SANDWELL ACADEMY

Teaching & Learning Policy

March 2025

Document Details

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Change Record

Version	Date	Description
V1.1	November 2023	Policy creation
V1.2	July 2024	Additions made to: • Part I: Lesson Routines • Part II: Pedagogy for Learning Sequences • Lesson Planning and High Expectations • CPD sections. Removal of details no longer relevant. New section including links to further relevant reading. Changes to Personnel.
V1.3	March 2025	Additions made to: • The Blueprint for Teaching – references to Embedding Formative Assessment Programme. • Part I: Lesson Routines • Part II: Pedagogy for Learning Sequences o Questioning

Contents

Aims

The aims of the Teaching and Learning Policy are to ensure:

- a consistent approach, across the Academy's curriculum, to ensure high quality teaching and learning in order to ensure that lessons meet the needs of every learner to ensure that students make good progress given their starting point;
- that approaches are based on current educational research to enable maximum impact on the quality of learning.

Objectives

The objectives of the Teaching and Learning Policy are to identify:

- consistent expectations in the approach to lesson structure and planning;
- consistent expectations in relation to classroom routines and standards;
- an Academy wide framework of quality assurance to monitor and evaluate the quality of Teaching and Learning within individual curriculum areas and across the whole Academy;
- a Blueprint for Teaching based on Rosenshine's Principles of Effective Instruction (2012) to ensure that students make good progress given their starting points.

The Blueprint for Teaching

Vision of the Sandwell Academy Blueprint

The Sandwell Blueprint for Teaching is a set of guidelines and common language based upon Rosenshine's Principles of Effective Instruction (2012). Our approach is based on three aspects of educational research:

- cognitive science, including how learners acquire and retain knowledge;
- the practices of master teachers, leading to increased attainment;
- effective instructional procedures, including metacognition.

The Blueprint for Teaching as a framework of good practice will improve consistency for all groups of learners when moving between subjects and have a positive impact on the quality of learning.

The Blueprint provides:

- routines for lessons, for both staff and students, to set the climate for learning;
- our teaching principles for pedagogy.

Part I of the Blueprint for Teaching sets out the expected routines for lessons, notably, how we expect lessons to start and end and how we expect the learning journey to be shared with students.

Part II of the Blueprint for Teaching sets out the preferred pedagogy for learning.

The Blueprint pedagogy is not intended as a set of boundaries and restrictions, nor a tick list for teachers/observers to use when teaching/quality assuring lessons and should not restrict teachers when planning and delivering learning. Instead, it allows staff to identify specific opportunities within their lessons to enhance the students' learning.

It is expected that a typical learning sequence (which may span several lessons) will cover components from each of the four main strands of Rosenshine's Principles of Instruction:

- Reviewing material
- Questioning
- Sequencing Concepts and Modelling
- Stages of Practice

as well as giving attention to the development of students' literacy skills. ==Within these four main strands it is expected that teachers plan and use a wide range of formative assessment strategies within every lesson.==

Implementation of the Blueprint

The Blueprint was written in the Autumn Term of 2023. It builds on the adoption of Rosenshine's Principles of Effective Instruction (2012) in the academic year 2022/23 across the Academy. The Blueprint provides staff with implementation examples of Rosenshine's Principles.

Consultation with teaching staff about the policy and Blueprint for Teaching took place in October 2023. Senior Leaders, Subject Leaders and wider teaching staff were offered the opportunity to influence the policy and its content. A member of the Governing Board also provided feedback on the policy prior to its adoption. The purpose of the consultation was to arrive at a policy which teachers felt was fair and realistic for workload and professional flexibility, whilst being ambitious enough to ensure that standards of teaching and learning continually improve at the Academy.

Development of the Blueprint

The Academy started following the SSAT's Embedding Formative Programme in September 2024. The programme has a significant evidence base and can be applied across key stages and subjects.

