TEACHING AND LEARNING POLICY

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1. Aims

To enable all learners in our school community to achieve their very best, academically and personally, through high quality teaching and learning.

To ensure all students have the qualifications, behaviours and attitudes necessary to be successful in their next stage of education, training, employment and adult life in Modern Britain.

2. Professional Expectations (EQUIP)

Expecting the Very Best

Research curated by the EEF (Education Endowment Foundation) has suggested that a teacher **believing in the child** and hence having high expectations of them, correlates most strongly with their future success and self-belief.
Occasionally, teachers will use 'scaffolding' techniques. These are when they break a problem down into smaller easier steps to enable a child to progress. High expectations mean that, like all scaffolding, the main aim is to remove it as soon as possible when it has served its purpose and the progress has been 'built'.

Questioning Deeply

Establishing conceptual learning as the core of our spiral curriculum requires skilled teachers who are able to adapt their teaching to formulate **intelligent questions that discover misconceptions** and then assist the learner to break and reform their schema. These skills require higher order thinking, creativity and daily problem solving expressed through strategic questioning.

Understanding our Goals

Before OFSTED made '**Teacher intent'** core to their new strategy we had already begun to explore the reasons why teachers selected particular approaches and particular pedagogies in the classroom. Our central goal is now to ensure that all teachers and TAs are pedagogy specialists who not only think deeply about their planned choice of approach but also continually reflect on these choices to develop deeper understanding over time as well as continually adding to the pedagogies 'in their back pocket' that they can call on as and when needed.
Professionally this requires staff to invite and welcome feedback and in so doing, recognise the value of their work, sharing their learning with their colleagues. This requires leaders to adopt a transparency and professional integrity within their coaching and an openness to offering feedback and facilitating sharing.

Inspiring Lifelong Learning

Children should enjoy learning and revel in their curiosity. In developing rich schemas, forming links and removing the barrier provided by misconception, we are providing children with a greater capacity for further learning. By teaching them to think deeply, explore a topic and reach their own informed conclusions we are also protecting them from future manipulation.
Professionally this requires teachers to engage in critical professional reading, to model lifelong curiosity and passion for learning. Our STAR projects are principally

designed to provide a space for such professional curiosity and are often focussed on testing out and evaluation new research findings in education.

Praising the Positive

Not only is praise the fuel of learning, but praise also plays a pivotal role in the formation and development of effective teams and communities. Teams share values and an ethos which is exemplified by excellent practice that is publically praised and recognised. Hence our model has praise running through it and equally requires us to illustrate what we mean by success and excellence. The creation of a safe and positive classroom and a wider school safe and supporting learning environment for staff are core teacher requirements.

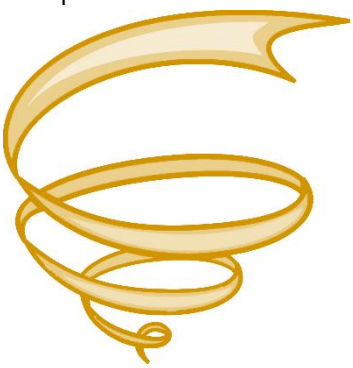
3. Our SMART Model of Learning

Real Learning: Concepts, Knowledge, Schemas and Understanding

- The aim of the curriculum is to help children build a 'Schema' of **Concepts** that structure their understanding in the same way as the branches and trunk provide the structure for a tree. **Learning is defined as any permanent change to this schema.**

- **Knowledge** is attached to the schema like leaves attached to the tree. They feed and nourish the schema allowing it to expand in new directions. Even if the knowledge is then forgotten, the schema has been formed so it is much easier to learn it again.

- You can't grow branches before the trunk, the learning of concepts must be carefully sequenced with increasing complexity so the schema builds correctly by returning to the same concept on numerous occasions in different contexts as a **spiral curriculum**.



  - Each context needs the relevant knowledge to support it (around 80% memorised and usable).

  - This is why our model for real learning asks the teacher to sequence knowledge and understanding through a carefully crafted set of lessons we call a **learning episode.**

- How the teacher structures the learning towards a given concept must be their own design, using their pedagogical skills. One possible model for a learning episode is shown here.

- All lessons should have conceptual understanding as the final goal.

Reasoning – Ask deep 'why questions' throughout to challenge understanding.

Learning Hook – inspire links and build curiosity.

