recognise/identify & discuss points that they have/had difficulty in understanding • Review key words / formulae • Key words for each unit displayed in workbooks – used & recapped throughout unit delivery, to further embed them into the language & vocabulary of the students • Review learning outcomes from previous lesson(s) &/ complete progress evaluation in vocab / work booklets, as appropriate • Review the concepts & skills that were practised in previous lessons • Refer back to & address prior learning, reviewing skills developed, baseline assessment of skills, progress to date, & set targets for improvement e.g. voice, movement, gesture, facial expression, characterisation • Recap on previous lesson(s) &/ key ideas using different styles of questioning • Revisit plenary from previous lesson/learning experience using a variety of activities/methods • Oral vocab testing of language taught in previous lesson to gauge recall/**LEVEL OF GIST** • Language games, songs, repetition, sequencing to reinforce & internalise learning • Questioning in the target language • Questioning (incorporating TSs, PCs & wider skills & dispositions for learning) &/ student-led explanation to class of prior learning • Review content that requires over-learning / in-depth reinforcement • How does where we have been, &/ where we are, relate to the **BIG PICTURE OF LEARNING**? • Recapping with/for individuals/small groups/whole class – this needs to be gauged by the teacher, & based on teacher's knowledge of the class – this can also be facilitated by LSAs &/ subject technicians, so long as they are clearly briefed • Discuss with students areas or skills that they find difficult/more challenging; encourage them to lead the development of practical / written tasks e.g. scene transitions, multi-role, ensemble development, evaluative & reflective writing • Review &/ check awareness of the conventions of written & spoken English • Try to share as many natural links/connections to everyday life as possible, as a method to encourage & build their memory, & to make the learning relevant & relatable • Completion of assessments &/ mock examinations to recap on theory, assess understanding, identify any gaps in learning &/ potential misconceptions that need addressed

- Portfolio Clinics, Learning Hubs, afterschool revisions clubs & Saturday School used to recap & reinforce lesson activities, KLPs & examination technique
- Display of student answers on screen & incorporate peer/teacher evaluation/feedback
- Links made relevant to prior & subsequent learning

Explaining	What is the crux of the lesson? How much gist do the students need &/ have they got? – **HOW DO YOU KNOW?**
	• **Do NOT rush the 'explaining' stage** – take the appropriate time to explain new learning & content carefully
	• Set out the learning in small steps – give appropriate time limits for each step; longer stages need broken down further, & may need additional teacher explanation/guidance blended throughout, to ensure focus & perseverance
	• Explain using language that students will understand, while also introducing them to subject specific terminology – age & stage appropriate
	• Use a range of questions to *ENGAGE, ENTHUSE & ENABLE* all learners, & to understand/discover what they already know – to clarify understanding / baseline knowledge
	• Use a range of explanation methods: verbal, written, visual
	• Show practical examples to support understanding, e.g. UTube/film clips, past student work, excerpts from documentaries, podcasts, interviews etc, as stimulus & examples of good practice
	• Use common language / techniques across the school for key concepts & regarding common misconceptions e.g. percentage calculations, frequently misspelt words etc, as recommended by Numeracy & Communication Coordinators
	o BTC Communication & Numeracy Consistency Cards & Baseroom Learning Walls provide great support for this methodology
	• Verbal explanation using clear & concise language – conducted in different ways to cater for individual learning needs, interests &/ learning styles/bias
	• Provide opportunities for discussion: give the students time to give feedback & ask questions – follow-up discussions, & to address any misconceptions
	• **Plan for personalised learning needs** when explaining the task – support, stretch & challenge – use high, medium & low explanation modes/methods to ensure all learners are on board
	• Invite students who understand to explain in their own words to their peers who may still be struggling
	• Use visual aids &/ written cue/point cards
	• Use of effective & scaffolded questioning to establish expectations
	• Visual examples of work used to explain how to achieve within different mark bands
	• Use post-it activities on Learning Walls to determine what students know &/ need further support with e.g. *What Stuck with You?*
	• Make use of a range of resources to support your explanation, as appropriate, e.g. maps, pictures, tables, diagrams, moving image arts etc
	• Use real-life examples & put subject content into context in the world our learners live in
	• Written explanation of tasks incorporated into unit booklets as back-up /reinforcement for students also, especially when continuing work at home independently
	• Clear explanation & definition of key words &/ concepts
	• Key terms displayed around the classroom to encourage students to use these in their work e.g. connectives, topic specific vocab etc
	• Consistent approach to explaining requirements & conventions of written &/ spoken language
	• Using PPT/video clips/on-line webpages to intro new vocab &/ grammatical structures
	• Tap into prior knowledge of vocab/language structures in different contexts/topics
	o Always seek to make **LEARNING CONNECTIONS**
	• Use of **STOP/GO** signs for students to indicate if they understand or not – *their level of gist*!
	• All explanations should develop LIs; check for comprehension regularly, as required, based on professional knowledge
	• At all stages of lesson: **STARTER, DEVELOPMENT & PLENARY, EXPLANATIONS ARE USED TO ENHANCE THE LEARNING**