Through a full randomised control trial involving 140 schools, the Education Endowment Foundation found:

- Learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score.
- Learners in the lowest third for prior attainment made more progress than their classmates in the top third.

Further Reading

The following links provide wider reading for colleagues:

https://heathfieldteachshare.wordpress.com/2018/04/23/putting-theory-into-practice/

https://teachinghow2s.com/news/principles-of-instruction

https://www.aft.org/sites/default/files/Rosenshine.pdf

Embedding Formative Assessment - SSAT

Sandwell's Teaching and Learning Blueprint

Part I: Lesson Routines

Students benefit from consistent routines when moving between different teachers/lessons. In order to achieve this, all teachers MUST follow these Lesson Routines without exception.

Start	Depart
• Meeting and greeting students on arrival • Insisting on a routine of **'Sit to Start'** • Immediately engaging learners with a purposeful **'Do Now'** task which requires limited teacher instruction. Teachers should consistently refer to this activity as 'Do Now' and not use any alternative titles. • Checking equipment, including student use of their exercise books • Instructing students to get their **"Planners Out – Stay Out"** (unless practical lesson) • Encourage students to follow presentation standards • Taking a register within the first 5 minutes of lessons on Bromcom. • Activate use of Class Charts.	• Classroom environment is tidied • Insisting of a routine of **'Stand Smart to Depart'**, chairs away • Students are dismissed in a staggered way e.g. by name, row or section • Dismissal must adhere to school day timings

Getting Students Attention

Teachers constantly have to regain students' attention and there are many ways to do this. When multiple methods are used (either by the same teacher or different teachers) the cognitive load increases for students as they seek to understand what is expected of them and whether their actions match their peers. This takes the focus away from learning thus increasing the cognitive load. Therefore, only one technique must be used, as follows:

Teacher: **Raise hand in the air, count aloud to class "3, 2, 1", wait for silence.**

Learning Journey

Students must know where they are in their learning journey. The Academy's **sequencing slide (or an agreed adaptation of this) must be shared with students in every lesson**. Minimum content includes:

• Relevant prior learning
• How the lesson fits within the big picture
• Learning objectives (there is no requirement for these to be recorded in students' work)
  Note: on occasion a teacher may choose to use flipped learning and have students summarise their learning later in the lesson as an alternative to displaying the learning objectives early on.

Setting Homework

When setting a homework task teachers should display homework instructions on the board using the **Homework Slide**. Provide students with sufficient time to:

• Record homework in their planner
• Record the deadline
• Ask their teacher any questions they have
• Check they have all the required resources

Part II: Pedagogy for Learning Sequences

It is expected that a typical learning sequence (which may span more than one lesson) will cover components from each of the four main strands of Rosenshine's Principles of Instruction:

- Reviewing Material
- Questioning
- Sequencing Concepts and Modelling
- Stages of Practice

as well as giving attention to development of students' literacy skills and embedding formative assessment techniques. Strategies marked with an Asterix must be used throughout lessons as normal practice.

Reviewing Material

Daily Review – *important in helping to resurface learning from last lesson, leading to fluent recall*

- check homework
- go over problems where errors occurred
- practice concepts/skills/processes to develop automaticity
- key formulae/events/ideas
- correct each other's papers
- discuss errors/difficulties
- review material that needs overlearning (leading to automaticity)
- Literacy: recall key vocabulary

Weekly and Monthly Review – *extensive practice is needed for well-connected and automatic knowledge*

- application activities
- review the previous month's work
- test after review
- weekly quizzes
- cloze activities
- mind map from memory
- two minutes to write about a topic
- explain a concept to a peer
- mixed question practice which requires retrieval/skills from different topics (interleaving)
- Literacy: provide extensive reading of a variety of materials and/or discussion activities

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Questioning

Ask Questions – *ask more questions to more students in more depth*

- *mini whiteboards ((use "hover" and "show me" technique) in student planner)
- *think, pair, share technique
- tell the answer to a partner
- raise a hand if they agree with an answer
- pose, pounce, bounce technique
- Literacy: habits of discussion

