Horizon Community College
Teaching and Learning Policy

Amended:
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TEACHING and LEARNING POLICY

C O N T E N T S

Section 1 Aims of this Policy

Every student has an entitlement to quality first teaching from an expert, which challenges and enables them to reach their potential. Our aim is to create an environment where teachers develop their practice by working with like-minded, enthusiastic and skilled practitioners. A rich programme of professional development, from coaching through to whole college events, will enable this development and ensure we routinely deliver highly effective, interesting and challenging lessons. As we fully embed the 6 elements of quality first teaching we have identified, we will realise our goal of 'challenging every learner, in every lesson, every day'.

Section 2 Responsibilities

In implementing this policy, it is the responsibility of **all teachers** to provide quality first teaching for our students and to continually review and improve their practice. This is detailed throughout this policy.

It is the responsibility of the **Subject Leader** to monitor and improve the quality of the teaching and learning within their department, and to offer support if it is needed.

The **Quality of Education team** alongside the **Principals Team** are responsible for monitoring the quality of teaching and learning across the college, recognising best practice, facilitating the sharing of this practice and identifying and supporting where development is needed.

The **Vice Principal (Quality of Education)** is responsible for the overall Teaching and Learning Strategy and ensuring this is consistently applied across the college.

Governors have a duty to monitor that the processes are in place and that the college is addressing students' learning needs.

This policy should be read in conjunction with the college's Assessment and Feedback Policy, Staff Development Policy and Appraisal and Capability Policy.

Section 3 Teaching and Learning at Horizon

Values

When considering how to improve the quality of teaching and learning at Horizon, we function according to the following values:

1. All teachers, regardless of their experience, subject knowledge, or success, are able to improve their practice.

2. All teachers should develop a mentality of being a reflective practitioner, identifying incremental areas for improvement and engaging with various methods to make those improvements.

3. Expert teaching comes from excellent pedagogical knowledge (knowing how to teach), excellent subject knowledge (knowing content broadly and deeply), and excellent subject pedagogical content knowledge (knowing how to help students learn that subject).

4. Teachers should promote excellent behaviour for learning: without a culture of understanding the importance of learning, well planned lessons are undermined.

5. We find the gaps in knowledge, understanding or skills and we find out how to close the gaps. We work together to close the gaps, and we check that they have been closed.

Key Drivers

Whatever the approach to developing teaching and learning, we should consider the following 'golden threads'; core drivers that we should aim for all of our students to benefit from:

- Challenge: In a high challenge, low threat environment, students will develop the confidence to work harder, expect more of themselves and get the most out of their education

- Powerful knowledge: As a college we have a moral duty to instruct our students about the wider world and ensure that their understanding of the subjects they study combines into a coherent whole, underpinning an increased cultural capital

- Metacognition: Students with high self-efficacy have more effective learning strategies and have better self-monitoring of their learning outcomes; in other words, they have a strong grasp of metacognitive processes – they understand how they learn and how this will support them in future academic and professional success.

Quality First Teaching: The Six Elements

These elements are given in no particular order, and are not a 'tick list' that a teacher should use as a way of planning an 'outstanding lesson'; instead these should be considered as constituents of a 'learning episode', as together they ensure that a student has had a full and complete opportunity to understand the concept being taught:

- **Setting high expectations and building positive relationships:** The power of positive relationships and high expectations is not to be underestimated. Everyone in the classroom should feel safe, respected and valued. Likewise, high effort and good behaviour for learning should be modelled, practiced and celebrated when successful

- **Explanation and modelling:** Research shows that novices (i.e. our students) learn more successfully from studying a series of completed worked examples of problems or tasks than if they are asked to solve problems independently. Once a method is known and understood, it is easier to apply. In addition, by the use of concrete examples and dual coding, abstract concepts and ideas can be followed more confidently

- **Questioning and discussion:** It is important to establish how well students are making sense of the material studied. It is important that teachers do not assume that students have understood vocabulary, ideas, concepts, explanations or processes without feedback from students. A rigorous checking process helps students secure understanding and helps accelerate learning move forward

- **Deliberate practice and retrieval:** Students engaging in regular practice, starting from closely supervised guided practice and moving to independent practice will help students develop confidence and fluency in what they study. Supplemented by retrieval practice, through deliberate practice students can increase their retention and recall of learning in their long-term memory, whilst freeing up working memory to tackle higher order thinking

- **Scaffolding and differentiation:** Research shows that the most effective teachers provide scaffolds for difficult tasks. Instead of setting low expectations for learners, teachers ensure challenge is in place for everyone by pitching learning high and using a range of methods to support students to reach ambitious goals through a variety of processes and guidance

- **Responsive teaching and metacognitive strategies:** Quality feedback and reflection on learning can support a students' metacognitive development, providing support not just on the subject matter, but how to approach learning in general and provide guidance to develop independent learners.

