THE STONEHENGE SCHOOL

TEACHING AND LEARNING POLICY

2021

The Stonehenge School
Holders Road
Amesbury
Salisbury
Wiltshire
SP4 7PW
t: 01980 623407
e: admin@stonehenge.wilts.sch.uk

THE STONEHENGE WAY

The principles informing our teaching and learning policy are founded on research based methods. The methods support pupil progress and long term achievement. Key ideas have been taken from effective models, explained by our staff and supplemented by the work of EEF.

Rosenshine's principles and Metacognition are effective in terms of student learning.

Metacognition

https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf

Education Endowment Foundation

Teaching & Learning Toolkit
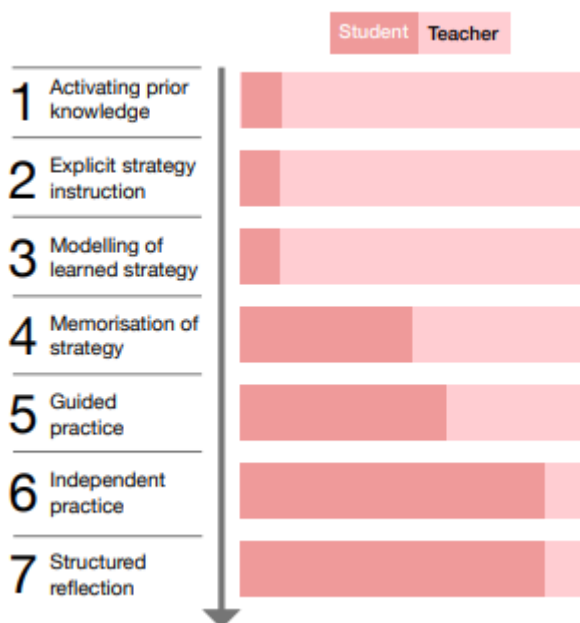PDF Generated: 10th October, 2018

Metacognition and self-regulation
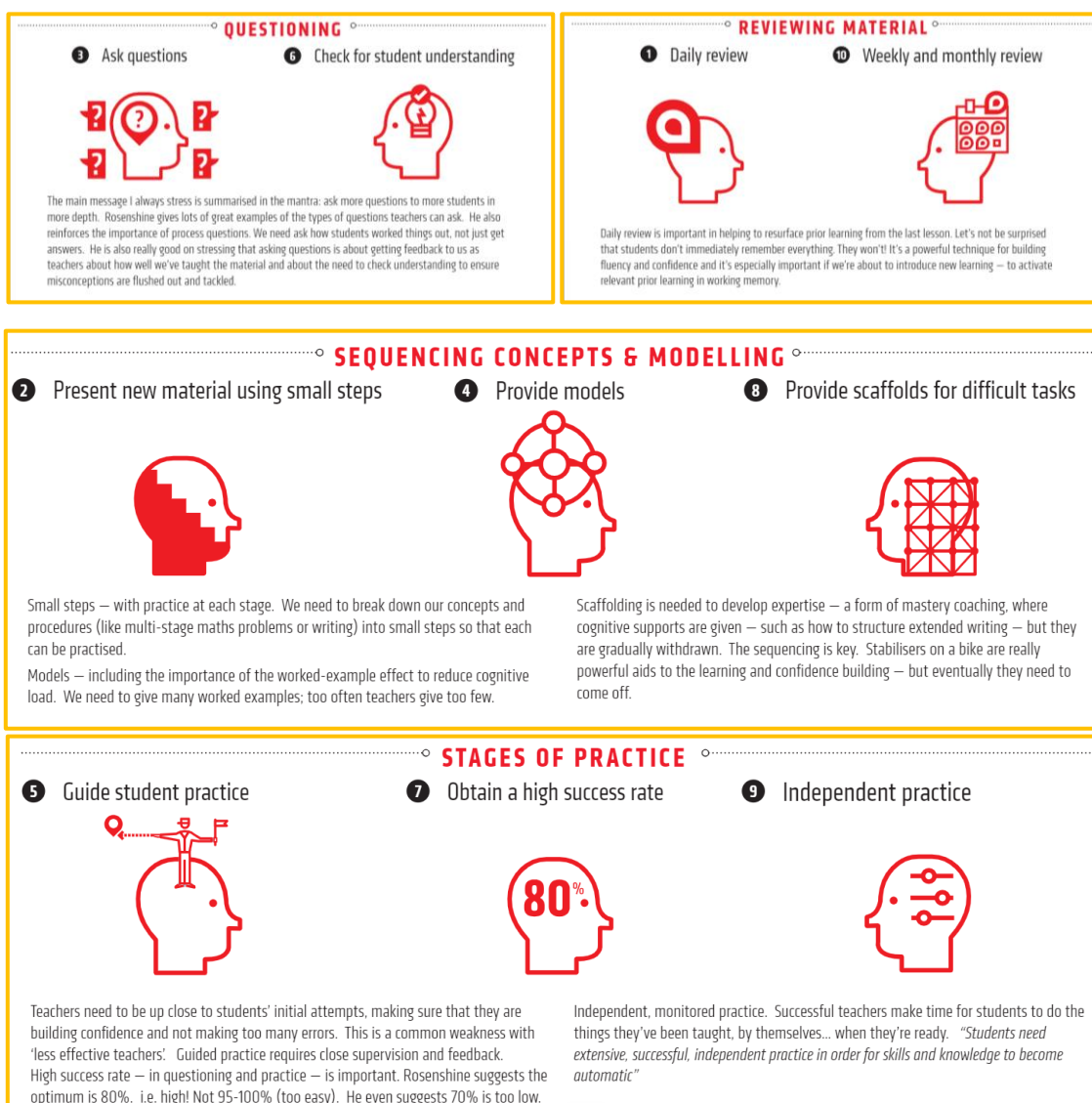High impact for very low cost, based on extensive evidence.

