



Sherburn High School



Achievement for all

Teaching & Learning Policy

Adopted/Reviewed: April 2021

Date of Next Review: April 2024

Sherburn High School
Garden Lane
Sherburn in Elmet
LS25 6AS


i. **Vision**

Learning is the core activity at Sherburn High School. We are committed to our school motto of “achievement for all”.

Our mission is to enable every young person to realize their full potential. We do this through quality lessons in an engaging and thought-provoking learning environment.

Our Teaching & Learning framework, ***The Sherburn Teaching & Learning Model***, gives staff structure to the learning and is rooted in research and best practice from respected educational thinkers.

The Sherburn Teaching & Learning Model (part 1 – what should our lessons include?)

<p>Sherburn Teaching & Learning Model</p>  <p>Achievement for all</p>	<h3>Curriculum</h3> <p>Our curriculum intent is ambitious. It gives learners the knowledge, skills and cultural capital needed for success and personal enrichment.</p> <p>The curriculum is planned carefully, so that it allows for smooth transition between each key stage (including KS2 to KS3) and gives students the skills and knowledge needed for Higher Education, training and/or employment.</p> <p>We think carefully about the sequence of learning, making sure it is coherent; Identifying foundation knowledge needed for the lesson/topic and misconceptions which may need to be challenged.</p> <p>We continually improve our subject knowledge.</p> <p>We build in opportunities for independent learning (including homework) in order to improve knowledge and/or skills.</p>	<h3>Relentless Routines</h3> <p><u>Resetting</u> — We start all lessons by asking students to stand, so that we can create an effective climate for learning.</p> <p><u>Getting attention</u>—We use a 3,2,1 countdown to get student attention.</p> <p><u>End and Send</u>—The lesson should end in a calm manner. Work spaces should be tidy. Students should only be escorted off site at the end of the day after permission from HAT or SLT.</p> <p><u>Walk with Pride</u>— Students use their designated entrance, exit and staircase. They move within their designated areas in a calm manner, showing pride in their uniform and environment.</p>
<h3>Assessment & Feedback</h3> <p>We acknowledge that any activity which provides the teacher with feedback on student learning can be called assessment.</p> <p>We use assessment to inform our planning, shaping our future lessons.</p> <p>We also use assessment to adjust lessons as they are happening. This allows us to be agile to respond to our students' needs.</p> <p>We expect students to proof read their work, we might want them to reflect on previous targets, a key SPaG error or the success criteria (or all the above).</p> <p>Our curriculum maps out key assessments across the year, so we can track student progress, reshape learning and be clear that students have retained prior knowledge.</p> <p>We assess work in the following ways (in accordance to the Marking & Feedback Handbook):</p> <ul style="list-style-type: none"> • Individual written feedback to students, using green and purple pens • Whole class feedback • Peer/self-assessment • Post assessment analysis (including the use of PLCs) • Recognition marking <p>We use dedicated improvement and reflection time (DIRT) as an opportunity to upgrade work.</p> <p>We recap prior learning through low stakes testing as a way to support retrieval, in order to support long term learning. We know that one off performance, doesn't necessarily mean long term learning.</p>	<h3>Challenge</h3> <p>We use data to plan challenging lessons for all. This could be numerical data or information collected during previous lessons about prior knowledge and skills. Our planning considers how to stretch the more able in the group as well as making sure activities are accessible for all.</p> <p>We anticipate where students may find work hard, including the foundation knowledge/skills which are needed for the new learning and plan accordingly based on need.</p> <p>We think carefully about how to model and scaffold these difficult new ideas/skills, but also consider how this scaffolding will be gradually removed.</p> <p>We don't 'steal the struggle' as we recognise that 'thinking hard' leads to long term learning.</p> <p>In lessons, we are agile to respond to the learning happening in front of us. We may reteach a group of students if they are struggling, pair students up with 'lead learners' or direct our TAs to work with particular groups of students. We are confident enough to change the structure of a lesson to ensure that progress is made.</p>	
	<h3>Talk for Learning</h3> <p>We plan how we will use questioning in the lesson. We aim to ask questions which require students to think hard.</p> <p>We give students time to think and discuss answers which enables them to give high quality responses to our questions. We challenge students to fully develop their responses.</p> <p>We use students to challenge and expand on one another's points as we recognise that the one of best resources students have is learning from each other.</p> <p>We develop oracy through talk for learning which enables students to talk as confident experts in their subjects #talklikea.....</p> <p>We develop literacy through breaking down key terms and exploring the prefix and suffix of words to help students transfer their knowledge to other classrooms and situations.</p>	<h3>Success Criteria & Modelling</h3> <p>As teachers we show students how to be successful through modelling. This could be:</p> <ul style="list-style-type: none"> ⇒ Through thinking aloud, we can model our thought processes when completing activities such as answering an exam question. ⇒ Through written modelling, using a visualiser or using the whiteboard we can show students how we would perform the task. ⇒ Through practical modelling such as showing students how to perform a particular skill. <p>We often co-construct success criteria by carefully deconstructing mark schemes, model answers and exemplar work with students. From this, we establish what a good piece of work will need in order to be successful which then provides a basis for assessment & feedback.</p>

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Learning Model (part 2 – structuring learning)

1. Activate and build on prior learning (low stakes testing such as multiple choice quizzes or part filled in mind maps).



2. Make objectives clear, so students have clarity about the learning.

3. Quality teacher input, explanation and modelling. Using the ideas behind cognitive load and dual coding theory. E.g. removing redundant information from presentations, not reading out projected text to students, not introducing too much new information at once etc.

4. Reduce the struggle (at first) by providing exemplars; these could be annotated models, part worked examples, practical models, model answers etc.

5. Build-in opportunities for students to practise skills and apply their knowledge; provide scaffolding for tasks initially before removing them to increase the challenge.

6. Check and assess understanding through well thought out questions and/or tasks. Use the information to shape future planning.

7. Provide opportunities for reviewing and reflecting. Remember, one-off performance doesn't equal long term learning!



Achievement for all

Continued Professional Development

'Every teacher needs to improve, not because they are not good enough, but because they can be even better'

Dylan Wiliam

We recognize that staff, as well as students, need to continually learn if they are to become experts. At Sherburn we offer the following development for staff:

- Teaching and Learning Communities (TLCs)
 - These involve new content being shared and a chance to discuss, implement and evaluate in curriculum teams.
- Department CPD
 - This could be led by the Curriculum Leader or another member of the department, focusing on subject specific Teaching & Learning.
- Quality Assurance Feedback
 - This developmental feedback takes place after Senior and Middle Leadership have looked at lessons, student books and spoken to students to get a rounded picture of the learning taking place.
- Wider Collaborations: Yorkshire Teaching School Alliance (YTSA), STAR MAT, PiXL (Partners in Excellence), subject memberships etc.
 - Sherburn High is a member of the YTSA. As a member, we can access quality professional development, delivered by experts, in addition to internal CPD