Modelling	How do we provide cognitive support for students learning new skills?
	Is there a step-by-step approach that can be followed?
	Have we set out clearly exactly what the students need to do?

- Leads on from explanation – prior knowledge is established
- Take **TIME** to demonstrate new concepts, tasks, skills or techniques
- Illustrate how you would work through a problem – teacher "**LIVE MODELLING**" in class - **THINKING OUT LOUD** while solving a problem e.g. asking questions that learners would, as you go through
  - o Teacher in modelling role – assessed by students using agreed SC
  - o Model thinking skills – thinking out loud
- Effective use of other adults in room e.g. LSAs, technicians
- Use of graphic organisers & concept maps to assist in organising ideas, extended writing, revising topics, & to prepare for examinations (fishbone diagram etc)
- Provide a method/schema/plan to follow
- Show/model how to do it – step-by-step instructions/stages
- Use visual aids to enhance & extend learning
  e.g. videos, teacher/peer demonstration, replays of performance via iPad etc
- Repetition, reinforcement, stretch & challenge
- Exemplars from past paper questions, mark schemes, examiner reports, & previous Controlled Assessment/Portfolio/Coursework pieces
- Practical examples alongside worked examples, to give a visual representation of the task ahead, & **always before** asking students to try something particularly new
- Use of independent practice to allow students to work on their own, especially in practical scenarios
- **SPOTLIGHTING**: individual students/small groups demonstrate a particular skill or activity to rest of class/year group e.g. Speech Competition: either live or a video recording of previous year
- Use students to model speaking/role play activities – student volunteers to demonstrate – let students know that this work contributes to on-going assessment (concept of "banking marks" as you go along)
- Exemplar pieces of work
- Show how NOT to do it! – to clear up any potential problems in advance & discuss any potential common mistakes, to minimise confusion
- Ensure students have **GOOD EXAMPLES** in their notes/resources, so they have these as guidance points working through e.g. sample structured answers
- Use of Explain Everything APP to model answers within different mark bands
- Demonstrate use of different memory/note taking aids that will support & promote effective exam preparation e.g. use of fishbone technique, mind maps, audio recordings of key points etc
- Model behaviour & language which encourages & promotes PBfL & effective communication, particularly during discussion/debate/group style tasks & activities

Guiding	How do we support our learners as they practise new skills? How do we guide learners towards mastering a particular skill or topic?
	- Teacher as facilitator to guide independent learning, problem solving & decision making: **Work-the-Room** guiding & revert to modelling, if needed – be flexible in your approach - Guide students to use previously modelled structures independently in paired activities &/ written tasks - Whole class instruction to correct/address common errors/misconceptions &/ reaffirm explanation - Repetition & reinforcement of key concepts & transferability are key for all learners - Use of key facts, especially those already learned in previous lessons - Clarification of task requirements – effective & well-planned success criteria - Interactive guidance model to keep learners on-board - Breaking issues/tasks into smaller parts that are manageable for learners – easier to rectify issues/difficulties, & builds learner confidence when they recognise they are on correct path - Small, targeted group instruction to reinforce learning guided by teacher &/ LSA - Personalised/individual guidance - Over-the-shoulder 1-to-1 guidance to support, stretch & challenge learners - Use students who understand to illustrate for /share / lead their peers - Praise & support individuals &/ groups by using learning space / room appropriately - Make observations & suggestions using effective questioning to prompt &/ encourage development & discussion e.g. *"Why have you decided to …?"* or *"What would happen if …?"* to stretch & challenge - Well-planned & efficient use of LSAs & technicians across all lessons & opportunities for learning - Targeted & well-planned questioning to assess progress & understanding - Using & promoting a "**CAN DO**" approach – growth mind-set - Pitching the lesson & associated planning at an appropriate level - Being flexible with lesson roll out, based on level of learner gist - Using videos to show working machinery/exemplars before embarking on task - Show examples of student work using **Explain Everything** APP, & ask students to identify positive aspects of work & what could be improved - Structured unit/topic booklets to guide students through coursework & examined units - Teacher help-sheets to provide further assistance & guidance on coursework/portfolio tasks - Step-by-step instructions to complete task with guided examples displayed on whiteboard for reference - Refer to Learning Walls - Key terms/words displayed around the room, to encourage students to use these in their writing, & to ensure they are familiar with the language used in questions - Use of extension tasks to develop student learning & understanding - Skills cards for practical activities – may be linked to dept Learning Walls - Recipe cards - Questionnaires used by students on work experience, to help generate required theoretical information for coursework/portfolio units - Real lived-out context