+7

Student | Teacher

1 Activating prior knowledge
2 Explicit strategy instruction
3 Modelling of learned strategy
4 Memorisation of strategy
5 Guided practice
6 Independent practice
7 Structured reflection

Rosenshine's Principles

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

QUESTIONING

❸ Ask questions **❻** Check for student understanding

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

REVIEWING MATERIAL

❶ Daily review **❿** Weekly and monthly review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

SEQUENCING CONCEPTS & MODELLING

❷ Present new material using small steps **❹** Provide models **❽** Provide scaffolds for difficult tasks

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

❺ Guide student practice **❼** Obtain a high success rate **❾** Independent practice

80%

Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. *"Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"*

Rosenshine's principles are indicated with (R) on the lesson sequence sheet.

OUR VISION

Our pupils are empowered to 'think big'	Potential is unlocked with diverse and challenging pathways	Creating passion for lifelong learning and global citizenship

Our mission at The Stonehenge School is to provide the environment, tools and support to empower pupils to think big, regardless of self-perceptions and remove any barriers to achievement. Pupils are provided with diverse opportunities to achieve a good depth and breadth of knowledge and skills. We create good citizens who thrive and flourish in the 21st Century, ready to contribute to the global society.

CURRICULUM ENTITLEMENT IN LINE OUR VISION

All pupils are entitled a full provision across the curriculum that is ambitious in order to empower them to "think big" and "unlock potential" via "challenging pathways"

Therefore the curriculum offer should not be reduced by differentiation. Differentiation will support or challenge our pupils.

Differentiation (From Mary Myatt https://www.marymyatt.com/blog/death-by-differentiation)

"the principles of the curriculum" are "all children should be following the same course of work, are entitled to do difficult things and are supported on the way"

True differentiation is a paradox. It is about having incredibly high expectations for every child. It's about regarding these as an entitlement. It is about offering demanding, concept rich, complex work. And the differentiation bit comes in through 'unpacking'. This means through high quality talk, questioning, checking for understanding, modelling, explaining. The most effective form of differentiation is through Dylan Wiliam's responsive teaching – preparing for the top and supporting pupils to get there, rather than deciding in advance which pupils will perform which tasks.

We must resist the temptation to dumb down.

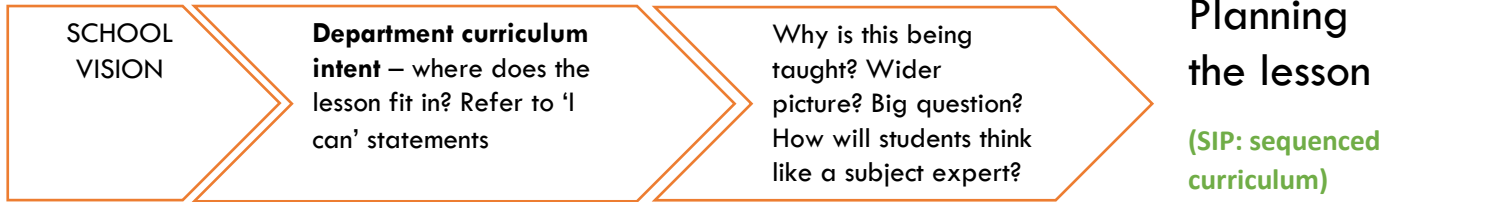**Reasons for not differentiating before a lesson**

It anticipates in advance what children are capable of - by giving them prepared worksheets according to their ability we are limiting what they might be capable of because the work usually puts a cap on what they can do.

