

Teaching & Learning Guidelines

2023-2024



Teaching & Learning Guidelines

The details ...

Rationale:

The guidelines offer clarity about what the expectations of teachers, tutor's and HLTA's are, working at Chantry Academy.

The key points of '**Marking – Oracy – Review/New**' have been included in more detail to provide context and examples. The guidelines provide clear expectations on consistencies and teaching strategies that will be embedded across the Academy.

Whilst the guidelines provide freedom for departments and staff to tailor their craft for the benefit of the students, it makes clear the Academy's expectations.



Teaching & Learning Guidelines

One-page summary ...

Marking:

Marking and assessment have two purposes a) students act on feedback to make progress and b) it informs future planning, teaching and student learning

- Teachers have a secure understating of the starting points, progress and context of all students
- Marking should be 'live' providing feedback when students need it the most. Strategies should allow staff to recognise when students need additional support and feedback.
- Assessments and summative marking should be completed as per the assessment calendar and the results used to 'close the gap' and inform future planning.

Oracy:

Oracy has four key strands that need developing throughout our lessons and curriculum.

Physical – students develop skills in voice projection and clarity as well as body language.

Linguistic – students develop a range of tier 2 & 3 vocabulary and language techniques

Cognitive – students develop skills to support learning e.g. seeking clarification

Social & Emotional – students develop skills talking to others and build confidence in expressing themselves orally.

- Teachers have a secure understanding of the different aspects of Oracy and plan them in lessons
- Oracy is used in lessons not only to demonstrate learning but to enhance it

Review/New:

The review/new approach to learning goes beyond simple recap of previous learning. The aim is to strategically revisit prior learning to consolidate knowledge and skills, lead to better retention of facts/information and provide a basis on which new learning can build.

- Teachers systematically revisit prior learning
- Teachers ensure there is a variety of techniques used to revisit prior learning and it is not just simple repetition
- New topics are introduced in a coherent and rationalised order, building on students prior knowledge
- Assessment points are used to monitor progress of both new and previously learned content.

Marking

1. Teachers have a secure understating of the starting points, progress and context of all students

Make effective use of the data and information available. GO4 schools/SIMS provides a range of contextual information that can and should inform lesson planning and delivery.

SEN: 2021: SEN code	SEN: 2020: SEN code	SEN: 2019: SEN code	KS2 English GPS Prior Attainment	KS2 Maths Prior Attainment	KS2 English Reading Prior Attainment	Demographic: Country of Birth	Demographic: Country of Birth Code	Demographic: EAL	Demographic: Ethnicity	Demographic: Ethnicity code	Demographic: Ever In Care	Demographic: First language	Demographic: Nationality	Demographic: Sex	Demographic: 2021: EOTAS	Demographic: 2021: FSM	Demographic: 2021: FSMEver6	Demographic: 2021: Looked after	Demographic: 2021: Pupil Premium...
N	N	N	103	100	93	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	F	No	No	No	No	No
N	N	N	102	91	96	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	F	No	No	No	No	No
N	N	N	108	102	100	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	F	No	No	No	No	No
N	N	N	99	98	96	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	M	No	No	No	No	No
N	N	N	110	106	102	Latvia	LVA	Yes	White and any other ethnic group	MWOE	No	Latvian	Latvia	M	No	No	No	No	No
N	N	N	98	94	97	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	M	No	Yes	Yes	No	Yes
N	N	N	99	96	98	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	M	No	No	No	No	No
E	E	E	95	93	85	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	M	No	No	No	No	No
N	N	N	92	98	99	Not Known	NKO	No	White Other	WOTW	No	English	United Kingdom	M	No	No	Yes	No	Yes
N	N	N	100	102	102	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	F	No	Yes	Yes	No	Yes
N	N	N	97	92	101	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	F	No	Yes	Yes	No	Yes
N	N	N	106	100	104	United Kingdom	GBR	No	White and Black Caribbean	MWBC	No	English	United Kingdom	F	No	No	No	No	No
N	N	N	93	90	88	United Kingdom	GBR	No	White - English	WENG	No	English	United Kingdom	M	No	No	No	No	No

