

Learning Policy



Learning Policy

The details ...

Rationale:

This policy offers clarity about what the expectations of teachers are, working at QK. If any detail is not written here, then it not required.

The individual points within 'Mark - Plan - Teach' have been included here in more detail to provide context and examples. This policy defines the consistencies and key teaching strategies which will make everyone's job easier, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what is going on in other classrooms across the school.

Aspects such as the yellow box and the marking code should become common practice in the same way as the steps in the Behaviour for Learning policy. Mark-plan-teach will be monitored, but the main purpose is to ensure progress over time rather than ease of monitoring.

Contents Page:

- Rationale
- Contents Page
- [One Page Summary](#)

- [Mark 1](#) - A secure overview ...
- [Mark 2](#) - Marking must be primarily formative ...
- [Mark 3](#) - Marking and feedback must be regular ...
- [Mark 4](#) - The marking code must be used.

- [Plan 1](#) - Be clear and precise ...
- [Plan 2](#) - Do the 'so why?' test.
- [Plan 3](#) - There must be evidence of long term planning ...
- [Plan 4](#) - Differentiation should ...
- [Plan 5](#) - Every class must have a seating plan ...
- [Plan 6](#) - There should be no 'dead time.'

- [Teach 1](#) - We are all teachers of literacy ...
- [Teach 2](#) - Teachers must be explicit about learning outcomes ...
- [Teach 3](#) - Go with the learning!
- [Teach 4](#) - All students must be working harder than the teacher ...
- [Teach 5](#) - Ensure that learning has stuck ...

- [Appendices folder](#)
- [Bibliography](#)

Learning Policy

One-page summary - 18.07.06

Mark: (Training session [here](#).)

Marking and assessment have two purposes. One, students act on feedback to make progress over time. Two; it informs future planning and teaching.

- Teachers must have a [secure overview](#) of the starting points, progress and context of all.
- Marking must be [primarily formative](#), may be selective, and include the use of '[yellow box](#) methodology' which is clear about what students must act upon.
- Marking and feedback must be [regular](#).
- The [marking code](#) must be used.

Plan: (Training sessions are [here](#) and [here](#))

Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students.

- Be [clear and precise](#) about the knowledge/skills you want students to [learn](#), not what you want them to do. Break them down.
- Do the '[so why?](#)' test. Activities, including homework, must be designed to facilitate learning and not keep students busy.
- There must be [evidence](#) of long-term planning from schemes of work and short-term planning in the planner.
- [Differentiation](#) should be planned over time to ensure a [Quality First](#) approach which [meets the needs of all students and groups](#) and maximises the use of any additional adult(s) in the room.
- Every class must have a [seating plan](#) on [MINTclass](#) that accounts for their profile.
- There should be [no dead time](#). This includes a [flying start](#), with students purposeful from the beginning, appropriate pace for the intended learning and remember '[Parkinson's Law](#)'.

Teach:

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan William)

- We are all [teachers of literacy](#) and [numeracy](#). The quality of both students' and teachers' language, such as in razor sharp instructions and questioning, are significant determinants of progress. Make the implicit explicit.
- Teachers must be explicit about [learning outcomes](#) and [key words](#).
- [Go with the learning](#): the 'flow' of great progress is more important than following a lesson plan.
- All students must be [working harder](#) than the teacher, over time and be able to use the [key strategies](#).
- Ensure that [learning has stuck](#), through checking that is incisive, systematic and effective.

References:

- [Learning Policy finer details](#).
- [Appendices](#)
- [Bibliography](#)

Mark - Plan - Teach:

Back to [Contents Page](#). Training session [here](#).

Marking has two purposes. One, students act on feedback to make progress over time. Two, it informs future planning and teaching.