Materials prepared for differentiation are usually closed exercises. So, all that children have to do is complete these. Completion of a prepared materials does not allow them to interrogate the material, struggle with it and make sense of it on their own terms. This applies to all those with materials differentiated in advance.
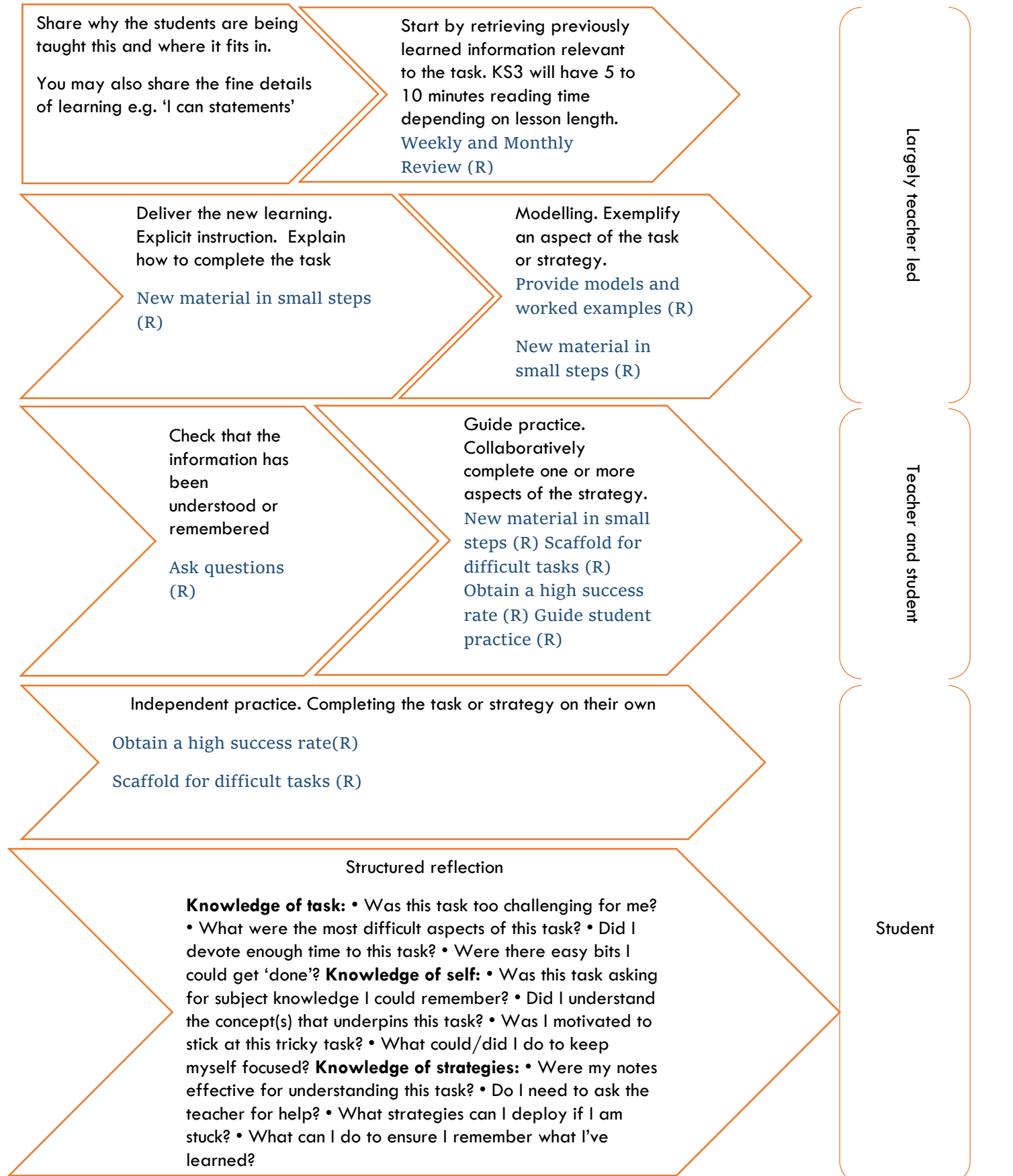
It cuts down on the possibility of addressing misconceptions. Because the materials have been prepared in advance so that the children can complete them, they usually have less cognitive challenge in them

