

Teaching and Learning Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

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Next Review Due: March 2025

Rationale

We believe that anyone can learn anything, and the growth mind-set underpins everything we do. We do not believe that some pupils are bright and that others are not. Instead we believe in the limitless capacity for everyone to achieve great things. We believe that what we become and what we achieve comes from great teaching, hard work and fantastic support.

Objectives

- To ensure our pedagogical approach is always rooted in the science of how children learn.
- To ensure all pupils make rapid progress and achieve academic excellence.
- To equip pupils with the knowledge, skills and character to achieve top grades at GCSE and A level and to lead successful lives.
- To be a fully integrated 3 to 19 all-through school and provided the necessary consistent approach to teaching and learning.
- To create and sustain the conditions to realise the four purposes for learners. This means supporting learners to become:
 - ambitious, capable learners, ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- To provide Areas of Learning and Experience (AOLEs) and phases with the flexibility necessary to utilise the pedagogical approaches in accordance with their subject needs.
- To ensure all pupils make meaningful learning gains during every lesson.
- To ensure that 'mistakes' are fully viewed as a positive, crucial, and necessary part of the learning process.
- To fully include all pupils in all lessons and to fully engage all pupils into their learning every lesson.
- To have high expectations of all pupils.
- To ensure disadvantage does not affect learning.
- To respond to the limitations of working memory, to reduce forgetting time and to consolidate learning in long term memory.
- To ensure a sequential approach to learning that fully builds on prior knowledge and skills and to ensure pupils fully understand this linking of their learning.
- To allow pupils to observe expert thinking.
- To ensure misconceptions are eradicated and not practised.
- To provide opportunities for high levels of thinking.
- To differentiate and adapt appropriately to ensure pupils are always at the point of learning, focusing on their precise next steps, and practising what they specifically need to practise. To fully respond to levels of pupil understanding in lessons.
- To provide a rich and memorable learning experiences full of sparkle.
- To create a classroom climate which promotes sustained effort and where pupils take responsibility for their learning.

Questions for Learning

Every lesson is to have a Question for Learning which is introduced at the start of the lesson. The question is used and asked by the teacher during lessons, and pupil learning allows them to develop an answer to this question.

Questions for Learning help engage pupils into their learning. Teachers use these questions to help pupils understand how new learning fits into the bigger picture of prior and future learning. Pupil answers allow the teacher to help judge the success of their teaching and plan future teaching accordingly. The questions stimulate natural curiosity, they allow lessons to find the answers to intriguing questions. They are thought provoking and put the emphasis firmly on thinking.

Questions for Learning are:

Made first	The question guides the activity.
Askable and answerable	The question leads to an answer. The answer is the intended learning.
Next stepped	The question is the most important thing that pupils are to learn next. It is part of a well thought out sequence of lessons. It builds on previous lesson questions and links to future questions.
Challenging	The question sets the bar high for the pupils.
Manageable	The question can be answered in the lesson. It is achievable.

Daily Review

Teachers are to ask lots of questions about what was learnt last lesson. These questions are asked at the start of the lesson and during the lesson when new learning requires them.

These questions review and consolidate prior learning. Daily review acknowledges and responds to the biggest drop in retention which happens soon after learning. Daily review helps solve this by moving knowledge from working memory to long term memory. Review makes recall, for example of vocabulary, formulae, events, concepts, facts, and skills, automatic and frees up working memory for application and new learning. Daily review questioning also activates the prior learning that new learning is dependent upon and allows for its systematic and sequential development.

Weekly and Monthly Review

Teachers are to ask lots of questions about what was learnt beyond last lesson, including last week, last month and last year. This includes regular quizzes about prior learning.

This is important because memory weakens over time and because anything that needs to be remembered must be periodically recalled from memory. Weekly and monthly review provide the spaced practise to increase recall and reduce forgetting time. The reviewing of new information at key moments reduces the rate at which it is forgotten.

Teachers are to ask questions about the underpinning prior knowledge during new explanations.

This recognises that new learning can only be understood if it links to what is already known and understood. As such, questioning forms a natural link to new explanation. This allows the knowledge of a topic to be large and well connected.

Small step teaching and explanations

Teachers are to break the learning of new content, concepts, and skills into small steps. This includes, for example, the teaching of essay writing, paragraph structure, and the solving of mathematical problems. Teacher explanations (tell), and all instructions, are to be precise and concise. Explanations contain numerous examples to provide elaboration.

This is to overcome competing stimuli so pupils can focus precisely on what is to be learned. The way something is presented greatly affects pupil retention of it. Small step teaching caters for working memory which can only contain a certain amount of information and whose size cannot be increased.

Link explanations to prior learning

Teachers are to link explanations to prior and future learning. They zoom in and zoom out.