1. Teachers must have a **secure overview** of the starting points, progress and context of all.

A secure overview means that;

- a. The information in the 'progress tracker' is understood. This includes
 - i. prior attainment data from primary school
 - ii. reading age
 - iii. how the student is doing in your subject compared to others
 - iv. how the student has done in the subject prior to you teaching them etc.
- b. Teachers should understand the student's overall strengths and weaknesses, in examined courses it is mandatory to have a Personalised Learning Checklist.
- c. Teachers should be aware of the context of each class because;
 - i. of the relationships you form with them, in line with the [Behaviour for Learning policy](#)
 - ii. you make at least a mental note of announcements about student welfare, for example at briefings or in QK Today and always go through the [End of Day report](#) on QUIKIS
 - iii. you liaise with the year team where necessary.

It is important that a student's context rarely means you should adjust your aspirations of what they can achieve. Sometimes there are events in a student's life that makes it very hard to learn anything. These students are the exception and not the rule.

Without a secure overview, it is impossible for classroom teachers to form the first wave of intervention and deliver 'Quality First' teaching. Marking provides excellent feedback to the teacher as to whether students have learned what they have been taught.

It does **not** mean that the progress tracker should be completed. Members of staff may do so if they wish, but **cannot** be directed to do so.

2. Marking must be **primarily formative**, may be selective, and include use of a **yellow box** which is clear about what students must act upon.

Back to [Contents Page](#).

Primarily formative means that the focus of your marking must be showing students how they can improve. A summative mark/level/grade often means students spend their time comparing how they have done with their classmates and not on improving their mark. The [Yellow Box](#) is designed to direct engagement with what students should improve, but its effectiveness can be diluted if it has taken ten minutes to get students to focus on them. 'Green Sticker' assessments (ie more in-depth or detailed assessments) are always summative and their frequency should be proportionate to the amount of curriculum time, although they must also have formative comments and a yellow box, but form the minority of marked work in any subject or year group.

The purpose of **selective marking** is to enable a more precise focus on areas for development, and ensure progress within them. When students have many corrections to make it can be difficult for them to know where to start, and they need guidance to work through it. Indicating thirty spelling mistakes in one page of an exercise book can be demotivating. Identifying ten within a single section which they get right next time, following yellow box practice, is much better. Ignoring a misspelt word can reinforce a problem. Used well, selective marking enables faster progress over time.

- There are different options - click here for [more details](#).

The Yellow Box:

Yellow boxes are only effective if

- you allocate time for students to complete them. This could be in class (an excellent flying start activity), or as a specific homework activity (for one particular yellow box or to ensure students have them all up to date).
- you check they have done them properly, and redo again if they have not. Do not accept sloppy or half-hearted work.

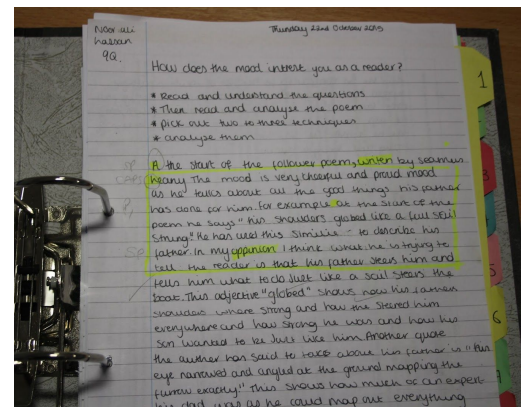
- Click here for [more details](#) on Yellow Box key points.
- Examples of Yellow Box are [here](#).

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation



3. Marking and feedback must be **regular**

Back to [Contents Page](#).

If student work is marked regularly, it means they get regular feedback and the opportunity to improve. Marking, as with homework, should be proportionate with curriculum time. The frequency of marking is proportionate to lessons to ensure equality between departments who see their classes for one lesson a week and those who see them far more often and for double periods.

If the time taken to mark a class set of books is out of proportion with the amount of time the class collectively spends on responding to the feedback then something has gone wrong. If students do not engage with the feedback there is no impact. Doing hours and hours of marking does not automatically mean this section of the learning policy is being followed.

- Read [more details](#) about common marking
- Read [more details](#) about the significance of a 'green sticker.'