Scaffolding	How do we provide temporary support for learners who are struggling with difficult/more challenging tasks? How can we scaffold the learning to support students at all levels i.e. low, average & high achievers?
	• Providing students with a structure & focus to move forward confidently with their learning • Help students build towards the answer by setting the learning out in incremental steps • Provide temporary support for learners, as they develop confidence with a new concept – this can be removed when students are ready i.e. it has become more common practice/embedded • Cue cards / card sorts • Checklists /step-by-step guide/"Bite size" targets • Sentence starters: Communication Learning Walls & Consistency Cards • Cloze exercises • Subject specific: develop sentence starters linked to AO1-AO4 at Post-16, liaising with Communication Coordinator for guidance, as appropriate • Communication guidance displayed on walls & signage around the school, to improve standards of oral & written work, & to increase learner competence & confidence • Colour coding • Structure strips recorded in margins • "Opt in & Opt out" to allow for creativity • Key words/vocab displayed (on Learning Walls & in booklets) & regularly referenced • Displayed formulae e.g. calculations o Numeracy Learning Walls & signage around the school • Writing frames/templates &/ word banks/definitions/glossaries • Zoom description • Use of command words &/ explanation to aid essay compilation, facilitating students accessing higher mark bands, as appropriate • Working with a mentor • Mixed ability practical groupings: scaffolding supports students who may require additional assistance, & challenges the high achievers - giving them a leadership role • Provide clear instructions & structured support to help students plan & draft written work e.g. paragraphs: include who, what, where, why, how etc • Animations / labelled images / diagrams / maps / tables • Demonstrations &/ videos • Graphic organisers e.g. use "*Fishbone*" particularly for AO3 • Planning grids • Mind maps • Exemplars to support & scaffold, where necessary • Ask leading questions • Complete activities orally as whole class (PPT) to include games e.g. gap fill, listening for gist, changing words, identifying errors – spot the mistakes etc • Students read work produced in target language & use this to plan for their own writing • Temporary targeted support for GCSE / A Level students who we identify as underachieving • Discuss mistakes that other students may have made to highlight potential difficulties/challenges to class • Appropriate feedback: ***MEANINGFUL, MANAGEABLE & MOTIVATING***, on coursework, exam preparation & extended pieces of work, so students can progress through the mark bands, based on their individual ability & learning needs • Support student learning & develop their skills, so they can complete tasks independently • Guidance & scaffolding are inextricably linked & provide essential support to learners of all abilities

