Hanham Woods Academy

Teaching and Learning Policy

February 2024

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved

Hanham Woods Academy Teaching and Learning Policy

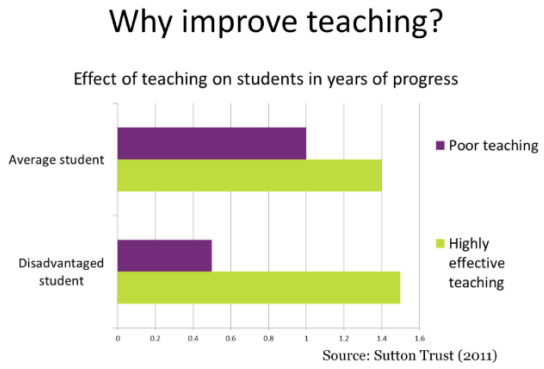
Policy Title	Teaching and Learning Policy
Function	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status	Approved 27th February 2024
Audience	students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
Implementation Date	February 2024
Review period	Annually
Last Reviewed	February 2024

History of most recent policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
F**ebruary 2024**		Whole Policy Updated	

Teaching and Learning Policy – Version 1 – September 2023

Teaching and Learning at Hanham Woods Academy is focused on the individual student and the teacher's knowledge of that student as learners of their subject. In knowing our students as scholars helps us to plan and teach the very best lessons so that students can achieve more. Students who find learning difficult are targeted with teacher expertise, meeting the needs of these students; all students will make progress.



Every teacher is a subject expert, committed to continuously updating their subject knowledge as well as having a deep understanding of cognitive science and evidence-informed pedagogy. We use adaptive teaching and ensure we know our learners so that they can make exceptional progress.

The **Hanham Teaching and Learning 6** codifies the 6 key areas where teachers can make crucial decisions that can improve the quality of instruction in the classroom. By having a common shared understanding and mental model of these 6 areas enables all staff know the strategies that will make the most difference in classroom.

1. Culture
2. Lesson Preparation
3. Exposition
4. Checks for Understanding
5. Practice
6. Feedback and Review

Each section has What, Why, Active Ingredients and Teacher Decisions to codify each element of the policy.

1. Culture for Scholars

What?

By building a positive classroom environment based on mutual respect and where student culture is to engage with their learning.

Why?

Using a 'positive and direct' approach allows us to build positive professional relationships with pupils whilst ensuring that learning is the main thing, allowing students to be deep learners of their subjects. This means that the school behaviour policy is consistently used by placing focus on student learning and the culture of the learning environment. Students can attend to their learning without distraction, articulate their ideas, and become scholars of the discipline they are studying. The routines, transitions and learning environments expedite excellent behaviour to ensure that learning and retention of learning is the highest possible quality, and a sense of pride in the academy is shared by staff, pupils and their families.

Active ingredients

1. Entry and exit routines are used to ensure a calm start and transition from the lesson.
2. Behaviour is positive managed using the HWA RTL system along with positive framing and applied consistently to reduce conflict and prioritise learning.
3. Students are sat in appropriate seating that allows for engagement with learning. SEND and PP and other groups of students are sat in premium seating allowing for regular teacher check ins.
4. Praise and HWA reward system is used to build student confidence and maintain positive relationships.
5. 'Narrate the positive' to build momentum for active participation by all pupils.

Teacher Decisions

1. Use of tone is used appropriately to distinguish between teaching, praise and correction.
2. Least invasive modes of behaviour management are used to ensure low level disruption is a minimum.
3. Manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time.
4. Front load instructions with the means of participation to ensure that pupils listen to all of the instructions before starting.

2. Lesson Preparation

What?

Expert planning leads to effective delivery in the classroom, so all students make progress and build on understanding. Students know, understand and remember more because of effective planning and curriculum design.

Why?

Expert subject knowledge is the basis of lesson planning. Pedagogical approaches on how students learn allows teacher to break down content into composite parts that allow for exposition and practice. Lessons are planned to ensure the shortest route to learning occurs making the most of curriculum time.

Active Ingredients

1. Use curriculum documentation to ensure optimum sequencing of knowledge (core knowledge).
2. Specific objectives for individual lessons/sequence of lessons that build on prior knowledge and are shared with students.
3. Teacher exposition is planned for and scripted where necessary.
4. Opportunity for student oracy is planned for
5. Assessments and checks for understanding are regular and inform planning, potential reteach and redraft when appropriate.
6. Consider class, group and/or individual students' starting points to inform differentiation that ensures all pupils are stretched/ supported. By knowing classes and individuals the lessons are adaptative and responsive to these needs.
7. Consider what is to be committed to books as part of planning

Teacher Decisions

1. Explicitly identify the role and direction of all adults and pupils throughout the lesson and ensure they are fully prepared prior to the lesson to maximise their impact on pupil outcomes.

2. Identify and plan how prior knowledge will be activated within the lesson.
3. Identify common misconceptions with lesson content and plan how to address these.
4. Develop a deep, fluent and flexible understanding of the content being taught and its position in the curriculum sequence and assessment objectives.
5. Prepare resources and scaffolds to enable all pupils to meet the learning objective

3. Exposition

What?

Direct input from the teacher which often involves verbal or written input and modelling to explain new concepts, processes, skills with clarity.

Why?

Effective exposition is key to the learning process if we want to avoid creating unnecessary cognitive load, or confusion or the creation of misconception. When done well, learners can develop understanding which then enables them to successfully practice and perform.