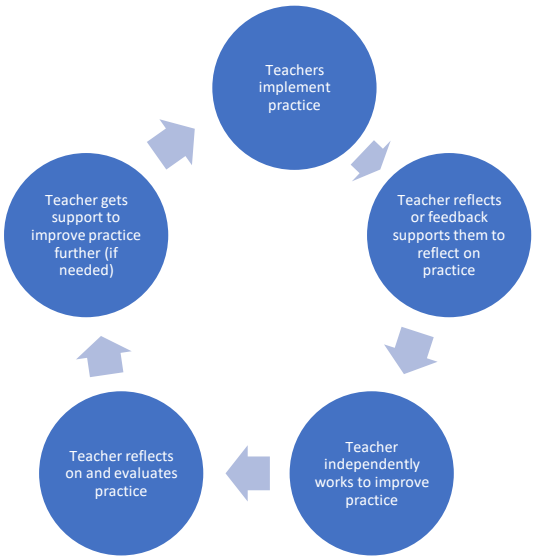
These elements inform the quality assurance processes and continued professional development within college – through a commonality of language, sharper focus on and connection to core pedagogical ideas and a shared approach to improving teaching through observation, reflection, modelling and coaching.

Developmental Process

It is important that as a college, we develop a culture of improvement, i.e. that all teachers understand their areas for development and can draw on support to improve their practice in these areas. Our approach to developing this culture can be thought of as two cycles:

Leadership led proactive T&L development; QoE/SL driven:

Teacher led responsive T&L development; subject leader driven:



The **Teaching and Learning Framework** outlines in greater detail the values, drivers and elements of our approach to Teaching and Learning at Horizon, along with concrete examples of what the elements look like in practice, and how we can in still a culture of improvement in staff across the college. This framework is provided in the appendix.

Appendix A – Teaching and Learning Framework

What	Why is this important?	T&L Framework:
Setting high expectations and building positive relationships	"One consistent finding of academic research is that high expectations among teachers are the most reliable driver of high achievement among students, even students who do not have a history of strong achievement." Lemov, Doug. *Teach Like a Champion 2.0* "…in challenging situations, helpless children might be pursuing the performance goal of proving their ability, whereas mastery-oriented children might be pursuing the learning goal of improving their ability." Dweck, Legget. *A Social-Cognitive Approach to Motivation and Personality, 1998*. The power of positive relationships and high expectations is not to be underestimated. Everyone in the classroom should feel safe, respected and valued. Likewise, high effort and good behaviour for learning should be modelled, practiced and celebrated when successful. As our College aims set out within our vision statement: "Students are challenged and supported to reach their highest academic potential". By creating a culture and ethic of excellence in the classroom, teachers can help realise this goal.	Teachers at Horizon: aim to challenge every learning every lesson every day by: setting appropriate and challenging learning outcomes ensuring they use medium term plans to cover the fully cover the curriculum creating opportunities for healthy struggle planning purposeful learning activities which enable students to meet these outcomes expecting students to speak like experts using specific tier 2 and tier 3 vocabulary pitching to the top and scaffolding down have high expectations of all students' attitudes to learning by: Greeting students at the door Ensuring students are engaged in retrieval activities for the first five minutes of every lesson Expecting students to face forward, sit up straight, track the speaker and make eye contact when listening. Expecting immediate response to the quiet signal

		Expecting students to answer questions: no opt out Upholding college standards of silent entry and exit to classrooms Expecting outstanding effort and not settling for less foster a climate for learning in which students are curious, interested learners, enjoy being challenged and are resilient to failure build in opportunities for silent, independent work, peer support and cooperative learning. care about their students, build positive relationships, routinely give praise, and use the praise board to celebrate student achievements implement the college behaviour policy with rigour and fairness, using the consequences system to set high expectations and draw students back into their learning avoid any dead time by having clear routines for distributing equipment, resources etc

Explanation and modelling	"The most successful teachers spent more time in guided practice, more time asking questions, more time checking for understanding, and more time correcting errors" – Rosenshine, *Principles of Instruction*
	
	"Explicitly (guided) takes human cognitive architecture into account and, thus, supports/facilitates effective and efficient learning"
	Hendrick and Kirschner, *How Learning Happens*
	
	Research shows that novices (i.e. our students) learn more successfully from studying a series of completed
		Teachers at Horizon:
		• have an expert command of the prerequisite knowledge and skill which must be mastered by all and link this clearly to the learning outcomes for the learning episode
		