Check for Understanding – *to ensure misconceptions are known out and tackled*

- *RAG cards (in student planner)
- *no hands up - random selection (e.g. lolly pop sticks, randomiser tools, post-it note selection)
- ask process questions – 'how' did you work that out?
- address misconceptions
- ask many questions
- Literacy: summarise the main idea in one or two sentences

Sequencing Concepts & Modelling

Present new materials using small steps – *practice after each step*

- teach one chunk of new learning at a time then provide opportunities for students to practice this material
- reteach a step if necessary

- use examples in your teaching
- think aloud when teaching new learning
- give extra time to additional examples
- worked example, then partial solution, then a full question.
- Literacy: explicit teaching of vocabulary

Provide models – *models and worked examples help students learn to solve problems faster*

- practise steps many times
- use partially completed problems to focus attention on tricky steps

- mix up closely related examples of the same concept (interleaving)
- what a good one looks like (WAGOLL)
- Literacy: provide worked examples and/or prompts

Provide scaffolds for difficult tasks – *frameworks to allow for progress*

- provide models/examples
- provide checklists or cue cards
- articulate your thinking to students
- annotate with labels the steps you go through

- use the '**I do**' and/or '**we do**' element(s) of the 'I do, we do, you do' technique
- Literacy: use questions for students to self-check work e.g. 'Have I found the most important idea?', 'Does every sentence start with a capital letter?'

Stages of Practice

Guide Student Practice – *develop student competence*

- close supervision of students' initial attempts
- feedback on initial attempts
- give many examples
- provide sufficient instruction
- give small amounts of information at one time

- work out problems on the board explaining reasons for each step
- use the '**you do** element of the 'I do, we do, you do' technique
- Literacy: Track for specific skills within tasks completed

Obtain a high success rate – *ensure students have mastered learning before moving on*

- monitor success rate – 80% success is the golden zone (learning with challenge)
- teach in small steps and give sufficient practice on each part
- monitor practice and address errors immediately

- use students who have mastered a concept to help teach those needing help
- Literacy: Reteach a section if students are making too many errors

Independent practice – *competence in completely tasks independently*

- make time for students to do the things they've been taught, by themselves
- circulate around the room and monitor independent work

- students help each other as they study
- Literacy: Use the same material as the guided practice

Presentation Expectations

The role and purpose of exercise books/folders is:

- to be a central place where subject learning is recorded;
- to create a resources of key subject information for revision purposes;
- to practise skills and master concepts;
- to be a central place for assessments to be done/kept;
- to allow the teacher to assess, monitor and feedback for progress;
- to provide opportunities for peer and self-assessment and demonstrate response to feedback received.

The expectation of how work will be set out is as follows:

- All work must contain a date and title which must be underlined with a ruler;
- Students must write in blue/black ink;
- Diagrams must be completed in pencil;
- All work must be attempted to the standard that each student is capable of working at;
- Teacher feedback (written in red pen) must be acted upon by students in green pen;
- All worksheets must be secured into books/folders;
- Where folders are used work must be clearly organised (e.g. topic, chronologically).

Creating a Learning Environment

Students learn best when the environment is conducive to learning. Classrooms should be an educational and motivating environment where academic language is visible and displays are purposeful and of high-quality.

Teachers have a responsibility to keep classrooms tidy and ready for lessons. This includes:

- Proactively checking for graffiti and damage and reporting any issues immediately to the Housekeeper
- Ensuring litter is placed in the bin and that floors are tidy;
- Computers are working, and if not issues are reported immediately to the ICT Helpdesk, 2848;
- Chairs are under tables;
- Equipment is valued and anything loaned is collected back in and stored with care.