Direct Instruction – perhaps with worked examples

Low Stakes Questions– Check direct instruction was learned (80% of the knowledge on the organiser)

Fluency Practice – Repeating examples with increasing speed until recall is second nature

Variation – Question deeply to apply the knowledge in different ways and different settings.

A Space –(2wks?) so mimicking can be forgotten

Reasoning for Problem Solving – Applying the concept hidden with other ones to solve problems

4. Teachers' Intent and Impact

An outstanding teacher, delivering a well-resourced curriculum in a supportive coaching environment when asked about their intent will be expected to have thought through and pre-empted the following questions:

1. Why is it important for pupils to be studying this subject?

To answer this question, the teacher, through regular discussions within their department, should understand the curriculum intent and why they are passionate about their subject's inclusion in the pupil's education. They should also be looking for links and always mindful that they are building a subject schema of which this lesson is just a part.

2. What is the substantive knowledge you are hoping will be learned?

Substantive knowledge refers to both **factual content and the concepts** that hold this content together. When teaching substantive knowledge, the teacher has to have a clear sense of the section of the schema they are hoping to help strengthen. They need to understand the misconceptions, the key words, the key ideas and how this section of the schema links to other areas of learning and other parts of their subject. Appropriate questions that could be asked of the teacher include:

a. How many lessons have you devoted to this particular learning episode and which one of the series is this one?
b. What is the core concept this whole learning episode is building towards?
c. What is the minimum core factual content that will be needed and how have you ensured the pupils are fluent in at least 70% of these terms?
d. What are the most common misconceptions associated with this concept?
e. What questions might you use to uncover mimicry and tell if pupils genuinely understand or are pretending to?
f. If you plan to use scaffolding, how and when will you remove it so all learners have access to progress in this core concept?
g. What links to other subject areas could you use and what parts of the curriculum in this subject could you link with where appropriate?
h. What approach and which pedagogies have you chosen for this lesson and why?
i. When was the last time these pupils encountered this core concept and how do you plan linking back to this learning?

3. What skills are you interweaving into your lesson?

'Disciplinary Knowledge' is a set of skills that enable the learner to not be a passive recipient but rather an intelligent, critical and engaged inquisitor (e.g. generic learning skills (SECRET Skills) or subject-specific skills). Appropriate questions for the teacher could include:

a. Which skill or skills are you integrating into this lesson?
b. How has your choice of pedagogy or approach been guided by your wish to develop these?
c. What factual content and words do they need to be fluent in to apply these skills?
d. Which pupils do you know to have difficulties with these skills and how are you aiming to ensure their progress in skill development?
e. What opportunities are there for peer and self-assessment of these skills?

4. How will you assess the impact of your work and reflect on your approach?

Numerous techniques for formative ongoing assessment should be in place for the teacher to use.

- Factual content from knowledge organisers can be tested through a range of low stakes tests and quizzes. For most pupils, success in these tests is through a mixture of memory techniques and effort.
- Conceptual understanding is usually assessed by interrogative questioning by the teacher but some methods such as multiple choice questions that contain options that draw on the most common misconceptions, and longer writing tasks conducted under test conditions can draw out some of the most common misconceptions.
- Readiness for examination. Ensuring that pupils can answer examination questions effectively is part of our responsibility as educators, knowing the enormous impact on future prospects such exams can have. Examination questions can also sometimes be used for diagnostic formative assessment, particularly if you feel that you need to test for a threshold before going on.
- Disciplinary knowledge and skills. These require regular practice and assessments can go up and down depending on the application and the practice. It can be enormously counter-productive therefore, for a teacher to share such assessments with pupils. In almost every case, such assessments are better conducted by teaching the pupil to apply a rubric to their work or to their peers. The evidence of their work and their application of the rubric can then be questioned rather than directly questioning their abilities.

The kinds of questions that may be asked of teachers include:

a. What forms of assessment are you planning to use and why?
b. What data and assessment did you use when planning your lesson?
c. In what ways have you changed your approach as a result of your assessments?
d. Which pupils surprised you this lesson?
e. What have you put in place to support pupils with SEND? Are they working?
f. Where are the greatest misconceptions and gaps in the learning and how are you intervening to address these?

5. What steps have you taken to create a productive and positive classroom ethos?

In order for the teacher and pupils to have the mental space and concentration to delve into educational pedagogy they will have needed to establish a strong set of habits and classroom procedures as well as a classroom ethos that supports high aspiration and a safe environment in which to ask questions and fail. Questions of the teacher may include:

a. How do you ensure pupils feel safe enough to offer suggestions?
b. How do you use praise constructively and strategically in your classroom?
c. Who in the school do you use to support you when cases are more challenging?
d. How do you act when you have concerns over safeguarding?
e. Which systems do you use which are consistent in every classroom in the school and which ones would pupils experience differently here? What is your thinking behind these differences?