The completion of the worksheet is often regarded as the work. Children finish something and are praised for it, without checking for sure that they have properly understood something. It is too easy to complete work which has been prepared in advance by guessing, prompting or copying from someone else. This places very little demand on them but has the superficial attraction of making them appear busy. Busy is not the point, learning is.

Intent

SCHOOL VISION → **Department curriculum intent** – where does the lesson fit in? Refer to 'I can' statements → Why is this being taught? Wider picture? Big question? How will students think like a subject expert?

Planning the lesson

(SIP: sequenced curriculum)

Implementation

Share why the students are being taught this and where it fits in.

You may also share the fine details of learning e.g. 'I can statements'

Start by retrieving previously learned information relevant to the task. KS3 will have 5 to 10 minutes reading time depending on lesson length. Weekly and Monthly Review (R)

Deliver the new learning. Explicit instruction. Explain how to complete the task

New material in small steps (R)

Modelling. Exemplify an aspect of the task or strategy. Provide models and worked examples (R)

New material in small steps (R)

Check that the information has been understood or remembered

Ask questions (R)

Guide practice. Collaboratively complete one or more aspects of the strategy. New material in small steps (R) Scaffold for difficult tasks (R) Obtain a high success rate (R) Guide student practice (R)

Independent practice. Completing the task or strategy on their own

Obtain a high success rate(R)

Scaffold for difficult tasks (R)

Structured reflection

Knowledge of task: • Was this task too challenging for me? • What were the most difficult aspects of this task? • Did I devote enough time to this task? • Were there easy bits I could get 'done'? **Knowledge of self:** • Was this task asking for subject knowledge I could remember? • Did I understand the concept(s) that underpins this task? • Was I motivated to stick at this tricky task? • What could/did I do to keep myself focused? **Knowledge of strategies:** • Were my notes effective for understanding this task? • Do I need to ask the teacher for help? • What strategies can I deploy if I am stuck? • What can I do to ensure I remember what I've learned?

Largely teacher led

Teacher and student

Student

PLANNING, DELIVERING, STARTING THE LESSON

What is the big picture? Why are the students being taught this? Where does it fit in?

Differentiation Support:

Differentiation Challenge:

Planned questions/questioning methods

STAGES OF THE LESSON

What knowledge will be retrieved for last lesson or sequence of lessons? How?

New learning to be delivered. How?

What modelling will be done? How?

Questioning to check understanding.

Ending the lesson. How will learners reflect on the techniques and learning used?

Practice. How will practice be guided? What independent practice will the learners do?

PLANNING, DELIVERING, STARTING THE LESSON

What is the big picture? Why are the students being taught this? Where does it fit in?

THREAD - COMP SCI

COMPUTER IS A MACHINE FOR HELPING US WITH THINKING TASKS

THINKING TASK

PROGRAM → TEXT FILES
↓   ALLOW
PYTHON   PERSISTENT
           STORAGE

Differentiation Support:

I /WE/ YOU APPROACH

EXTRA MODELLING FOR THOSE NEEDING
EXTRA QUESTIONNING

Differentiation Challenge:

'YOU' EXERCISE

FURTHER THINGS THAT CAN BE DONE TO 'YOU'
E.G. TEXT FORMATTING, CASTING, EXTRA FIELDS
REFINING PROGRAM

STAGES OF THE LESSON

What knowledge will be retrieved from last lesson or sequence of lessons? How?

10 Question
Text file quiz
Read out
  questions

New learning to be delivered. How?

Explain I, we, you approach.

Explain consolidation of text file learning we are now linking them with 4/5/3 and reading writing.

Demo of program in action

What modelling will be done? How?

The modelling will be on sheet. Program + explanation to try. → Fill in gaps /refine/test. → Do own

Also after program I explain line by line.

Questioning to check understanding.

Cold call when explaining line by line students to explain purpose of line.