Responsibility of the Class Teacher

Lesson Planning and establishing high expectations

The teacher must follow the expected Academy learning routines of:

- Having lessons planned with the Sandwell Academy Blueprint for Teaching elements;
- Being on time to lessons;
- Meeting and greeting students on arrival;
- Supervising lesson transition from classroom door;
- Having a seating plan;
- Starting the lesson promptly, with resources prepared;
- Taking a register within first 5 minutes of lessons on Bromcom and reporting any attendance patterns to the Attendance Officer as soon as possible;
- Reporting suspected truancy immediately using Bromcom alerts;
- Having the Teaching File and required contents available;
- Adapting teaching to meet the needs of all learners, including those with SEND and/or EAL needs;
- Implementing a range of strategies to support good progress of disadvantaged students;
- Providing frequent high quality feedback so that students can articulate their strengths and what they need to do to improve;

- Using lesson time effectively, including ensuring good pace;
- Expecting and reinforcing good behaviour in line with the Academy's Behaviour and Rewards policies;
- Not tolerating disruption, including that which is low level;
- Consistently rewarding and sanctioning students, as appropriate;
- Modelling academic oracy;
- Promoting and demonstrating positive attitudes towards reading, writing and numeracy;
- Following up issues with PTs, Subject Leaders and Heads of Year.

Meeting students' needs

All teachers are expected to set-up annually, and update as necessary, a Teaching File. The Teaching File contains all of the important information needed about the students you teach in order to deliver effective tailored lessons. The Teaching File can be a hard copy or electronic, however it is essential for Quality Assurance and inspection purposes that electronic versions are centralised and immediately available to any observer.

It is a requirement that all teachers and Learning Support Assistants have, and use, their Teaching File information in their lessons.

Teachers must have the following information for their **PT class** and for **each class they teach**:

- Overview Page
- Student postcard view
- Seating plan
- SEND pupil profile

Support for Learners with Additional Needs

All teachers are expected to make the necessary adaptations to lessons to ensure equitable access to learning. To supplement the adaptive practices which are already within a qualified teacher's arsenal, additional advice is given through the Pupil Profile system to support staff and sign-post them to additional resources. For learners with an identified disability, the Academy will secure the necessary auxiliary aids to ensure full access to learning, as outlined in the Equality Act (2010). The Academy's SEN Information Report and Accessibility Plan provides further detail.

For learners with complex needs, for whom progress needs to be closely monitored, an Individual Education Plan (IEP) will be in place. It is the expectation that teaching staff review students' targets at least termly, ensuring that provision within the classroom supports students to meet their targets, and thus make outstanding progress given their starting points.

For some learners with an Education, Health and Care Plan (EHCP), additional class-based support will be required in the form of a Learning Support Assistant (LSA). Where this is the case, teaching staff are responsible for providing clear, subject-specific guidance to support staff to maximise the effectiveness of their time. Full guidance on this can be found within the Academy's SEND Guide.

Development of Literacy Skills

Strong literacy skills are fundamental to students being able to access the full curriculum. Beyond school, students with strong literacy skills will be able to communicate clearly with others demonstrating well-developed reading, writing, speaking and listening skills in a range of formal and informal settings including the workplace.

Our Vision for Literacy

We aim to develop pupils' skills in reading, writing, speaking and listening. Our aim is for students to:

- be fluent readers and writers;
- have a positive attitude towards books and reading, reading widely for pleasure and information;

- write for different contexts and different purposes and audiences, adapting their language and style for different purposes;
- write clearly accurately and coherently, adapting language and style accordingly;
- have a wide vocabulary, and understanding of grammar and linguistic conventions;
- competently speak in group discussions and be able to clearly express their understanding and ideas;
- listen carefully and sensitively to those around them.

To realise this, teachers must plan to:

- check for literacy understanding;
- provide opportunities for purposeful discourse;
- provide opportunities for students to listen to each other;
- challenge ideas or build on the ideas of others;
- facilitate the development of deep thinking about what students read and learn;
- introduce and explain disciplinary vocabulary;
- promote use of oracy skills by speaking audibly, in full sentences, using a formal register where possible;
- include opportunities for reading a variety of materials;
- promote having reading material/book with a student at all times;
- encourage reading for pleasure.