		• are experts in their field, passionate about their subject, who deliver high quality explanation by:
		  ○ explicitly linking new knowledge to prior/ wider knowledge
		  ○ introducing new ideas in manageable steps

	worked examples of problems or tasks than if they are asked to solve problems independently. Once a method is known and understood, it is easier to apply. In addition, by the use of concrete examples and dual coding, abstract concepts and ideas can be followed more confidently. Horizon students appreciate high quality teaching augmented by a teachers' confidence in their subject knowledge: this can be augmented by narrating a thought process through worked examples, introducing and addressing misconceptions and setting the standards of independent practice by establishing success criteria before a task is set.	○ linking abstract concepts to concrete ones ○ providing an engaging, emotive hook to draw students in ○ presenting information in a range of ways e.g. dual coding ○ adopting the 'without apology' approach showing enthusiasm in all subject content • use a range of modelling strategies in a timely manner to ensure all students make progress. These include: ○ narrating worked examples on the board, which remain visible for students to refer to during the learning episode. ○ live modelling using a visualiser ○ sharing WAGOLLs and WABOLLs ○ I do, we do, you do techniques ○ use student work (prior and current) at various stages of the learning episode, to demonstrate high standards as well as draw out common misconceptions ○ modelling 1:1 or to small groups in response to assessment for learning. • enable all students to make progress without doing it for them • deliberately teach tier 2 and 3 vocabulary using consistent agreed college/ department definitions

		• have excellent oracy skills; they speak like an expert and expect students to do the same. Formal language is modelled and expected: "if you can say it you can write it".
Questioning and discussion	"…questioning and class discussion help you to form and maintain your classroom culture" Allison and Tharby, *Making Every Lesson Count* "…one of the most potent ways manipulations that can be performed in terms of increasing a subject's memory for material is to have the subject elaborate on the to-be-remembered material" Anderson, *A Spreading Activation Theory of Memory*, 1983 Responsive teaching makes the difference between a lesson being a learning experience for students, or a straightforward lecture of ideas. Questioning, discussion and elaboration of concepts studied, and adjustment thereof, is important to establish how well students are making sense of the material studied. It is important that teachers do not assume that students have understood vocabulary, ideas, concepts, explanations or processes without feedback from students. A rigorous checking process helps students secure understanding and helps accelerate learning move forward. Without checking the route at key points, we will not know if the learning journey is going in the right direction.	Teachers at Horizon: • challenge all students by using a combination of random and targeted questioning • plan questions in advance: o 'Big' questions to introduce a topic o Hinge questions to establish understanding and determine the direction of the lesson o Summary questions to clarify progress • generate high quality discussion by skilfully enabling students to question, challenge and respond to the teacher and each other • have high expectations of student responses to questions and scaffold this through strategies such as: o No opt out o probing o demanding evidence o challenging assumptions o say it again better o right is right

		• use all student response systems to engage the full class such as:
		  ○ think pair share
		  ○ show me boards
		  ○ planner colours
		  ○ fingers to indicate multiple choice answers
		• understand the importance of wait time and create an environment where students are given space to think
		• improve student metacognition by questioning the learning process not just the content.

Deliberate practice and retrieval	"…real competence only comes with extensive practice" Anderson, Reder and Simon, Applications and Misapplications of Cognitive Psychology to Mathematics Education, 1999
	
	"…when we bring information to mind from memory, we are changing that memory, and research suggests we are making the memory more durable and flexible for future use"
	Sumeracki and Weinstein, Understanding How We Learn
	
	Quite simply, students engaging in regular practice, starting from closely supervised guided practice and moving to independent practice will help students develop confidence and fluency in what they study. Supplemented by retrieval practice, through deliberate practice students can increase their retention and recall of learning in their long-term memory, whilst freeing up working memory to tackle higher order thinking.
		Teachers at Horizon:
		• create regular and deliberate opportunities for students to practise the skills they are developing; ensuring students are "challenged in every lesson, every day"
		• Use high quality text in learning episodes, deliberately practising the different 'LIRA' strands when reading:
		  ○ Literal meaning
		  ○ Inference
		  ○ Reader response
		  ○ Authorial Intent

	In addition, by applying methods such as procedural variation and regular exposure to multiple step and conceptually varied problems, students will develop the ability to apply understanding in a range of contexts, reducing examination anxiety and increasing a general sense of the world around them.	• carefully craft learning episodes to ensure students move from dependence on the teacher to autonomous in their mastery of content and skill. This includes: o Increasingly difficult questions o Procedural variation o Contextual and conceptual variation o Visual variation • engage students in 5 minutes quizzing at the start of every lesson which is tailored to the needs of the class • ensure students complete regular progress checks which assess understanding of knowledge and development of skill; including direct practice of exam questions. • interleave practice - making connections within and beyond the curriculum. • set home learning activities which drive retrieval of core subject knowledge using the strategies: o look, cover, write, check o brain dump o self-quizzing o mind-mapping