5. Key Terminology

Schemas

When skilled teachers consider, for example how cars are built, they could ask the children to 'Think like a designer' and consider ease and comfort of use, or think like an artist and be governed by aesthetics or 'think like a scientist' and think of fuel consumption etc. Such questions help children focus more deeply on key concepts that link things together rather than on collections of facts in each subject. How children arrange these concepts is known as their schema. We understand a schema to be something we can hang knowledge on: an organising structure to build things around. A schema is sometimes described as being what is left when you have forgotten all the facts. Schemas make it easier to re-learn the facts because the schema has already been built to accommodate them. When we probe with deep questions we are really checking that the knowledge we have just taught has been organised in the right place in the child's schema. See Psychology explanation of schemas.

Core Concepts

A concept is an abstract idea (Oxford Dictionary), meaning an idea abstracted or separated from its context. An idea that can be applied to lots of different situations and contexts. An example may be the concept of 'Design'. To design well requires understanding of ideas of being fit for purpose, materials science, empathy, aesthetics, cost, etc. Children revisit this concept many times, building up the complexity of their understanding.

A key test for understanding of a concept is, giving an example of what it is NOT and WHY.

Every misconception and poorly understood concept holds a child back and sets up a 'gap' in their learning which they struggle to close later. Each department has identified (or is in the process of identifying) between 3 and 5 concepts that have greatest impact. Subjects will then build their curriculum around these core concepts, checking regularly for good development without misconceptions.

The method suggested in the Science and RE OFSTED reviews (May 2021), which both heavily endorsed the central role of concepts within curriculum design, was to work from the academic study of these subjects then track these back to the earliest possible age.

Both reviews then recommended spiralling the curriculum to ensure that these core concepts were revisited regularly.

Fluency

This is when you practise something so much it requires very little effort to retrieve it. Memorising your times tables until you are fluent in them is an example. Fluency is just memorising and so is not learning but it can help you to be more able to learn things which require fluency. The cognitivist scientists would argue that if you are fluent then you no longer need to use your short term memory and so this is freed up for more deeper thought.

Variation

This is when learning first can happen. You take the concept that has just been learned and which you may be fluent in and you apply it to a wide variety of contexts or vary the way the questions about it are answered. The variation stage requires the learner to think in depth at the new situations. The best examples of variation cause 'cognitive conflict' which forces the learner to alter their schema to accommodate a new way of looking at the same problem.

Cognitive Conflict

Cognitive Conflict is the term used to describe the moment when a new piece of knowledge just doesn't fit your current schema and you have to break off a bit and start again or add a new concept as a branch to the tree. Some schools call re-learning 'the pit of doom' because it feels uncomfortable for a while until you repair it stronger. IOE demonstrated through extensive research that putting a learner in cognitive conflict and helping them get out again had the biggest impact on their future examination success in that area. Mastery learning is also based on this model.

Interleaving

Interleaving was originally designed as a way of building concepts as described above. As you reached a relevant part of your subject you might weave in part of a different topic which you had covered before but in some way links to this concept. The purpose of this is so that children can strengthen a schema built on concepts that are common to both topics and make useful links to hold their overall schema together more strongly. If it is used in this way there is some evidence this builds stronger schemata and so helps children deal with more complex problems. If the material is not related through the same concepts the evidence in the same report is that it does not enhance learning and can actually worsen the situation. Highlight opportunities for interleaving in the curriculum but be explicit about the connections and relevance to revisiting them at that point. As children's schemata become more complex they may be able to add this revisited material into the new slot that was not there before.

Application of knowledge - Reasoning

The only way to test the construction of the Schema is to see how it deals with new situations that require thought. This is sometimes called the Mastery approach. If the teacher asks a question to test understanding, and that question could be answered just with factual knowledge then they have not tested the schema. Higher order questioning is one way around this. The teacher asks 'why' following an answer. This could be answered using a memorised answer which still does not test the schema so a second 'why' may aim to go deeper again. Dual Coding can be used to get the child to translate the work into a different form or may be used by the teacher to represent the concept in different ways– this can test the schema because it should be able to adapt.