Embedding Effective Marking	DfE Workload Principles
● Meaningful	● marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
● Manageable	● marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
● Motivating	● marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.
Source:	DfE Workload Report (March 2016)

4. The marking code must be used.

Back to [Contents Page](#).

The marking code must be displayed in every classroom in at least size A1. When used by everyone it saves on time without detriment to the overall impact. The students must feel that their work is marked in the same way across the school. Symbols from the code should be predominantly in the margin in written work; the key is that students understand where they are making mistakes or their work needs to be improved. The same symbols should be used when marking electronically.

No other symbols should be used, such as codes for effort. Marks are acceptable as part of, for example, a test with twenty questions or a sample examination paper. Levels and grades should be commensurate with how they are reported to parents.

The Marking Code: (updated 12.01.16)

✓	Correct/good point/well-written
X	Incorrect/wrong point.
Sp	Correct a spelling mistake (these words should be written in a spelling log)
P	Correct punctuation
CAP	Use a capital letter
^	You need to add a word
//	You need to start a new paragraph
/	Start new line
?	This does not make sense/ handwriting or sentence needs to be clearer
T	You need to use the correct verb tense
	This part needs rewording/ rephrasing
e.g.	Provide examples.

The Yellow Box replaces Blue Sticker practice and those must not be used. The Green Sticker continues - frequency proportionate with curriculum time. Teachers should also consider 'Not Yet' as vocabulary or annotation to encourage resilience, re-drafting and focus away from summative to formative assessment.

Mark - Plan - Teach:

Back to [Contents Page](#).

Planning is a process, not a product. It has one purpose, to enable high quality delivery which meets the needs of all students.

1. Be **clear** and **precise** about the knowledge/skills you want students to **learn**, not what you want them to do. Break them down.

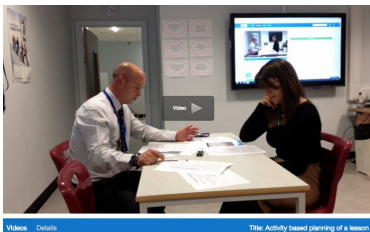
"Give me six hours to chop down a tree and I will spend the first four sharpening the axe."

Abraham Lincoln

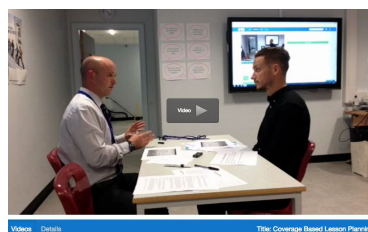
Planning is about hard thinking, not form filling. It is a thinking process. Your habits of thought are of fundamental importance. As obvious as it may sound, a teacher's planning must consider what you want students to learn first, and spend some time on it, before you give any consideration to what you want them to do. High quality planning requires a bigger strategy than this. All too frequently planning starts with the final question.

1. Where are the students starting from? (*secure overview*)
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

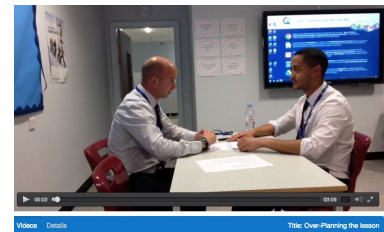
- Read [more details](#) about the 3 **Classic Traps** of lesson planning.



Trap 1: [Activity lesson](#)



Trap 2: [Coverage-based lesson](#)



Trap 3: [Over-planning lesson](#)

You should aim for excessive clarity and precision to articulate what you want your students to learn, and what you want them to do so they learn it. Your explanations should be phrased in such a way that students quickly understand what they are aiming for.

Breaking down what you want them to learn can often reveal skills or knowledge they have to acquire which need to be taught.