Suggested literacy activities are embedded within our Blueprint for Teaching to support teachers with the development of students' literacy skills.

Setting Appropriate Cover Work

On occasion, cover work may be required for a lesson. Students' continuity of learning is paramount. In the event of absence class teachers are requested to:

- Set suitable tasks that progress from the last point in the learning sequence
- Provide clear delivery instructions, including:
    - A copy of the seating plan
    - Class title e.g. Year 10 GCSE Latin
    - Learning objectives
    - Clear instructions for each task
    - Answers for each task and/or guidance notes to support a non-specialist teacher
    - Resources required
    - Homework to be collected/set
    - Who to contact in the event of an issue
    - Essential student information e.g. those who have specific learning needs
- Provide enough work to last the length of the lesson
- Ensure that work is available for the start of the lesson
- Provide your Line Manager with a copy of the cover work overview

Behaviour for Learning

Behaviour management in the classroom is the responsibility of the teacher in partnership with support staff, if present. More detail on this can be found in the Behaviour Policy.

Behaviour for learning is:

- Having high expectations of learners
- Modelling a positive attitude towards teaching
- Centred on effective relationships between students, and between staff and students

- Based on the values of being Kind, Brave and Proud in the classroom
- Rewarding students for effort and excellence using the Academy's agreed range of rewards
- Applying sanctions on behaviour that distracts a student's learning, and/or the learning of others, in line with the Academy's agreed range of sanctions

Teacher Continued Professional Development

All teachers should be committed to improving and developing their teaching skills. To achieve this:

- Priorities will be identified in the Academy's and Department Development Plans
- Appraisal objectives will link to Teaching & Learning
- CPD will be regular and purposeful to support all staff implementing the Teaching & Learning policy effectively
- ECTs will receive additional career-stage support
- External CPD will be sourced, as necessary, to support specific subject/course needs
- Meetings will have pedagogy and feedback as a regular agenda focus
- Quality assurance will be formative
- All teachers will have access to professional development conversations with their Line Managers
- CPD will be increasingly evidence-informed, where appropriate.
- The Academy will seek out appropriate high quality CPD programmes for teacher development from credible organisations including, but not exclusive to, EEF, SSAT etc.
- Access to online CPD will be supported by the Academy including memberships to PiXL, National College and The Key.
- One:one coaching sessions with a trained coach will be offered to staff at regular intervals throughout the school year for the purposes of teaching & learning development, leadership development, support with NPQs and/or support for Recently Qualified Teachers (RQTs).

Quality Assurance

Quality assurance is an essential element of school self-evaluation. The quality of Teaching and Learning will be monitored through a whole Academy approach using a range of approaches to ensure the process is <u>developmental</u> as well as informative.

The methods used to evaluate and develop the quality of education may include:

- Work sampling
- Lesson visits
- Learning walks
- Student voice
- Subject area spotlight reviews

A calendar of quality assurance activities will outline the schedule for these. The Senior Management Team, Subject Leaders and Advisors to the TTMAT Board may contribute to quality assurance.

Quality assurance records will be recorded using Blue Sky Education software. Teachers are entitled to feedback from quality assurance activities to help them to evaluate and develop their own practice.

Quality assurance summary reports will be used to evaluate the quality of Teaching & Learning at regular intervals and after each cycle of quality assurance.

Teacher Support

Where there is identification that a teacher's practice requires improvement, personalised support measures will be utilised to aid improvement. Measures include:

- extended feedback with development points
- opportunities to observe experienced colleagues with strong practice
- access to personalised CPD
- one:one coaching sessions
- collaboration with subject colleagues across the TTMAT
- access to pedagogy library resources
- access to online CPD