HAILSHAM COMMUNITY COLLEGE
ACADEMY TRUST

'Be the very best you can be'

Teaching and Learning   - Policy

SLT responsible:	Deputy Headteacher - Rob Wakeling
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Ratified by Trustees:	n/a

At Hailsham Community College Academy Trust, we are fully committed to all teaching being excellent - informed by up to date and expert research. Teachers' pedagogy is developed by high quality training and coaching. Lessons are carefully planned to meet the needs of all the students. Students are encouraged to ask questions and to be curious. Teachers have belief in all of their students and will stretch them to achieve their potential. Learning will be challenging but rewarding through 'comfortable struggle'. In turn, students have faith in themselves and are willing to take risks and learn from mistakes. High quality feedback must underpin both drive student progress and outcomes.

Principles for Teaching and Learning

Teaching:
- enables and delivers strong academic progress and outcomes
- makes students think hard
- ensures students learn the essential knowledge and skills
- is informed by assessing the student knowledge and knowledge gaps
- enables learners who ask questions and continue learning beyond the classroom
- inspires, empowers and prepares students to learn beyond Hailsham Community College
- develops resilient learners who take risks in their learning and learn from mistakes
- exemplifies the academy values of excellence, and respect.

Heads of Department
- secure high standards of teaching and learning in every classroom
- ensure that there is a strong culture and ethos embedded in every classroom
- ensure that all teachers have up-to-date and expert subject knowledge and skills
- ensure all teachers have detailed understanding of the curriculum map and progression in their subject
- ensure model answers are produced that exemplify excellent standards and are maximised to secure excellence.
- embed home learning as an integral part of learning in their subject areas which secures students development as independent learners
- model what excellent teaching and learning looks like in the classroom
- ensure exercise books in their department demonstrate excellence in presentation and content and evidence the curriculum
- provide precise, positive and challenging feedback to students and staff
- coach and develop teachers to be excellent

Teachers:
- ensure students know: what they are learning; why they are learning it; how they will learn it and what it will look like when they have learnt it
- explicitly model outcomes and processes to ensure students know what excellence looks like
- instil in students a strong desire to learn
- actively develop and promote students to ask questions
- show the students how the learning in the lesson relates to previous and future learning and the place of work
- ensure challenge is planned into all parts of the learning
- use student knowledge gaps and student data to inform planning
- identify and plan for misconceptions
- make essential content explicit through carefully paced and timed explanation
- prioritise independent practice as a route to learning essential knowledge and skills
- create structured opportunities for students to talk during lessons
- use student responses in the lesson and to adapt the lesson accordingly to secure excellent learning

- give students immediate and continual feedback which develops students' confidence and enables them to improve their learning

Students:
- are doing the cognitive work in the lessons; thinking, writing, reading or engaging in learning conversations when appropriate in lessons
- support each other in their learning; listening and prompting each other with questions
- demonstrate excellence in the presentation and organisation of their books
- respond to feedback from the teacher by acting on the action steps set to produce improved work
- work independently with confidence
- take risks in their learning and are resilient at all times
- actively contribute to their learning environment and demonstrate excellent behaviour

The First 10 minutes: a great start to every lesson

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The beginning of every lesson:
Do Now activity on board, accessible for all.
Teacher stands at the threshold to welcome class.
Register completed in silence.
Teacher/adults circulate room whilst students work.
Students finish Do Now within 10 minutes, in silence.

The end of every lesson:
Students pack away and resources collected.
Students stand behind their chairs quietly.
Teacher to dismiss by row or table.
Teacher, not the bell, dismisses the class at the threshold.
An orderly end, facilitates a great start to the next lesson

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<u>**Scripted guidance for the First Ten Minutes of the Lesson**</u>

** Before lesson **

1. The teacher has the "Do Now" activity displayed full screen (on frozen board/spit screen) before students enter. The Register is open.
2. Books are either at desks, having been distributed, or placed ready for student helpers to distribute upon entry to the classroom.
3. The teacher has spare equipment available to distribute, if needed (if persistent concerns share with the mentor).