'Clear' and 'Precise' - command words

Adapt	Negotiate	Extrapolate	Construct
Speculate	Summarise	Determine	Reorganise
Transfer	Reconstruct	Hypothesise	Tabulate
Infer	Examine	Evaluate	Interrelate
Predict	Compare	Model	Separate
Discriminate	Evaluate	Demonstrate	Modify

*"As you **reduce the amount of time you spend actually teaching**, you can start to observe the learning more"*

Jim Smith - The Lazy Teacher

Learning Policy

Aspiration - Resilience - Community

2. Do the 'so why?' test. Activities, including homework, must be designed to facilitate learning and not keep students busy.

Back to [Contents Page](#).

To improve students' understanding of their own work, it is useful to consider **why** and how we are planning learning for students. Over-planning can be very common when you are going to be observed. If an activity is not making a significant difference, then drop it.

Activities need to be focused on learning and not control. This can be easier said than done at the start of your career, or in the first few weeks of teaching a class who need some time to gel, but in any circumstances, should be your long term aim. After planning always check that the activities are supporting you deliver the learning you want to achieve, and whether there was a more efficient route of doing it. Ask yourself 'so why' about each activity and the length of time allocated.

Lesson Objectives:

How often do you question your own learning objectives? The precision of your language really counts in making learning stick; this does not mean that students should copy lesson objectives. Ask yourself again the following questions:

1. Where are the students starting from? (*secure overview*)
2. Where do you want them to get to?
3. How will you know when they are there?
4. **How can you best help them get there?**

- Read [more details](#) about **Lesson Objectives and 'So Why?' test**.

Homework:

Homework is part of curriculum planning, including schemes of work and is an extension to the students' learning day and contributes to raising achievement. Homework is also an opportunity for students to develop their ability to work independently, to research and to extend their learning.

Homework can take the form of separate tasks set each week, and it can also consist of a project, or a menu of tasks to be completed over a defined period of time. The amount of homework expected to be set by departments is in proportion to curriculum time, but all students are expected to read for at least ***30 minutes at home each day***, exclusive of homework set.

The default expectation is that students have one week to complete a homework. This enables students to organise their own time and avoid bottlenecks where multiple tasks have to be completed on the same day. In Key stage 4 and 5, homework deadlines will ***sometimes*** be shorter than one week. This will prepare students for further and higher education and the world of work, where competing urgent deadlines can sometimes conflict.

Teachers should ensure that students at least make reference to the homework in their planner as a prompt, even if they do not always write it in full.

The purpose of the student planner is to develop independence and resilience in managing their learning. They should capture both ***what they have done*** and ***what they plan to do*** over the week. This includes the book they are reading and work they have carried out, such as revision or research, that was not set as homework.

- Read more details about homework in the [Curriculum Policy](#).

Back to [Contents Page](#).

Frequency of homework:

In the planner students are asked to record 'homework/revision/work done'. It is the student's responsibility to ensure they complete the required number of hours per week, even if the homework has not been set. It is important that good work routines are established in year 7 and maintained throughout, rather than students having to learn new ones when it is too late towards the end of year 11.

The amount of homework expected to be set by departments is roughly in proportion to curriculum time. It is expected that all students will read for 30 minutes per day, exclusive of homework set.

Key Stage 3: as a rough guide, students can expect to spend at least **1.5 hours on homework each day; and at least 7.5 hours each week**. *This does not mean that a separate piece of homework must be set by each subject each week, just how it averages out over time.*

<u>Subject</u>	<u>Average time to spend on homework per week</u>
Reading	2 hrs 30 minutes (<i>30 minutes per day</i>)
English	1 hr
Mathematics	1 hr
Science	45 minutes
Humanities	45 minutes
French	30 minutes
Art	20 minutes
D/T	30 minutes
Drama	20 minutes
Music	20 minutes
PE	30 minutes
Computing	20 minutes

Key Stage 4: as a rough guide, students can expect to spend at least **2 hours on homework each day and at least 10 hours each week**.