COMMUNICATION AND INTERACTION			
1.	Outcome	Matthew will have social communication skills, in order to foster friendships, and develop resilience in coping with a variety of social situations	
	Provision to support outcome achievement	Frequency	Who
	Language and instructions should be clear and concise, simplify and explain more complex language	Daily	Teacher, Learning Support Assistant (LSA)
	Adults to check [redacted] comprehension of tasks and repeat instructions and model back to him what to do when needed	Daily	Teacher & LSA
	Language to be kept clear for [redacted]; ambiguous language to be avoided	Daily	Teacher & LSA
	Allow time for [redacted] to process and understand instructions	Daily	Teacher & LSA
	Reduce the number of choices he is given	Daily	Teacher & LSA
	Support and guidance with developing friendships and social interactions	Daily	Teacher & LSA
SOCIAL, EMOTIONAL AND MENTAL HEALTH			
2.	Outcome	Matthew will understand and follow school expectations of behaviour so that he can engage productively in all aspects of school life, gain a sense of belonging and raise his self-esteem	
	Provision to support outcome achievement	Frequency	Who
	Social Skills programs to be delivered in small groups	Weekly	Teacher & LSA
	Interventions to support peer relationship building, (such as Nurture Group, Socially Speaking etc.)	Weekly	Teacher & LSA
	A key adult(s) with whom [redacted] build a trusting relationship with, to support and mentor [redacted] around making good choices with regard to peer interaction and friendships	Daily	An adult(s) with experience working with children with social and emotional difficulties
	Adult support to encourage reciprocal play skills and to supervise (at arm's length) social interaction during unstructured/play times	Daily	Teacher & LSA

Learning Plans						
Template	Areas of concern	Start date	Review date	Current plan		
Learning Plan		6/9/2021	17/12/2021	Yes		
Learning Plan		12/4/2021	16/7/2021	No		
Pupil passports						
Date	Current passport					
Provisions						
Name	Area of concern	Wave	Start date	End date	Session frequency	Session length
Laptop Provision	Cognition and Learning Needs	3				
Roadfield Trust Session	Cognition and Learning Needs	3	15/3/2021	16/7/2021	2 times per week	1 hour
Poplar Care Farm	Alternative Provision	3		23/8/2023	2 times per week	6 hours
Individual TA support	Complex Needs	3	3/9/2018	22/7/2022	18 times per week	1 hour
Touch-Typing Group year 10 - BPT	Cognition and Learning Needs	3	6/9/2021	17/12/2021	1 time per week	

If SEND, additional guidance and advice on how to plan for key students e.g. an EHCP, is accessible in shared folder. These should be checked and included in all lessons to enable SEND to access learning appropriately.

The provision mapping tool can also be used to access information and support material for key students. Training has been provided on this but the SEND team can assist if/when needed.

Teachers will make effective use of both formative and summative assessments. QLA following assessment points should be used to both close the gap by addressing misconceptions and inform planning of future lessons.

Marking

- 2. Marking should be 'live' providing feedback when students need it the most. Strategies should allow staff to recognise when students need additional support and feedback.**

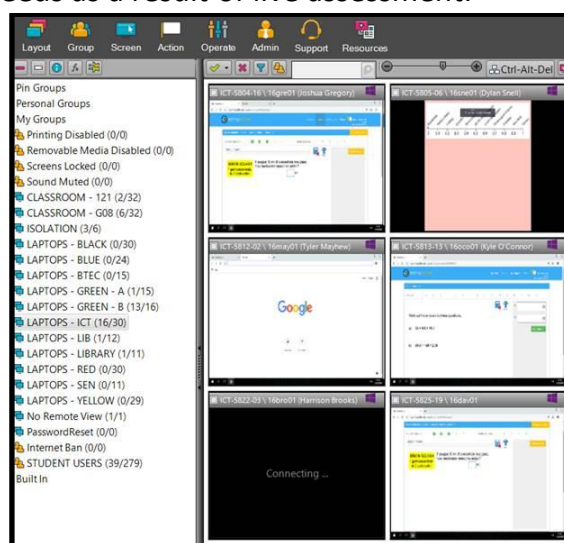
In order to maximise the impact of feedback as well to reduce teacher workload, the Academy has moved away from the need to mark extensively in student books, although the need to mark key assessments still remains.

Teachers should develop and embed strategies to provide live marking in every lesson to ensure misconceptions are picked up and addressed readily. Feedback should be formative and enable students to progress

There are a range of strategies that teachers already use extensively to check learning, question students and modify or adapt learning to meet student needs as a result of live assessment.