** Threshold routine **

1. At the start of the lesson the teacher will position themselves at the door, on the threshold, so that they can see both the corridor and across the classroom. They will allow space for student entry.
2. Teachers will have a paper copy of the strategic seating plan available in their class folder (including pupil passports) to direct seating if required.
3. The teacher welcomes students positively as they enter the room quietly, in line with our 'connect before correct' approach. Students sit in their seating plan seats. The teacher uses

student names as much as possible, providing professional warmth and narrating readiness to learn (e.g. *"Good morning/afternoon, lovely to see you all"*).

4. Exercise books will either be distributed by student helpers at the time (teacher decides these) or would have been handed out before lesson start.

5. The teacher will direct students to begin the "Do now" activity by reading the board for instructions. (e.g. *"Please take your seat, take out your equipment and follow the instructions on the board"*).

6. Students are not expected to line up in the corridor (unless the teacher isn't present, whereby they will line up in single file quietly). The aim is to get the students into the room as quickly as possible, access their equipment and start the "Do now" activity (see separate guidance.)

7. While students continue to enter the room, the teacher remains at the door to greet and uses a mixture of non-verbal (*finger to lips*) and verbal reminders (e.g. *"remember we enter quietly, good to see that we are ready for learning"*) will be given to ensure an orderly entry.

8. The teacher will monitor and refer to the seating plan, as necessary. (e.g. *"Jack – you sit here remember, thank you"*).

9. Any students who are clearly not ready for learning at the door will be asked "A*re you ready for learning?"* If the response suggests that they have managed to regulate themselves, they will be admitted to the lesson. If not, they are instructed to stay outside to "*take a moment... stay here so you can be ready to learn*" and then be admitted into the lesson after this time.

10. Once most students have arrived, move to the front of the classroom.

** Register **

1. The teacher gives a signal to gain student attention and silence for the register: "3 (*stop talking*), 2 (*look this way*) and 1 (*thank you, ready for the register*)".

2. If required the teacher will remind students, after a pause, "One voice – thank you".

3. Students answer the register with "Good morning/afternoon" or "present". The register must be called out.

4. If needed acknowledge/praise students who have started the Do Now and remind all students that they should now be silently completing the Do Now.

** Do Now teacher check-ins **

1. Teacher circulates, prompts using non-verbal signals and checks work, but avoids breaking the silence.

2. The Do Now is ended, 10 minutes into the lesson, or slightly before this. Some students may not have answered all questions.

3. At the end of the Do Now activity, the teacher can display the answers on the screen to allow a quick review or they may ask students for answers. The review must be brief (e.g. no more than 2 minutes) and have pace. It should support clarification rather than re-teaching.

Beyond the first 10 minutes the main lesson components will begin. This will involve stating the learning intention(s) and providing a clear title. Teacher explanation, modelling, questioning and practice will follow and support students to undertake the learning in line with our Clarity, Thinking and Checking approach.

** PE and Dance **

1. It is recognised that in specific practical subjects, such as Key Stage 3 and Key Stage 4 Core PE and Dance, it will not be able to run Do Now activities exactly as described. The register must be taken in silence (as described above).

2. These departments will share their whole-department approach with their teams and SLT link to ensure consistent and purposeful starts to all lessons.

Lesson structure and teaching strategies

Lessons are planned and delivered in a structured and purposeful way informed and adapted in the moment by student responses and student data. There are many strategies that teachers deploy to enable excellent learning in their classrooms. The top ten features include:

1. **Do Now: no more than 10 minutes (leading to a retrievable starter)**
   A do now tasks engages students in their learning the moment they enter the classroom and tests or builds upon prior learning. As defined in our '**First 10 Minute strategy'**.
2. **Learning intentions/s or learning question is communicated with students and re-visited**
   The teacher shares with the class clearly and precisely at the beginning of the lesson what the students will be learning and why.
3. **Questioning: Cold call; targeted; open ended; No opt out;**
   The teacher uses questioning expertly in the lesson to check for understanding and challenge students thinking. Questions are planned and targeted to specific students. Cold call is used as a strategy to ensure all students are involved in the learning. Students can make mistakes and when they either do not know the answer or make an error – they are returned to by the teacher once the correct answer has been explained. Open ended questions are used to develop student thinking. Paired discussion: think pair share/turn and talk
4. **Paired discussion: think pair share/turn and talk**
   Every lesson provides structured, focussed opportunities for talk, which is purposeful and directly related to the learning objective. Questioning ensures students can apply understanding and deepen knowledge.
5. **Student independent work**
   Every lesson has planned into it at least 10 minutes when the student practices/applies their learning independently
6. **Circulate**
   Teacher continually circulates during the lesson to read, respond, and give feedback – verbally
7. **Positive and academic narration**
   Teachers use praise to celebrate student success through the college recognition scheme
8. **All lessons are planned**
   Lessons are planned with careful questioning to check for understanding.
   The teacher plans explicitly enabling clarity and reinforcement – returning to prior learning if necessary to fill gaps in knowledge and skills, and engagement. They consciously choose the structure to share any given information and explain it, linking it explicitly to prior learning if appropriate. Modelling and scaffolding support this approach to student learning.
   Collaborative Learning
   This is the stage of the lesson, where each student applies his or her assimilated knowledge and understanding to a planned task working independently from the teacher. The teacher circulates, gives positive reinforcement and feedback and live marks student work.
9. **Ensure all SEND/PP/Disadvantaged/LAC students have had their understanding checked by the teacher**

Feedback (refer also to assessment and feedback policy)

Feedback at Hailsham Community College Academy Trust has a high impact on student learning. It is regular, challenging, and specific. Feedback develops the students' faith in themselves and guides them to achieve excellence. In lessons, students will receive verbal and written feedback.

<u>Principles of Feedback:</u>
- closes the gap between the students' current performance and the desired standards by clarifying to students the steps to achieving strong progress
- delivers high quality information to the students about their learning
- develops students to be reflective about their learning and empowers them to improve their own work
- provides teachers with high quality information to address important misconceptions and stretch the learning
- Is given in the moment, in the lesson, verbally and by live marking
- praises effort and celebrates mistakes as an opportunity to learn
- focuses on the positive first and motivates students
- builds students' self-esteem and resilience
- Teachers - Written feedback:
- live mark against a model of excellence during independent practice
- mark highest leverage work that has been pre-identified in schemes of learning

The Learning environment: Classrooms

The learning environment at Hailsham Community College Academy Trust reflects the schools' vision and values; displays demonstrate what excellence looks like. Our classrooms and corridors are welcoming and intellectually inspiring places. Students' success is visibly celebrated, and their curiosity is stimulated with thought provoking images and questions. The learning environment for each department represents their vision of learning and how learning in their subject applies to the world of work and ensures cultural capital.

Principles of an excellent learning environment:
- the learning environment is a positive and clean space
- students and staff take responsibility for keeping the learning environment in excellent condition
- corridors are welcoming and celebrate excellence
- corridors are clear of litter.
- Displays including a focus on literacy support excellence and student learning

- Classrooms:
- are well organised and tidy - with boxes or allocated places for exercise books and textbooks
- have a clean whiteboard
- Walls are graffiti free
- Desks and chairs are always clear, graffiti free and left orderly
- are well-resourced including visible remote control, glue, board pens etc.
- adhere to all aspects of safeguarding

- Displays:
- reflect excellent learning
- demonstrate how the learning in each subject applies to cultural capital
- are regularly updated to support learning in current schemes of learning
- demonstrate high standards of literacy

Exercise books

Exercise books contain excellent skills and knowledge, which is identified clearly for the students to refer back to. They are an essential resource for students and prepare them to demonstrate what they have learnt. They are vital for independent study, evidence student progress and reflect the learning identified and they demonstrate the implementation and impact of the curriculum. The organisation and presentation is excellent.

Principles of excellent exercise books:
- evidence the students' learning and progress
- contain the knowledge, and skills which are identified clearly for the students to reference
- provide the essential resource for independent study
- are graffiti free with no doodling
- Include date and title
- Contain writing using pen/pencil -using pencils for diagrams/charts/graphs
- worksheets must be glued into exercise books