<u>Subject</u>	<u>Average time to spend on homework per week</u>
Reading	2 hrs 30 minutes (<i>30 minutes per day</i>)
English	2 hrs
Maths	2 hrs
Core Science	1 hr
Option - 6 lessons per week	2 hrs
Option - 3 lessons per week	1 hrs

Key stage 5: as a rough guide, students can expect to spend at least **2 hours on homework each day and at least 10 hours each week** and often more when preparing longer assignments and when revising for examinations. The amount and type of homework set will vary according to the demands of the course. All subject areas will set at least one homework task per week.

<u>Subject</u>	<u>Average time to spend on homework per week</u>
Reading	2 hrs 30 minutes (<i>30 minutes per day</i>)
Subject 1	2 hrs
Subject 2	2 hrs
Subject 3	2 hrs
Subject 4	2 hr
EPQ / Other*	4 hrs

*Students will have UCAS personal statements, CVs and other personal administration tasks to complete in addition to studying for courses.

3. There must be **evidence** of long-term planning from schemes of work and short-term planning in the planner.

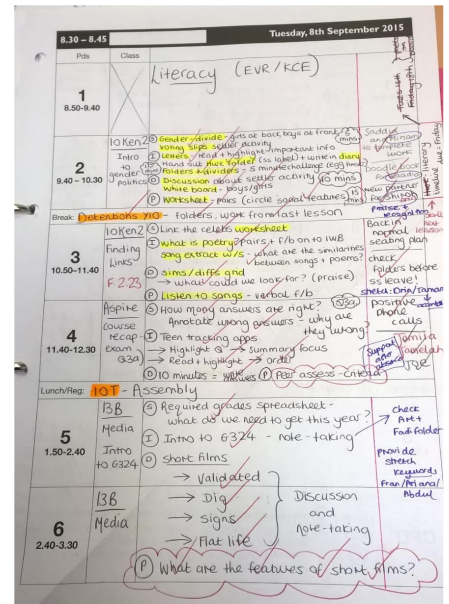
Back to [Contents Page](#).

We do not expect teachers to produce individual lesson plans for observed or unobserved lessons, but we do expect 'evidence of planning' over time. The teacher planner must contain the difference between the scheme of work and the lesson you intend to teach. With rare exception, your planning for the day should be completed *before* the start of the school day. The planner must be **present** in every lesson.

[The 5-Minute Lesson Plan](#) is a useful tool for recording cognitive thought and removes the need for laborious writing. The teacher planner and schemes of work are also valid sources of information. There are different formats you may use, but there must be evidence for each lesson you teach, whatever the format:

1. The QK teacher planner (any of the 3 versions, A4, A5, ring binder)
2. Electronic equivalent*
3. Ring binder of [5 minute lesson plans](#).
4. Ring binder of A4 lined paper*

* = each 'lesson plan' must have the lesson number and date (i.e. period 3/4 Thurs 8 Oct 2015)



If you want a rough guide for how long it should take (at least once you are through the first year or two of your career) - 5 minutes for a single, 10 for a double and **frequently less**. **There is no such thing as a perfect planner** and schemes of work must be in place to support lesson planning.

4. **Differentiation** should be planned over time to ensure a **Quality First** approach which **meets the needs of all students and groups** and maximises the use of any additional adult(s) in the room.

Back to [Contents Page](#).

What is Quality First?

The great impact on learning is the teacher and the quality of teaching. High **quality** teaching, including appropriate differentiation, is the [first wave of intervention](#).

Differentiation techniques

- seating plan(s)
- 'from the top down'
- variety
- resources online
- timings
- extension work
- order of task
- questioning - progression, number and style
- assigning roles
- by outcome
- by support
- model answer

The second form of differentiation, is marking students' books and planning lessons with thought and adapting planning to the needs of individual students and groups in the lesson. Based on staff self-reviews, we find that this is the most challenging aspect of teaching in the school. It is therefore vital that all teachers adapt a 'differentiation over time' approach rather than attempting to meet the needs of individual students in one-off lessons through time consuming methods. This is not sustainable, nor effective on teachers workload and productivity.