Use of RAG cards for students to show how they feel about the task i.e Red means they require support.



Use of Impero on laptops to look at student work, post feedback and share with other students.



Use of whiteboards to support hinge questions and identify students who need additional support.

Other strategies seen include:

Walking the room and asking targeted questions.

Use of visualisers to show exemplars, demonstrate marking and highlight common misconceptions

PearDeck on PowerPoint to provide live QA either in lesson or in virtual lessons.

Oracy

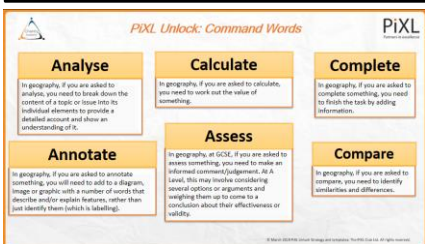
1. Teachers have a secure understanding of the different aspects of Oracy and plan them in lessons



Physical: Teachers should provide opportunities for students to practice talking to peers. Support should be given on how to speak with clarity, projection, varied tone and with appropriate body language.

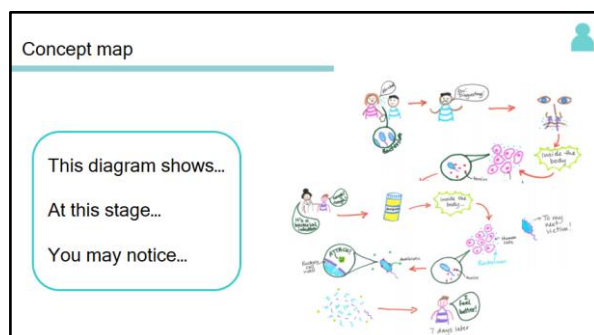


Linguistic: Teachers should develop both Tier 2 and Tier 3 vocabulary in lessons. Subject specific vocabulary (Tier 3) should be taught alongside command style words (Tier 2). Teaching staff should know what Tier 2 vocabulary is key in their subject area.



Staff can check Tier 2 subject specific vocabulary using PiXL Unlock on found in the shared folder

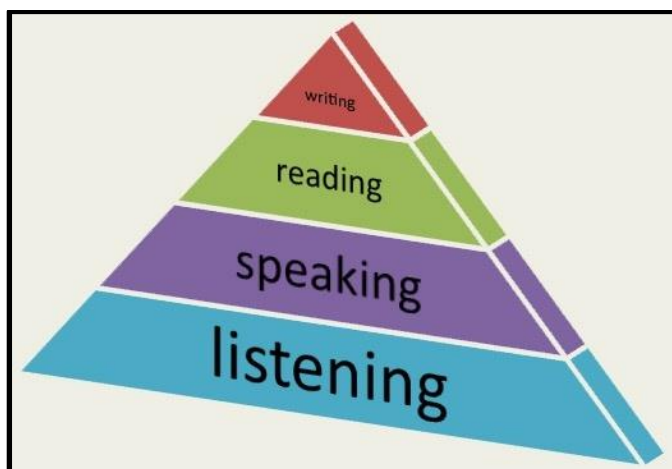
Cognitive: Teachers should support students in the structure and organisation of talk. Use of concept maps and sentence starters can be used to support where needed. Students apply skills of reasoning and develop skills in summarising key concepts.



Social: Teachers should develop key social skills through oracy. These include skills such as taking turns to talk, understanding the needs of the audience and responding in appropriate ways.

Oracy

2. Oracy is used in lessons not only to demonstrate learning but to enhance it

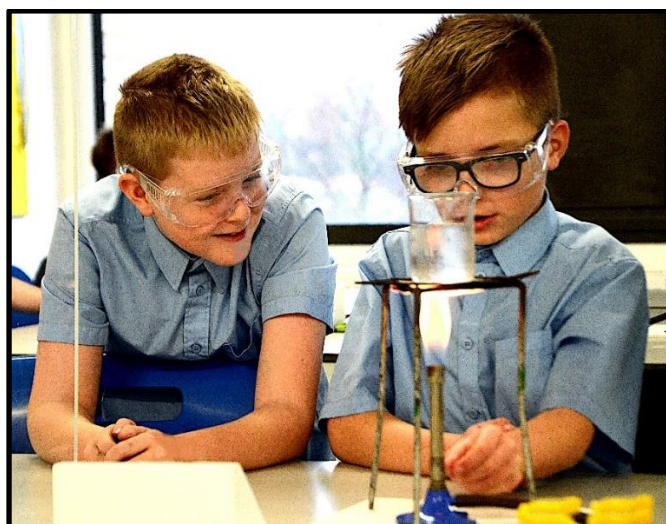


Teachers should ensure students discuss their learning wherever possible. Where students verbalise their responses and justify their reasoning, it facilitates the student's ability to complete written work to higher standard.