The ultimate test for checking that knowledge is being assimilated is to require application of the knowledge into a novel context. Ensure that teacher questioning tests the schema and not just the knowledge, by using higher order and not closed questions or by any other method, requiring the learner to show general understanding that they can adapt to new situations.

Disciplinary Knowledge and Skills

The balance of skills, knowledge and concepts varies from subject to subject. SECRET skills and subject-specific skills are integrated into lessons when teachers intentionally require them in their choice of learning activity. For example, a teacher may intentionally use a group activity as a way of addressing a skills gap for pupils who find it difficult to work collaboratively. Knowing how to approach the application of skills in each subject is called **'Disciplinary Knowledge'**.

SECRET Skill	Cognitive	Strategic	Emotional	Social
Self-Management	Manage Risk	Be Organised	Go for it, Finish it! (Resilience)	Manage Emotions
Effective Participation	Persuade Others	Find Solutions	Identify Issues	Get Involved
Creative Thinking	Imagine	Make Links	Take Creative Risks	Question Assumptions
Reflective Learning	Set Yourself Challenges	Plan-Do-Review	Invite Feedback	Share Learning
Enquiry	Explore a Question	Evaluate Evidence	Stay Objective	Reach Conclusions
Team Working	Take Responsibility	Manage the team	Build team strengths	Evaluate the team

6. Teaching and Learning at LSCC

Teaching and Learning at Liskeard School and Community College (LSCC) is fully inclusive and learning is planned using all available information to ensure good or better progress for all learners from their starting point. Systematic and rigorous summative assessment of learning gives accurate progress information to plan for a student's next stage of learning and in lesson intervention. The progress of discrete groups, such as Pupil Premium, SEN etc., in relation to the whole class will be systematically monitored and acted upon by every teacher in their lesson planning.

Marking regularly provides students with formative feedback and clear next steps. Students are provided with dedicated improvement time (DIT) to improve their work in purple pen. Students develop and deepen their knowledge, understanding and skills through responding to high quality focussed written and oral feedback in all curriculum areas.

Learning at LSCC is collaborative and we believe that through courage, resilience and kindness students will achieve more together. Co-operative learning structures are planned for and used in lessons to ensure full engagement in group tasks,

challenging discussions and support. This is supported by the development of oracy and the use of the oracy framework.

Every teacher believes every student can achieve and actively supports students in developing a growth mind-set to raise aspirations and promote self-development. Resilience is developed in lessons and across the wider school to enable students to 'bounce-back' and tackle positively the challenges of learning.

Expectations

- **Promote resilience, courage & kindness**.
- **Have high expectations:** everyone can succeed. Sub-standard work/presentation is not accepted. Dates/title underlined. Do it now tasks ready as students walk in.
- **Provide challenge:** arrow work, higher order questions.
- **Try to interact** with every student, every lesson to build relationships and build confidence.
- **Give feedback** and give time for **D.I.T** (dedicated improvement time).
- **Teach oracy skills** and **vocabulary** (Tier 2 & 3 words)
- Teach and use the **six strategies for effective learning**
- Everyone is a **teacher of literacy and numeracy,** e.g. Mark for SPaG, use highlighters for key words and evidence/examples
- Set **regular and purposeful homework**
- **Praise the positive** and apply our **BfL policy consistently**

Lesson planning

High expectations of all learners is evident in lesson plans. Knowledge of students is used to plan for progress. Lesson planning extends all students' previous knowledge, skills and understanding in relation to their individual starting point. Teachers have clear intent for their lesson, how it fits in with their curriculum and which of their core concepts is being developed. They plan how to measure their impact on learning and are prepared to address any misconceptions.

Questioning

A range of questioning strategies are used and appropriately selected for their intended outcome. Whole class questioning will use strategies that optimise student engagement. Teachers regularly ask 'why?' in answer to a question and ask 'why?' again to test students' deeper understanding.

Written feedback (marking)

Work will be marked fortnightly in Maths, English, Science and once every 4 lessons of teaching in all other subjects. Dedicated Improvement Time (DIT) allows students to respond in their purple DIT pens to secure further progress in their learning. Spelling, Punctuation and Grammar will be marked using the SPaG annotations:

Spelling
___ Place a line under the spelling error.
Punctuation
___ Place a line underneath punctuation errors.
O Place a circle around apostrophe errors.
Grammar
~~ Underline using a wavy line where students have used the wrong word, tense or an odd expression.
|| Place two lines to indicate where a new paragraph is required.