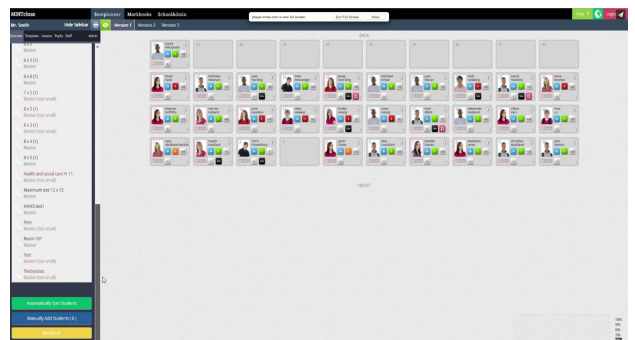
- Read [more details](#) how to achieve high-quality teaching over time.

5. Every class must have a **seating plan** on [MINTclass](#) that accounts for their profile.

Back to [Contents Page](#).

Key points:

- It offers differentiation possibilities and is therefore a wave one intervention for Quality First teaching.
- It is evidence that a teacher has processed the data available for the class.
- Where students sit should always be up to the teacher, it is part of establishing authority over a new class. “We always work better when we sit together sir/miss” is most frequently an indication that they do not.
- Changing the plan at the start of each term is easy in [MINTclass](#), new dynamics can keep it fresh.
- A boy/girl seating plan rarely fails, difficult though it can be to implement in the more boy heavy year groups. Having this on [MINTclass](#) shows others what is possible.
- It is easily accessed by another member of staff whom you may need to help with the class, such as a pastoral leader or your Head of Department.
- MINTclass can show you things you may have inadvertently missed such as whether all your pupil premium students are sitting together at the back, and can also act as a permanent reminder where the gifted and talented student who wants you to forget about their high prior attainment is sitting.
- Consider having ‘home and away teams’. The away team is a defined alternative seating plan you use for time to time, potentially when you want students to work in groups not based on where they are already sitting.



- Here is an [example](#) of a visual seating plan.

6. There should be **no dead time**. This includes a **flying start**, with students purposeful from the beginning, appropriate pace for the intended learning and remember '[Parkinson's Law](#)'.

Back to [Contents Page](#).

- Leave the room on time, and tidy, for the next person.
- Meet and greet at the beginning of the lesson so that the lesson gets off to a flying start; end and send at the end of the lesson.
- No waiting for others to arrive.
- Consider the amount of ‘teacher talk’ time.
- Little or no copying, particularly lesson objectives.
- Time efficient methods, e.g. cutting and pasting can be very time-consuming.
- Admin tasks can be invisible and inaudible.
- Consider the transition from one activity to the next.
- Check learning effectively and avoid wasting time on things already learned.
- ‘Unallocated’ lessons to address gaps identified by the assessment.
- [Parkinson's Law](#): as previously stated ‘work expands to fill the time available for its completion’.
- Use timings for activities and parts of activities
- Appropriate pace, depending on what you want them to learn and the activity in hand.

Read [more details](#) to understand context to each of the above statements.

Mark - Plan - Teach:

Back to [Contents Page](#).

“Teaching is a lifetime’s craft. “Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

(Professor Dylan William)

1. We are all **teachers of literacy and numeracy**. The quality of both students’ and teacher’s language, such as in razor sharp instructions and questioning, are significant determinants of progress. Make the implicit, explicit.

	READING	ORACY	WRITING
DEPARTMENTS	<ul style="list-style-type: none"> Key words on display and explored in lessons Recommended (non-fiction and fiction) reads for each subject on display 	<ul style="list-style-type: none"> Active listening and skilled speaking prompts on display and interacted with in lessons 	<ul style="list-style-type: none"> F.L.A.P.S posters and/ or literacy mats on display and interacted with in lessons
TEACHERS	<ul style="list-style-type: none"> Reciprocal Teaching 	<ul style="list-style-type: none"> Oral Rehearsal Targeted Questioning 	<ul style="list-style-type: none"> I do; we do; you do Use FLAPS to plan writing
STUDENTS	<ul style="list-style-type: none"> Bring a reading book to school every day 	<ul style="list-style-type: none"> Use standard English in the classroom 	<ul style="list-style-type: none"> Write in full sentences and proof-read work

BE THE BOSS!