To be effective, teachers should ensure student led discussions should include appropriate vocabulary.

In Science for example, students have word banks enabling them to discuss outcomes of practical experiments incorporating both tier 3 and tier 2 vocabulary.

This facilitates learning as provides students with a context in which vocabulary can be applied

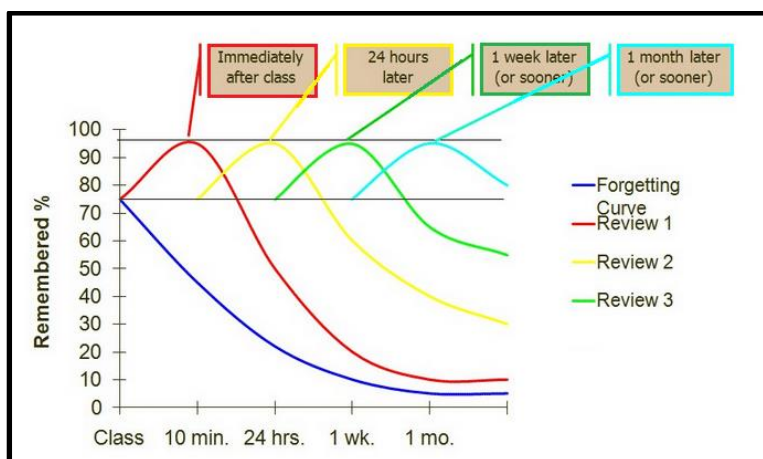


Teachers should encourage peer to peer teaching using techniques such as rally coach. Not only is this good for providing each other with feedback, but by teaching other students, develops skills such as consolidation and summarising, both of which support better retention and recall.

Review/New

1. Teachers systematically revisit prior learning

Forgetting both knowledge, facts and skills is normal for all learners irrespective of age or ability. Teachers should skilfully revisit (review) prior learning and key points to enhance retention and ensure knowledge is transferred to the long term memory.



Teachers should plan to review prior learning over days, weeks, terms and even years to ensure students can recall information and skills when needed.

With every student having a one to one device, platforms such as Seneca and Mathswatch can enhance learning both in and out the classroom.

With intuitive algorithms, they used **spaced repetition** to ensure students revisit the areas they struggle with more regularly.

Teachers should track the progress made on these platforms to enhance engagement as well as use the outcomes to inform planning.





SENECA
 Learn better, faster, free.



Review/New

- Teachers ensure there is a variety of techniques used to revisit prior learning and it is not just simple repetition

Use these images to retell the plot of 'An Inspector Calls'?




Explain the Image

The painting, entitled *The Storming of the Winter Palace*, is by the Soviet artist, *Sokolov-Skalga*. It was painted in Communist USSR during the 1930s. How far do you agree that Source B is useful for studying the Bolshevik seizure of power in October/November 1917?

AGREE

I agree this picture is a useful source because it shows
 This backs up historical data about
 Furthermore, the picture also shows
 This substantiates what we know from other sources about...



DISAGREE

I disagree that this picture is a useful source
 Firstly, because it shows... which is not backed up by data from ... which tells us
 Furthermore, it is unreliable because....