		• follow the common calculation strategy to ensure numeracy is practised in the same way across the curriculum • follow the college policy on explicit teaching of tier 2 and 3 vocabulary.
Scaffolding and differentiation	"Well executed scaffolding begins by luring the child into actions the produce recognisable-for-[them] solutions. Once that is achieved the tutor can interpret discrepancies to the child…" Wood, Bruner, Ross, The Role of Tutoring in Problem Solving, 1976. "The rest of us, who cannot see it once and then do it ourselves beginning to end, are more likely to take complex tasks and break them down into manageable steps. We move piecemeal toward mastery and need to remind ourselves over and over which step comes next." Lemov, Doug. Teach Like a Champion 2.0 Research shows that the most effective teachers provide scaffolds for difficult tasks. Instead of setting low expectations for learners, teachers ensure challenge is in place for everyone by pitching learning high and using a range of methods to support students to reach ambitious goals through a variety of processes and guidance. Scaffolding should be proportionate to the needs of the student and the level of challenge involved. It should not be permanent: the more a learner can develop independence and intrinsic motivation to learn and take	Teachers at Horizon: • plan progress/progress+ tasks for learning episodes which ensure there is never a ceiling on achievement. • skilfully empower independence in students to self-direct towards progress/progress+ but also encourage and at times direct students to the most appropriate route • scaffold learning for those that need it, using appropriate steps on the scaffolding ladder to ensure, whilst supported, students are also engaged and challenged. Methods include: o Sentence starters, prompts and connectives o Exemplar work o Writing frames o Partially completed examples o Checklists of success criteria o Checking prompts – have you… o 'I do, we do, you do'

	on challenging tasks, the more successful they will be in the longer term.	• plan tailored support, in response to prior knowledge of individuals, use of student thumbnails and assessment for learning. • respond and adapt in a timely manner to student needs during the learning episode • work in partnership with other adults in the classroom, directing them to where need is greatest and ensuring the support they provide appropriately responds to assessment for learning.

Responsive teaching and metacognitive strategies	"An assessment activity can help learning if it provides information to be used as feedback by teachers, and their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged"
	
	Black, et al, *Assessment for Learning, Putting It Into Practice*, 2003
	
	"A key facet of self-regulation is called 'self-efficacy' which is related to two elements; the knowledge and use of specific learning strategies and self-monitoring of performance"
	Hendrick and Kirschner, How Learning Happens
	
	Effective feedback for students needs to be understood by the student, accepted that this will improve learning and actionable so that students can do something with it, improving knowledge and/or performance in the future.
	
	Quality feedback and reflection on learning can support a students' metacognitive development, providing support not just on the subject matter, but how to
		Horizon teachers…
		• identify and plan for hinge points in learning episodes so that progress can be diagnosed, misconceptions addressed in a timely manner and knowledge and skill deepened in response
		• plan learning episodes that build on pupil knowledge using the data available:
		  ○ summative assessment
		  ○ progress checks
		  ○ retrieval starters designed around expected prior knowledge
		  ○ home learning quizzing
		  ○ classroom based questioning
		  ○ classroom based AfL
		• Adapt teaching so that all lessons are responsive, using multiple strategies including:
		  ○ all-student-response-systems

	approach learning in general and provide guidance to develop independent learners. By modelling and encouraging narration of thinking and reflecting on such a process, students can understand their own learning development and where to take that forward.	○ teaching questioning ○ observation of student work ○ read/scan the room • follow the feedback framework which strives for: ○ high quality student work ○ high quality feedback ○ high quality response • develop the metacognitive skills of students by crafting opportunities for students to reflect on and gain deeper understanding of the learning process, including understanding their own strengths and areas for development: Strategies include: ○ questioning the planned approach to learning and encouraging discussion on how the plan will be executed ○ reflecting on the process not just the result ○ students predicting own performance, comparing to outcomes and reflecting on the comparison ○ students justifying which retrieval strategies work and why ○ teacher questioning which focuses on the learning process not just the content ○ enabling and empowering students to understand their own mistakes

		○ creating a climate which celebrates error ○ teacher live modelling which provides a commentary on thought processes not just a finished WAGOLL • end lessons and sequences of learning with a very clear review and reflection which informs both teacher and student of progress made against planned outcomes.