Predict

Use the clues from the text or illustrations to predict what will happen next.

- I think...because...
- I predict...because
- I suppose...because
- I think I will learn...because

Question

Ask questions as you read.

Ask some questions that have answers in the text.

Use the question words: Who? What? Where? When? Why? How? And What If? Try asking some questions that can be inferred.

Clarify

How can you figure out a difficult word or idea in the text?

- Try sounding it out.
- Try breaking it down.
- Think about what would make sense.
- Reread and read ahead to see if you can work it out.
- Talk to a friend.

Summarise

Using your own words, sum up the main ideas from the text in order.

- This text is about...
- This part is about...
- First... next... in the last paragraph...

Reading

When reading longer texts [Reciprocal Teaching](#) will enable students to support one another to fully digest the text. It is an instructional activity in which students become the **teacher** in small group reading sessions, equipped with a straightforward set of reading comprehension strategies. **Teachers** model, then help students learn to guide group discussions using four strategies:

- summarising
- questioning
- clarifying
- predicting

It is expected that all teachers will use this strategy when reading longer or challenging texts with students. Exemplar materials can be found on the link above.

Oracy

Oral rehearsal in preparation for writing tasks is essential. Given the nature of our intake, the opportunity to rehearse their writing by discussing their ideas with a partner or small group in standard English, not only improves their content, but their literacy.

[Key Strategies](#) such as Think-Pair-Share, triad work, group discussions, presentation and more can provide students with an opportunity to practice what they will write.

Oracy - **RAZOR** sharp explanations

- Be concise
- Be clear
- Be more explicit
- Let's speak the same language
- Use the same key strategies regularly. Not as a one off...
- Make your students work harder than you

Writing

'[I do; we do; you do](#)' or modelling is a key teaching strategy that, when coupled with high expectations, supports students to make maximum progress.

By using a metacognitive approach and explaining or demonstrating to students what is expected of them, students are better able to respond effectively to tasks.

- Step 1: Look at similar texts and annotate for their features
- Step 2: I do - watch me write
- Step 3: We do - let's write together
- Step 4: You do - now it's your turn
- Step 5: Let's share our writing and identify what went well

It is particularly important that this strategy is used when expecting student to complete any form of extended writing. For step by step instructions and exemplar resources see the link above.

Back to [Contents Page](#).

- Read more details (e.g. extra detail to be hyper-linked to appendices by RMC)

Numeracy

We are all **teachers of numeracy**. Numeracy includes significant aspects of what is taught in mathematics but also includes the ability to use numbers and solve problems in other subjects and in real life.

A strong mathematical grounding is beneficial for a wide range of subjects, including the STEM subjects (Science, Technology, Engineering and Mathematics) but also geography, computing, art, PE, economics and so on.

When you are teaching something numeracy related, you should make it explicit you are doing so, to enable students to see the relationships between subjects.

Numeracy includes:

reasoning
measures

problem solving
calculations

decision making shapes
data handling

use of space

... as well as anything which is taught within the mathematics curriculum.

Back to [Contents Page](#).

2. Teachers must be explicit about **learning outcomes** and **key words**.

Back to [Contents Page](#).

Students must know the knowledge and skills you want them to learn and the language they are expected to understand and use. Having said that, there are different ways of being explicit.

The standard way is to have the learning outcomes and key words on the board at the start of the lesson and referred to when appropriate throughout the lesson, particularly at the end. In most cases, particularly if new to teaching, this is what you should do. They should not copy it down. This is a 'control' activity, not a learning one, and you should stop them if they do unless you have a really difficult class and you need to calm them down on a rare occasion. Copying is definitely not a 'flying start' to learning.