Historical Vocabulary:

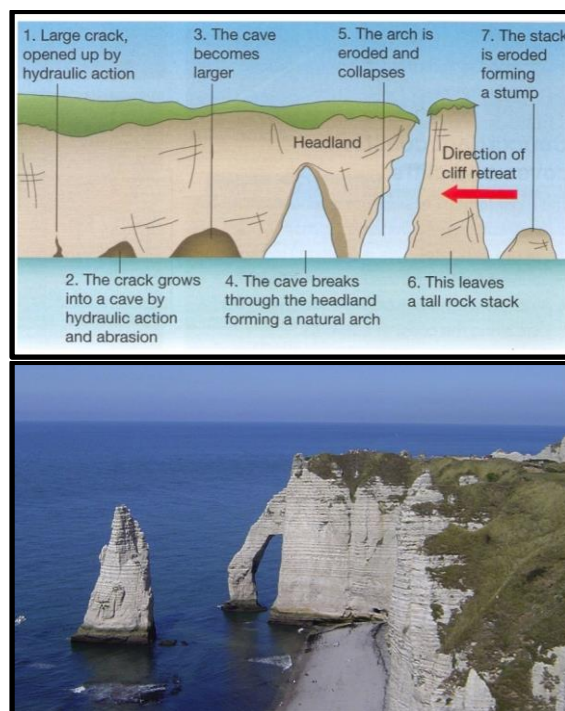
Teachers could use a range of images to promote recall of knowledge and facts. An example could be the retelling of a plot but using visual cues. This encourages students to think creatively.

The same is also the case in history where students should explore lots of images of the same thing.

Teachers should use methods that challenge students recall and avoid too many leading words.

In Geography for example real life photos can challenge student recall more than partly labelled diagrams.

Research has shown that where learning and recall is effortful, the amount of knowledge retained is increased.



Other methods seen in lesson have included:

Last lesson / Last Week / Last Term

5-a-day (multi-topic questions)

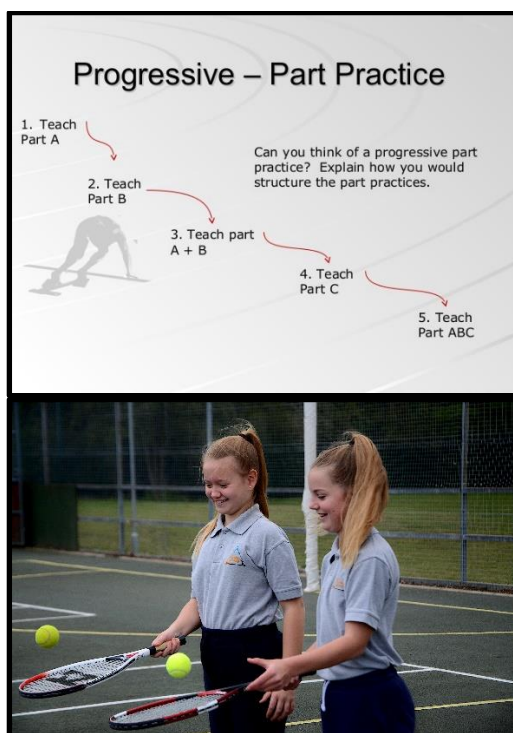
'Geog your memory' – Geography questions covering previous content

Name that meme – students providing captions to images relating to prior content

60 seconds – students have a minute to recall as many facts as they can about a previous lesson or topic – students then share with rest of group

Review/New

3. **New topics are introduced in a coherent and rationalised order, building on students prior knowledge, allowing them to make connections in their learning and develop a robust schemata**



Teachers should have an understanding as to the overall learning aim i.e. what it is they would like students to know at the end of the course/unit.

Teachers should then gradually build up a student's understanding in a logical and progressive manner.

In PE for example, teachers may teach triple jump by teaching the hop, then the hop and step and then finally the hop, step and jump. Students start to see how one action leads to another.

The same can be used when teaching other subjects such as Pythagoras. The teacher would need to decide in what order to teach skills such as squaring numbers, recognising parts of a triangle as well as subtraction and addition. Misconceptions in any skills will mean they will be unable to apply them using Pythagoras.

When building on prior learning, teachers should consider the level of understanding students demonstrate by looking at how knowledge is applied.