This recognises pupils only understand when they can link what is being learnt to what has been learnt previously.

Modelling and worked examples

Teachers are to model and provide worked examples during explanations. Teachers are to think aloud when answering questions, solving problems, and writing paragraphs.

This allows pupils to observe expert thinking and ensures that this expert thinking is not hidden.

Questioning

Teachers are to ask lots of questions during explanations and modelling. Explanations are to be interspersed with questioning about what has just been explained. This means explaining the first part, asking questions, explaining the second part and so on.

These questions consolidate what has just been taught. The questioning allows the teacher to assess the level of pupil understanding and amend accordingly.

The pupils are only to be asked questions about what they have been taught or about what they can work out from what they have been taught.

This ensures that disadvantage does not affect their learning. This means that pupils are not asked 'guess what's in my head' questions.

Questioning includes asking process questions regarding the process used to find out the answers.

Every effort is to be made to include all pupils fully in class questioning. Various methodologies are to be utilised to include all pupils. These include:

- No hands up - pupils are selected to answer questions by the teacher. This includes teachers selecting pupils based on their knowledge of their prior learning and progress.
- No opt out – Teachers return to pupils, based on their professional judgement, if they did not initially know the answer to the question they were asked. This could be after further teacher explanation or answers from alternative pupils.
- Improve answers – Pupils are provided with opportunities to say half formed answers better. This involves teachers explaining and modelling to pupils how to improve their answers.
- Ask further questions – Teachers ask pupils further questions before moving on. For example, 'why is that?'. This allows for higher order questioning and for pupil responses to be pushed and challenged.

The whole class questioning techniques allow the responses of all to be checked. This information is then used to plan future explanations and learning activity for all pupils.

Pupil practice after each step

Pupils are to practise after each step and master it before moving onto the next step. Teachers are to check understanding at each of these points, and re-teach where necessary, before moving on to the next step.

It reduces cognitive load and creates space for new learning to be thought about. It allows pupils to later work independently without difficulty and without practising errors and misconceptions.

Guiding of first practice

Following teacher modelling and explanations, teachers are to guide pupils as they practise new skills and learning for the first time. Pupils are to be fully supported with new knowledge and skills when they first use it. This is before pupil independent practice. It is the middle stage of the 'I do, we do, you do' model. This involves, for example, guiding pupils through structuring paragraphs, solving mathematical questions, and analysing sources with the pupils.

It involves correcting errors as they arise in real time. It involves anticipating the errors that pupils are likely to make and warning them of these. It includes providing scaffolds and instructional supports which are gradually withdrawn as pupils become more confident. Guided practise can include asking pupils to summarise the main points.

This is important because watching the teacher demonstrate mastery does not mean they can use the skill on their own. It is an important part of the teaching process because it avoids pupils making too many errors in first practice and the lesson having to be retaught. It ensures that misconceptions are not practised. It recognises that verbal feedback is the best type of feedback and that feedback at the point of learning is the most powerful.

Independent practice

Following guided practice, pupils are to practise themselves. This includes about new and previous learning. This is hands on activity after the material has been learned and not before. Independent practice is the opportunity for pupils to consolidate what has been covered during the guided practice, it is the last stage of 'I do, we do, you do'. Teachers supervise and monitor this, but it requires less teacher intervention.

Independent practise leads to over learning, fluency, and consolidation in long term memory. The overlearning allows material to be recalled automatically, it reduces space in working memory and allows working memory space to be devoted to application and new learning. Repetition matters in independent practice. This is important because pupils have not finished learning when they can do something one or two times.

Independent practise requires high levels of thought and for pupils to think hard about the meaning of what is being learnt. Thinking maps often help with this. Independent practice becomes more challenging and complex.

This level of thinking is important because memory is the residue of thought.

Obtain a high success rate

Teachers are to aim for a success rate of 80% during pupil independent practice.







This success rate indicates that pupils have successfully learnt, or are successfully learning, new material and that they are also challenged. It means that errors and misconceptions are not being practised.





Target pupils during independent practice

Guided practice and questioning is to be used to identify pupils that may need further support and guiding. Teachers are then to work with these pupils and provide bespoke guidance whilst the rest of the class completes their independent practice. This involves the use of diagrams, key words, and explanations by the teacher in pupil exercise books.

This provides further guided practice and support for those that need it the most. It recognises that smaller staff to pupil ratios (for example 1:4/5/6) is more impactful than 1:30 for these pupils.