Sophisticated variations that can aid learning include doing one of

- asking for a reminder of the previous lesson's learning outcomes and key words, the class then speculates what they will be this lesson.
- complete the first activity, then ask the class what they think the learning outcomes are.
- do the entire lesson and then ask what they think they were.

Key words mentioned at the beginning and never again serve no purpose. If your high expectations are represented in your language, at least some of the keywords will not be commonly understood by the class and will play a very significant role in your lesson. It is a high level teaching skill to be able to build your lesson around one or two keywords. By definition the number of keywords should be small, no more than two or three per lesson.

3. **Go with the learning:** the 'flow' of great progress is more important than following a lesson plan.

Back to [Contents Page](#).

"Go with the learning" means teachers have the freedom to teach and veer off from lesson planning when necessary to ensure learning takes place. *It is about valuing teachers who intuitively recognise whether students have learned what they have been taught and adjust the lesson accordingly.* This freedom is far more important than following an over-detailed lesson plan, a tick box culture or pleasing the imaginary inspector. This still means that planning needs to be thorough, otherwise there is nothing to veer away from. 'Winging it' might be possible in experienced hands, but is not desirable, and is definitely unprofessional.

Many lessons do not work out the way they were intended. Sometimes knowledge and skills do not stick, activities need to be shortened/lengthened or done in a different order. The point of a lesson is to maximise learning, not deliver the plan.

'**Go with the learning**' ensures 'flow' in the delivery of teaching and of learning.

4. All students must be **working harder** than the teacher, over time and be able to use the **key strategies**.

Back to [Contents Page](#).

Ultimately it is the students who have to perform in the examination, the controlled assessment, the job interview and in their working lives. Your students must have the expectation that when they come to your lessons they will think and work hard for sustained periods. This does not mean that whole class teaching is discouraged, or that you are expected to be a facilitator but over time the students must work harder than you.

Your planning is key to this, particularly the lesson structure and how you adapt longer activities while teaching. The start of the lesson can set the tone. Your students come in and immediately start working unprompted while you meet and greet. When new to teaching or a new class you may well feel for some time as though you are the person working the hardest by a distance. It should be your ambition to reverse that. This is a key part of student self-regulation. Do not pander to it, challenge it. Teach the learning behaviours you want to see.

Key Strategies:

- Click to view the latest [Key Strategies](#).

5. Ensure that **learning has stuck**, through checking that is incisive, systematic and effective.

Back to [Contents Page](#).

If learning is planned for, teachers should be able to gauge if learning has taken place. However, it is not always as easy as that. Learning cannot always be seen. It is therefore vital, that teachers can confidently and accurately use teaching techniques to gather a secure overview as to whether 'learning has stuck' or not. All teachers should be confident to test whether 'learning has stuck' using systematic and incisive techniques, frequently based on questioning.

Far too often teachers make the assumption that teaching something means it has been learned. This feedback is absolutely essential to ensure students make strong progress over time. Every teacher has had the experience of writing the same comment in every book or seeing the same mistake in every exam paper, because learning was not checked effectively.

Ensuring learning sticks begins with your planning. If you have planned your lesson so that the main activities are as long as possible this enables you to get around the room and monitor progress. Other techniques, particularly the variations of the 'mass screen', tell you a great deal.

Appendices

Back to [Contents Page](#).

The Appendices folder is [here](#)

Bibliography:

1. [Teach Like A Champion 2.0](#)
2. [Leverage Leadership](#)
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4. [How to Teach](#)
5. [Lean Lesson Planning](#)
6. [Embedding Formative Assessment](#)
7. [Making Lessons Count](#)
8. [The Lazy Teacher's Handbook](#)
9. [Unhomework](#)
10. [Visible Learning for Teachers](#)
11. [Make It Stick](#)
12. [The Hidden Lives of Learners](#)
13. [Getting the Buggers to Behave](#)
14. [Why Don't Students Like School](#)
15. [Engaging Learners](#)
16. [Trivium](#)
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