Active Ingredients

1. Build from and link to prior knowledge and explicitly teaching subject-specific vocabulary.
2. Teachers present knowledge in small steps through ‘naming the steps’, breaking down difficult concepts into manageable chunks.
3. Use active reading strategies (reciprocal reading) to understand academic texts.
4. Use of storytelling (visual images, video, artefacts, art) to link concepts as a narrative between lessons, units, and overtime.
5. Teacher exemplifies success through well-planned high-quality models to demonstrate what success looks like in the I do phase of the lesson.

Teacher Decisions

1. The amount of exposition and when it occurs, allowing students to be engaged listeners.
2. The frequency of exposition that builds on knowledge as the lesson develops.
3. The balance of speech and images utilising dual coding to reduce cognitive load.
4. The involvement of learners and ensuring a high participation and think ratio during the exposition phase through use of frequent turn and talk and oracy strategies.
5. Classroom positioning, teacher is aware of their positioning in the room and how these impact on students.

4. Checking for Understanding

What?

The wide variety of methods that teachers use to evaluate understanding during lessons, both summative and formative.

Why?

Effective checks for understanding allow the teacher to know that understanding is being developed, misconceptions are identified, and the teacher is responsive to the information gathered to enable pupils to make good progress.

Active Ingredients

1. Questioning with a high participation ratio to allow for checks of understanding.
2. All if not many learners are assessed regularly, this can be from verbal questioning use of mini whiteboards, live marking.
3. Teachers are responsive using the information gathered in checks for understanding to make live decisions on the progress of the lesson, continue, pause and recap, reteach.
4. "We do" and modelling can enable the teacher to sense check the understanding of students.

Teacher Decisions

1. The type of assessment method, questioning and verbal responses, mini whiteboards, written work
2. Use of the oracy teacher talk tactics to further elicit responses from students (Voice21 Teacher tactics)
3. The frequency of formative assessment is regular throughout the lesson.
4. The frequency of summative assessment is matched to the subject feedback policy and allows the teacher to make judgements on what has been learnt.
5. High think and participation ratios are routine, and students are applying their understanding to complex scenarios.

5. Practice

What?

To perform (an activity) or exercise (skill) repeatedly, regularly using I do, We do, You do (with and without scaffolds) in order to learn or improve it.

Why?

Students need extensive high-quality practice to consolidate and secure their learning. Practice helps to highlight understanding, expose misconceptions, and deepen understanding and increase learner confidence.

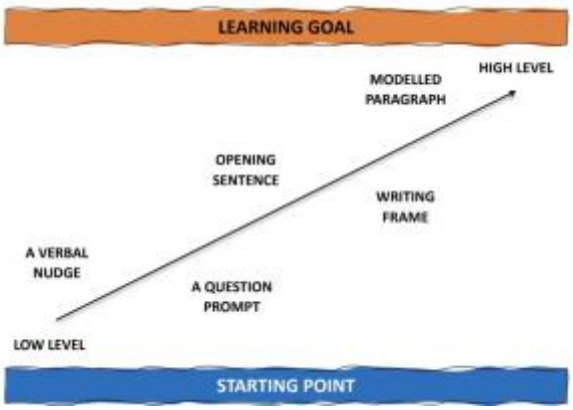
Active Ingredients

1. Students are frequently given the opportunity to verbally discuss their work before writing.
2. Practice must have a clear purpose and allow students to demonstrate what they have learnt.
3. Practice must build from prior knowledge, setting students up to be successful.
4. Practice must stimulate hard thinking and challenge to engage all.
5. Practice should enable a high success rate, by having high success rates for tasks set during lesson time, students will perform better when practising alone as a result.
6. Practice should move from scaffolded to independent to allow all students to achieve.

Teacher Decisions

1. Type of activities, linked to the age-related expectations or assessment objectives at GCSE allow students to practice the rigour required for KS3 and 4.
2. Frequency of practice within lessons, some lessons will be dominated by practice others will be focussed on the acquiring of knowledge.
3. Frequency of practice over time (spaced practice), students can grapple with a range of practice within each subject, appropriate to the subject.

4. Transition speed between scaffolded and independent practice, allow the extra scaffold and modelling for those who require support into being able to achieve a high success rate.
5. Level of teacher support will support the needs of all learners (examples of scaffolding below.



6.Feedback and review

What?

Constructive comments that allow students to sustain progress over time and know how to improve.

Why?

Students can improve with targeted feedback that occurs in a timely manner. Precise feedback that shows what a student can do correctly or incorrectly whilst giving the opportunity for improvements allows students to build agency and become self-regulatory.

Active Ingredients

1. Linked to success criteria, students know how to be successful before completing the task or practice activity.
2. Timely – live marking, response to verbal answers, whole class feedback as errors/mistakes are identified.
3. Opportunity to improve or redraft or reapply to work takes places after every summative assessment in line with subject policy.
4. Verbal and/or written feedback will feature so that students know how to improve over time.
5. Department identified piece of work/assessment that feedback is provided on – see department policy for more detail.

Teacher Decisions

1. Whole class or individual, whole class feedback templates used regularly. Teacher discretion of individual written comments (no expectation of this).
2. Type of improvement, next step.
3. Quick intervention with re-teach when misconception have been identified, adaptative teaching.
4. Show call (visualiser) to strategically address common misconceptions.

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