Summary

Principle	Icon	How	Why
Questions for Learning		Starting point for learning at the start of lessons and asked during lessons.	To engage pupils into their learning. To explain how new learning fits into the overall schema. To support natural curiosity, to allow lessons to find the answers to intriguing questions and to provoke thinking. To help assess the success of teaching and plan future teaching accordingly.
Review questioning		Ask lots of questions about what was learnt last lesson, last week and last month. Ask questions about underpinning prior knowledge during new explanations.	To consolidate prior learning. To move knowledge from working memory to long term memory. To make recall automatic and free up space in working memory for new learning. To activate the prior learning that new learning is built upon. To reduce forgetting time (spaced practice increases recall).
I do			
Small step teaching, with precise and concise explanations		Break learning of content and skills into small steps. Provide explanations (tell) in small steps.	To overcome competing stimuli
Link explanations to prior learning		Link to prior learning by zooming in and out.	We understand when we can link what is being learnt to what has been learnt previously.
Modelling and worked examples		Model and provide worked examples during explanations (show). Provide numerous examples for elaboration. Think aloud when answering questions and solving problems.	To allow pupils to observe expert thinking.
Lots of questions which includes all pupils		Ask lots of questions during and after all explanations and modelling. Intersperse explanations with questioning about what has just been explained. Ask process questions. No guess what's in my head questions or discovery learning. Use whole class questioning techniques including 'No hands up' (based on knowledge of pupils) and 'No opt out' (Go back to pupils if they did not know). Provide opportunities for pupils to say half formed answers better. Ask 3/4/5 questions before moving on (why is that?).	To consolidate learning. To assess level of understanding of explanation and to plan next explanations/modelling/learning activity in real time. To ensure disadvantage does not affect learning. To assess the level of understanding for all pupils.

We do			
Pupil practice after each step		<p>Pupils practice after each step and master it before moving onto the next step.</p> <p>Teachers check understanding at each of these points and reteach, where necessary, before moving onto the next step.</p>	<p>To reduce cognitive load and create space for new learning to be thought about.</p> <p>Allow pupils to later work independently without difficulty and without practicing misconceptions.</p>
Guiding of first practice		<p>Guide pupils as they practice new skills and learning for the first time.</p> <p>Correct errors as they arise in real time. Anticipate the errors that pupils are likely to make and explain accordingly.</p> <p>Provide scaffolds and instructional supports which are gradually withdrawn.</p>	<p>To avoid pupils making too many errors in first practice.</p> <p>To ensure misconceptions are not practiced.</p> <p>Verbal feedback is the best type of feedback and feedback at the point of learning is the most powerful.</p>
You do			
Independent practice requiring deep thinking, with a high success rate		<p>Pupils practice new and previous learning themselves.</p> <p>Pupils think hard about the meaning of what is being learned in learning tasks that require high levels of thought.</p> <p>Pupils need to get 80% of their practice correct.</p>	<p>Over learning leads to fluency and consolidation in long term memory.</p> <p>To allow material to be recalled automatically.</p> <p>To reduce space in working memory for new learning and application.</p> <p>Memory is the residue of thought.</p>
Target pupils during independent practice		<p>Target pupils (identified in the guided practice/questioning) that need further support/guiding. Provide this teaching whilst the rest of the class independently practice.</p> <p>Use diagrams, key words, and explanations in pupil exercise books.</p>	<p>To provide further guided practice and support for those that need it most.</p> <p>1:4/5/6 is more meaningful than 1:30 for these pupils.</p>

I do, We do, and You do

The school's approach to teaching and learning utilises a 'I do, We do, You do' approach. It starts with the teacher explaining and modelling. It moves to the pupils having gradually less and less assistance. It finishes with pupils practicing on their own with multiple opportunities of increasing difficulty.

I do	This involves explaining (telling how to do something), modelling (showing how to do something), interspersed with lots of questioning.
We do	This involves practising with the class. It involves gradually transferring more and more responsibility to the pupils. This keeps going until pupils can do it on their own.
You do	Pupils try on their own when the teacher is confident that they know how to do it (80% rule).

This approach allows the gradual responsibility for knowing and doing from the teacher to the pupils.

I do	I do	The first step to adding fractions with unlike denominations is to make the denominations equal
We do	I do; You help	OK, now let's try it. How did we say we were going to make our denominations equal, Martin? Feign ignorance – Did I get that right, guys? Wait a minute, I can't remember what's next!
	You do; I help	OK, Jake, you take us through this. What's the first thing I should do?
You do	You do	Now try one on your own
	And do, and do, and do	Great we're getting this now. Five minutes, have a go at five more.

Planning

Teachers utilise a planning approach where they 'begin with the end'. This ensures lesson activity results in high levels of learning and not just a series of tasks.

Step 1	Plan what you want the pupils to learn.	What is the question that needs to be answered?
Step 2	Plan how you will know that the pupils have mastered this learning.	How will you know the extent to which pupils can answer the question?
Step 3	Plan the learning activity that allows learning to take place.	What learning activity is required for pupils to be able to answer the question?