- Summative assessments will be marked using the subject specific or exam mark schemes.
- Formative marking provides students with clear next step guidance about how to improve, extend or develop their work. Dedicated Improvement Time (DIT) allows students to respond in their purple DIT pens to secure further progress in their learning.
- Opportunities for peer and self-assessment will be routinely provided for students.
- Spelling, Punctuation and Grammar will be marked using the SPaG annotations and students will be encouraged to independently make amendments or will be given DIT to improve their work.

All Teachers should expect students to proof read their work for spelling, punctuation and grammar prior to handing in for marking.

Next step guidance for spelling, punctuation and grammar should focus on one aspect from the following:

- Spelling
- Punctuation
- Grammar
- Paragraphs and Sentences
- Handwriting to support spelling

Spelling, punctuation and grammar should always be marked on all pieces of marked work; the amount should provide enough support to allow students to make improvements and progress.

Students will receive high quality verbal feedback during lessons from adults and peers. Verbal feedback will identify the aspect of knowledge, understanding or skills a student has developed and will give focussed advice on how to develop their work further.

Verbal feedback may involve coaching students to identify their own next steps in the learning process - this promotes independence and creativity.

Everyone in the LSCC community will seek out and welcome feedback and will take the opportunity to act upon the advice.

Everyone a teacher of literacy and numeracy

Everyone is responsible for developing a student's literacy and numeracy skills as these are essential functional skills for success in all school subjects and life in modern Britain. Teachers expect high standards of handwriting, spelling, punctuation and grammar in all pieces of written work and will support students to develop these skills through keywords, model answers, writing frameworks and explicit teaching.

Teachers will support the whole school literacy termly focus in their lessons and will take every opportunity to promote a love of reading across the school community.

All adults will model the highest standards of literacy and continue to develop their skills as appropriate.

Planning takes into account the importance of developing numeracy skills across the curriculum and promotes a positive attitude towards the use of Maths as a key functional skill. Students will be supported in using the methods of calculations, data handling and problem solving taught in Maths lessons. Non-specialists will use the guidance provided by the Maths department available in the staff shared area.

Exam literacy

Ensuring that pupils can answer examination questions effectively is part of our responsibility as educators, knowing the enormous impact on future prospects such exams can have.

Exam literacy is developed at all key stages to give students a secure understanding of exam syllabus assessment objectives. The structure and timing of examination papers is explicitly taught and students receive regular opportunities to practice exam questions which are assessed using exam mark schemes. Command words and subject specific terminology is used systematically in lessons through learning objectives, success criteria and assessment mark schemes. Teachers employ a range of metacognition strategies to help students, plan, monitor and evaluate their learning. Modelling is used to demonstrate standards and the learning process. Metacognition strategies are used for teaching and supporting students with their learning.

Lesson Observations

The Liskeard Lesson Observation form provides clear generic and subject specific guidance on classroom conditions for learning and progress over time. Detailed guidance on lesson planning and lesson observations is available in the staff resources on the N Drive.

A lesson plan and seating plan annotated with students' data should be made available at all times. The Liskeard lesson observation form will be used to provide feedback for all formal observations.

Homework

Homework is set regularly in accordance with the homework policy using Show my Homework.

Homework will either consolidate learning, deepen understanding or prepare students for work to come.

Parents in partnership

Teachers will work closely with parents to provide feedback and support on their child's progress. This can be through opportunities such as phone calls, progress evenings, meetings with mentors, postcards home and progress checks.

Professional development

All teachers at LSCC fulfil their wider professional responsibility to improve their teaching and student learning through appropriate professional development, responding to advice and feedback from colleagues.

All teachers develop effective professional relationships, drawing on advice and support to research the impact of their teaching on learning through a professional development programme of deliberate practice.

Teachers take responsibility for developing up to date and deep subject and curriculum knowledge for the courses they teach.

Leadership of teaching and learning

All TLR holders are responsible for developing the highest standards of Teaching and Learning at Liskeard School and Community College.

Heads of Faculty will follow the monitoring calendar to identify areas of strength with regards to teaching, learning and marking and will set short term targets for their departments to ensure teaching is of a consistently high standard.

Resilient life long learners

Teaching and Learning at LSCC aims to develop confident, passionate, active and creative young people who readily take responsibility for their own learning and bounce back and learn from any setbacks. Liskeard School is a learning community where everyone is encouraged to foster a love of the challenge that is learning.