Ending the lesson. How will learners reflect on the techniques and learning used?

Students to do exit ticket

Reflect on how to remember text file methods.

Practice. How will practice be guided? What independent practice will the learners do?

I we you sheet itself.
Teacher circulates and intervenes

Independent the we sheet part can be done independently reading involved, using prior knowledge involved

PLANNING, DELIVERING, STARTING THE LESSON

What is the big picture? Why are the students being taught this? Where does it fit in?

- How can you create tension?
- Students are learning this as a continuation and elaboration of skills learnt in 'Physical and Vocal skills'.
- Students are adapting and refining their use of exaggeration at key moments where appropriate learnt last term in 'Greek Theatre'.

Differentiation Support:

Where was the tension in your reading book? Accessing feelings. Moments you have felt tense yourself in the past. How tension looks. Moments you have felt tense today. Modelling.

Differentiation Challenge:

Analysing how you felt in the past when you were tense. What was it that made you feel tense?

Lighting and sound to develop the sense of atmosphere.

STAGES OF THE LESSON

What knowledge will be retrieved from last lesson or sequence of lessons? How?

'Powerful Three' - Commedia dell'arte recall

Mortem Manor - Tension, what it means.

New learning to be delivered. How?

Steps to creating tension:

Dice

Zombie – tension through urgency.

Staying a night in the manor (live or morning after).

What modelling will be done? How?

Tension in the voice. On stage, using lights and sound (morning after staying in the manor)

Questioning to check understanding.

Where were the moments of tension? Which vocal skills were used to show tension? What did I do with that vocal skill? If you were going to use a vocal skill, which one would it be?

Ending the lesson. How will learners reflect on the techniques and learning used?

Dice – where did the tension come from? (identification)

Zombie – How did the tension grow in this activity?

Night in the manor – what steps did you take from the previous activities to arrive at your outcome?

Practice. How will practice be guided? What independent practice will the learners do?

Dice – application of tension with a modelled example at the start. It then runs itself.

Zombie – clear instruction, then the game runs itself.

Night in the manor - After modelling and identifying how the outcome was achieved, students lead their own outcome.

MARKING AND FEEDBACK POLICY

Over-arching principles

Based on the publication 'A marked improvement – a review of the evidence on written marking', EEF and University of Oxford, April 2016, The Stonehenge School outlines the following as the most effective model of Marking and Feedback:

Grading – use sparingly on larger pieces (use 9-1 system) – data tracking, PLCs, and marking grids can give an idea of current and predicted performance instead. At KS3 complete units of work should be assessed using 'I can' statements and whether these statements are mastered, secure, developing, emerging.

Marking for Literacy – students should have mistakes pointed out to them but not corrected for them, using the Literacy Marking Code (see below)

Thoroughness and Frequency - 'mark less, but mark better' – don't 'tick and flick', give genuine praise, focus detailed written responses on one/two pieces per term (based on subject) using WWW/EBI structure. Students at KS3 should have their 'I can' degrees of mastery etc. shared with them.

Pupil responses – DIRT – students should be given dedicated time to respond to feedback in class or as homework. This should be done in green pen.

Tracking progress – PLCs or similar system should be in use wherever possible, particularly KS4. This should lead to an increase in the accuracy of differentiation. KS3 students should be aware of their progress using the 'I can statements. Whether a student is emerging, developing, secure or is mastering an 'I can...' should be referred to when it is appropriate.

Targets – at KS3 these should not be displayed on students' books or folders. Parents will be informed on progress based on 'I can' statements at KS3. At KS4 current prediction will be reported against targets so it is understandable if departments display targets on books.

Moderation – more department meeting time to be dedicated to moderating in departments where possible to ensure agreement about what mastery, secure, developing and emerging look like for a particular subject or year for KS3. At KS4 departments, should use past answers, mark schemes, exemplar materials and examiners reports to agree what grades 9-1 look like.

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Explanation of each principle

Grading

Generally the impact of providing students with a grade for their performance on particular tasks has a negative impact, and often means that they ignore written comments; at KS3 the 'I can' statements, assessed at mastered, secure, developing and emerging, address this. At KS4 numerical grades (9-1) can be given for larger assessment pieces or exam practice. Students and parents should be encouraged to use the data tracking information sent home at various points of the year to gain a clear idea of current and performance.