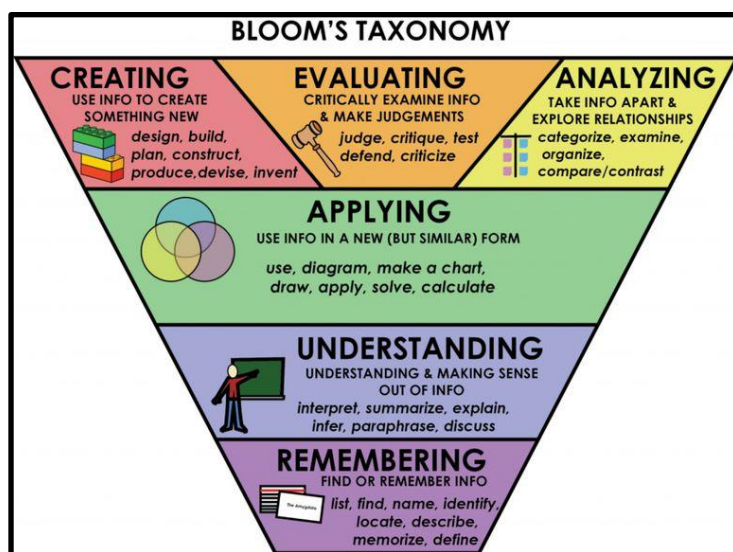
Example

List/identify the key facts of photosynthesis

Explain the process of photosynthesis

Draw a **diagram** that outlines the process of photosynthesis

Design a farm building that would maximise crop yields **justifying** your choices made



Review/New

4. Assessment points are used to monitor progress of both new and previously learned content.

Teachers should ensure that all assessments completed at key points include both new content (recently covered) and content that covers previously learnt topics (review). To facilitate the application of skills and knowledge, review questions should be varied to ensure students don't achieve simply by learning answers to previously covered topics.

Chantry Academy

History Assessment 7.3

Student Name: _____
 Teacher: _____
 Target Level: _____
 Current Working Level: _____

NEW Section - Life in Norman Britain

Question 1

a) Name one feature of a motte and bailey castle (1 mark)

b) Identify something that would be recorded in the Domesday Book (1 mark)

c) Name one way in which William dealt with rebellion in the North (1 mark)

d) Name one reason for the Normans to win at Hastings (2 mark)

Mark

NAME: _____

Year 7

Geography Assessment – Map Skills

This exam is split into two parts – REVIEW is for previous work and NEW is for work you are currently doing at the moment. The weighting is shown below.

Time allowed – 50 minutes

There are 50 marks on this exam paper.

Answer all questions.

Marks Distribution			
Question No.	Marks available	Marks achieved	Percentage
Review (80%)			
1	6		
2	5		
3	3		
4	3		
5	5		
6	6		
New (20%)			
7	4		
8	2		
9	8		
10	6		

Review	New	Target	Achieved

Target at end of year: %	Current Working Grade: %	End of Year Projected Grade (Teacher)	End of Year Projected Grade (Teacher): %	Homework	New	review	Class Profiles	Adjusted CWG percentage
61.0%	100.0%	4	50.0%	95%	55%	80%	-	100%
72.0%	84.0%	2	28.0%	10%	22.5%	75%	-	84%
61.0%	100.0%	4	50.0%	100%	55%	80%	-	100%
50.0%	86.0%	3	39.0%	35%	35%	70%	-	86%
72.0%	96.0%	2	28.0%	40%	22.5%	95%	-	96%
61.0%	71.0%	3	39.0%	65%	20%	55%	-	71%
39.0%	40.0%	1	17.0%	25%	10%	-	-	40%
83.0%	85.0%	4	50.0%	80%	62.5%	100%	-	85%
72.0%	85.0%	4	50.0%	100%	60%	100%	-	85%

Target at end of year: %	Current Working Grade: %	End of Year Projected Grade (Teacher)	End of Year Projected Grade (Teacher): %	What is History?	Hastings	Norman Britain	Black Death and Peasants Revolt	Henry VIII	Elizabeth I
61.0%	100%	4	50.0%	?	?	?	?	?	?
72.0%	84.0%	2	28.0%	15	16				
61.0%	100%	4	50.0%	14	15				
50.0%	86.0%	3	39.0%	15	16				
72.0%	96.0%	2	28.0%	16	14				
61.0%	71.0%	3	39.0%	15	19				
39.0%	40.0%	1	17.0%	16	11				
83.0%	85.0%	4	50.0%	12	/				
72.0%	85.0%	4	50.0%	14	20				
72.0%	85.0%	4	50.0%	15	20				

Teachers should record these results centrally and share them with students.

Teachers should make effective use of the information to identify knowledge and skills that students struggle to recall and apply. This should inform future planning and preparation for future assessments.

Students should be supported in using this information to facilitate their own preparation for future assessment.