Questioning	What questions inspire & motivate learners to think beyond their current level of understanding? How can our skilful use of questioning guide the learner to find solutions?
	PLANNING FOR QUESTIONING: - Be aware of how you use questioning throughout the lesson / learning process *WORD QUESTIONS CAREFULLY TO GET ALL LEARNERS ON-BOARD* - Open or closed questions – **GIVE AMPLE TIME FOR RESPONSES – ALLOW FOR THINK-TIME!** - Use of open-ended Qs as a tool to generate discussion, & to promote stretch & challenge - Use effective questioning as a method of assessment, & follow-up accordingly with further demonstration &/ explaining, as appropriate – **GAUGE THE LEVEL OF GIST** - Use *iDoceo* seating plan &/ other random digital generators to select learners - Differentiated & targeted questioning - Check facts or develop understanding - Effective questioning informs the lesson pace - Question Wall, multiple choice, giving answer instead of question, walking debates, paired questioning – *NOT always teacher led* - Lollipop sticks "no hands up" strategy, to gauge gist among quieter students - Bean bags - Playing cards - Questioning is used to assist the learning process & the creation of end product **QUESTIONING IS WELL-PLANNED & HAS A CLEAR PURPOSE** – not just filling time **FOLLOW THE LEARNING**, use various questioning techniques to generate discussion - Effective questioning promotes independence in learning & the acquisition of higher-order skills - Variety of questioning techniques should be used to clarify & assess levels of understanding (factual, higher order, process questions) - Remember, the most effective **QUESTIONING SHOULD LEAD TO THINKING, THEN LEARNING** - Develop thinking skills e.g. *HOW DID WE ARRIVE AT OUR ANSWER?* - Ask students to explain the process they used to answer specific Qs - Asking students to **EXPLAIN THE CONCEPT IN THEIR OWN WORDS** - Productive questioning to guide towards understanding, clarify topics & progress learning - Higher order questioning is used to generate understanding - Use of hot seating - Quick-fire quizzes to improve learning & identify learning gaps &/ misconceptions - Questions that promote development of Thinking Skills (TSs), Personal Capabilities (PCs), Wider Skills & Dispositions (WS&D) for Learning - e.g. problem solving, managing info, working with others etc - Use of guest speakers, & encouraging students to prepare & ask questions - Written responses to set questions on reading - Evaluations at end of topics / practical lessons - Encourage students to ask questions e.g. *Wonder Wall* - Encourage students to question their own beliefs & attitudes, as well as that of others - Pair activities Q&A / role play - Eliciting understanding of structures & grammar through whole class questioning - Include range of Qs in class & in assessments i.e. access / entry level, to include all learners - Students will use Qs to give their opinion, & to question the opinions of others - e.g. "*I think that …, so why do you think differently?*" - Effective questioning is used to help students give detailed responses & to develop their understanding - Use of questioning to encourage empathy - e.g. "*How would your life be different if you had been born in Ukraine?*" - Use student answers to address common errors &/ provide an alternative explanation for learners - Develop departmental bank of effective Qs

Assessing & Feedback	

	- **ASSESSMENT FOR & OF LEARNING MUST BE CENTRAL TO ALL PLANNING & PREPARATION FOR LESSONS & LEARNING**
	- Summative assessment
	- Formative feedback
	- Oral &/ written assessment & feedback opportunities
	- Observation
	- Practical assessment
	- Peer, self &/ teacher assessment
	- Self-evaluation & assessment promote responsibility for own learning & further progress …
	  BUT … it requires skilful & consistent L&T strategies & practices across lessons
	- Potential assessment opportunities within lesson:
	  RECAP, PLENARY, HWs, QUIZZES, TESTS, TRACKERS, PROJECTS, EXTENDED WRITING/PIECES OF WORK, PRESENTATIONS, GROUP WORK, PEER ASSESSMENT, SELF-EVALUATION, MODELLING, CLASS DISCUSSION & EFFECTIVE QUESTIONING
	- Assessments allow for early intervention strategies to be implemented
	- Pair & group assessment / feedback – **MUST BE MEANINGFUL & PURPOSEFUL**
	- AfL: feedback focused on working towards the learning objectives & clearly signposted success criteria
	- Effective assessment allows us to see how students learn best
	- Facilitate L&T which plans for & promotes progression
	- Identify **LEARNING GAPS & POTENTIAL LEARNING LEAPS**
	- Ongoing assessment & feedback used throughout portfolio work & examination preparation
	- More effective targeted/specific commenting/feedback on student work
	- Encourage learners to work on targets set via assessment & feedback (verbal & written)
	- Create opportunities for learning conversations regarding student strengths & areas for improvement
	- Learning Walls: **WHAT STUCK WITH YOU?**
	- *Graffiti Wall*: vocab students know now, that they did not know at start of lesson
	- *Exit Card*: ask a Q in target language as they leave the lesson
	- *Stop/Go* signs for students to indicate their level of understanding / gist
	- Plan for different types of assessment e.g. practical, listening, presenting, research
	- Provide verbal feedback to students regarding work & progress on a regular basis
	- Drafting & redrafting based on feedback
	- 2 stars & a wish strategy / 2 likes & a target/goal /
	  What Worked Well (WWW) & Even Better If (EBI)
	- HW tasks & class work are assessed formatively, to encourage development & progress over a period of time
	- Set targets for improvement based on assessment & feedback
	- Baseline assessment of skills at beginning, compared to end of topic/unit, demonstrating progress & learning
	- **ASSESSMENT MUST INFORM FUTURE PLANNING FOR LEARNING & TEACHING**
	- Opportunities for assessment & feedback are clearly signposted within schemes & units of work
	- It is essential to give students time to digest feedback & take action based on guidance
	  e.g. complete corrections, redraft

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