Marking for Literacy

Students need to work out their mistakes for themselves in order to learn by them. Spelling, Punctuation and Grammar should not be corrected for them, but instead errors should be signalled using the following coding system, and then corrected by students in DIRT time.

Sp	Spelling Error
//	New paragraph needed here
⬭	Error
?	Unclear
^	Word Omitted (not Maths)

Thoroughness and Frequency – 'Ticking and flicking' does not have an impact on student progress. Praise is more effective when it is genuine and responds to the work, not generic. In general teachers should 'mark less, but mark better' by focusing their attention on one or two larger assessments per unit/term, and mixing the approach with effective self and peer assessment. Developments across the school promote a WWW/EBI structure for lengthier written comments, or the use of questions to develop student thinking. Marking that is returned quickly to students has the most impact on progress.

Pupil response – DIRT – students should be given time in lessons to act and respond to the marking and feedback. This may be a DIRT starter where all literacy corrections are made, or a longer amount of time taken to rewriting parts of an essay or reattempting questions in a test. The most effective time to give students feedback is mid-project or mid-unit so that they can build on their areas to develop throughout the rest of the piece or next relevant task.

Tracking progress – PLCs show areas for students to develop and have been used to plan after school revision based on need and allow students to concentrate on the areas that they need to develop the most. These can be used to differentiate in an individualised way to plan lessons where students work on their particular areas.

Targets – as part of our work to develop aspiration for the highest grades possible in our staff and students we will continue to trial the practice of not allowing students to be 'labelled' with a target grade. An indication of expectation will be sent home however with an idea of below/at/above.

HOMEWORK POLICY

Introduction

This is the school's policy for the provision of homework to pupils and has been drawn up in accordance with guidance from the DFE, EEF and Sutton Education Trust. It must be recognised that parents play a vital role in the education of their child, therefore it is important and valuable to have a good home-school partnership formed through the homework policy and home-school agreement.

Homework

Homework is defined as any work or activity that students are asked to undertake outside of lesson time, either on their own or with the aid of parents and carers. Homework doesn't necessarily have to be completed at home but can be completed in free periods and after-school homework clubs. We see work completed outside of lesson time as a valuable part of a student's learning.

Purpose

The school regards the purpose of homework as being to:

- Provide learners with the opportunity to work on an activity that is relevant to learning outcomes, or that contributes to gaining qualifications/accreditations.
- Develop an effective partnership between the school, parents and carers in pursuing the academic aims of the school and the development of their child.
- Consolidate and reinforce skills and understanding prior to the following lesson, particularly in English and Mathematics.
- Extend learning across the curriculum, for example through additional reading.
- Encourage pupils as they get older to develop the confidence, self-discipline and independence to develop organisational skills.

As a school, we encourage children to pursue out-of-school activities. Homework should be used to effectively reinforce and/or extend what is learned in school. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Homework tasks should be undertaken to the best of their ability. We hope that parents and carers will be willing and

able to give their active support to ensure that work completed at home is done so conscientiously and in the best possible conditions.

Current practice

https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=155&t=Teaching%20and%20Learning%20Toolkit&e=155&s=

- The purpose of the homework should be made clear to the student (e.g. to increase a specific area of knowledge, or fluency in a particular area). (EEF)
- Homework should relate to learning during school time. (EEF)
- Homework should be planned and focused. (EEF)
- Homework should be an integral part of learning rather than an add on. (EEF)
- Students should receive timely, high quality feedback on their homework. (EEF)
- Teachers should not set homework as punishments or as a penalty for poor performance (EEF)
- Teachers should aim to set a variety of tasks over the year. (EEF)
- Teachers should bear in mind homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) (EEF)
- Teachers should make use of the range of e-learning resources to consolidate and space learning to support retrieval and practice. Platforms to are listed here https://bit.ly/3r4V1QN

Time to be spent completing homework

The EEF says, *"some studies indicate that there may be an optimum amount of homework of between one and two hours per school day (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases."*

Therefore, we ask pupils to spend the following amount of time on homework: Years 7 to 9: 1 - 2 hours per day Years 10 & 11: 1 - 3 hours per day. As a general rule, teachers will not usually set substantial homework tasks to be completed for the next day, pupils will have at least two days to complete any work set.

Pupil feedback

The school recognises the importance of providing prompt and actionable feedback to pupils, parents and carers. Feedback will include how well homework tasks have been tackled, and the knowledge, skills and

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understanding developed. A variety of methods will be used to provide feedback, such as an appropriate comment of praise, appreciation or area for improvement. Any given feedback will vary according to the age of the pupil. 7.

PEER REVIEWS AT THE STONEHENGE SCHOOL

2018-2019 MAC undertook a study of sharing good practice across Stonehenge School using peer observations. A summary of findings is below* interspersed with examples of good practice and weak practice that is based on research and summarised in Tom Sherrington's book The Learning Rainforest. +

Good Practice

- Sharing learning intentions so students and teachers know where they are heading and whether they have arrived.+
- Good use of spreadsheets for tracking progress*
- Having two books, one for notes and one for assessed work*
- High Expectations+
- Good use of a starter task to settle the class, instead of taking the register*
- Breaking up the lesson into chunks for a lower ability class*
- Students felt happy to contribute and were proud of their progress. "I need to give greater consideration to this with my lower sets"
- Questioning good, using students to model answers*
- Checking for student understanding including eliciting responses from all learners-not just relying on the answers of the high attainers.+
- "I should do more peer modelling."*
- Testing knowledge through a game – all motivated and engaged*
- Whiteboards help feedback and questioning*
- Visualizer used for teacher and student work*
- Positive relationships*
- Well designed/supervised group and peer dynamics+
- Asking frequent, probing questions as part of the instruction/exposition of ideas.+

Weak practice+

- Inconsistent expectations for different learners that are lower for disadvantaged students.
- An emphasis on supervising and communicating about routines at the expense of teaching the content.
- Low levels of teacher-student interactions e.g. insufficient questioning or checking for understanding.

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- Low levels of student involvement in their work (high-level engagement does not necessarily lead to learning but low engagement is not likely to).
- Student perceptions of their teachers as not caring, unhelpful and under appreciative of the importance of learning and their work.
- More frequent use of negative criticism and feedback.
- Using praise lavishly- as this is often unrelated to the application of effort or learning from mistakes and can reinforce to fixed mindsets or reducing effort on tasks.
- Allowing learners to discover key ideas for themselves (compared to instruction methods); there is a place for discovery but for most knowledge areas, it's much less effective than being taught explicitly.
- Encouraging re-reading and highlighting to memorise key ideas; this can emphasise familiarity instead of understanding. It's better to test for understanding itself.
- Addressing issues of confidence and low aspirations before trying to teach content; building knowledge and skill will foster confidence-it's that way around.

- Ensuring learners are always active, rather than listening attentively, if you want them to remember.

Source for Weak Practice–The Learning Rainforest- Tom Sherrington

QUALITY ASSURANCE FORM

Name of Teacher:		Date:	
Lesson	1 2 3 4 5	Length Of Observation	
Class including Ability Range		Observer's Name	
Focus of Observation e.g. department review		Subject. Context. Lesson Focus	

Evidence of… It is acknowledged that not every one will be observed in a drop-in	Comment	1 not observed 2 partial evidence 3 secure evidence
Why are students learning this? Where does it fit in? (TS Planning & Teaching well-structured lessons /Subject Knowledge)		1 2 3
Daily/Weekly/ Monthly Review (TS Planning & Teaching well-structured lessons)		1 2 3
Asking Questions (TS Planning & Teaching well-structured lessons/ Subject Knowledge) **Checking for student understanding** (TS Planning & Teaching well-structured lessons/ Subject Knowledge)		1 2 3
Presenting new material in small steps (TS Planning & Teaching well-structured lessons / Adapting teaching to all pupils)		1 2 3
Providing models (TS Planning & Teaching well-structured lessons /Adapting teaching to all pupils/Subject knowledge)		1 2 3
Providing scaffolds for difficult tasks(TS Adapting teaching to all pupils /Planning & Teaching well-structured lessons)		1 2 3

Evidence of… It is acknowledged that not every one will be observed in a drop-in	Comment	1 not observed 2 partial evidence 3 secure evidence
Guided practice and/or Independent practice (TS Planning & Teaching well-structured lessons / Adapting teaching to all pupils)		1 2 3
Literacy being used in the lesson SIP priority		1 2 3
Effective use of Feedback and DIRT (TS –productive use of assessment.)		1 2 3
TS High expectations & Challenge		1 2 3
TS Effective behaviour management		1 2 3

What went well -Main strengths of the lesson

1

2

3

Even better if… (Areas for future development)

1

2

Teacher Comment (Optional)

Observer Signature	Teacher Signature	Date