

TEACHING, LEARNING AND ASSESSMENT POLICY v2

RESPONSIBILITY FOR REVIEW: Principal
DATE OF APPROVAL: 10/11/22

OUR VALUES

At Dixons Manningham, we build a partnership between families, students and staff that puts learning first.

Our teachers have high expectations of all learners and work hard to ensure that all students achieve. Teachers' expertise allows them to 'read' their classrooms and to be responsive to learners. They are flexible and take every opportunity to maximize learning, ensuring that learning is built upon and where necessary extra support is provided. They seek to promote a wide range of enrichment experiences which enable students to make connections between all forms of learning.

Routines, techniques that underpin effective pedagogy and the development of good learning habits are embedded across our academy and this policy assumes that all teachers will remain consistent in the way these are applied in the classroom. This enables the promotion of positive attitudes, good behaviour and personal development, in order to nurture self-esteem so students are motivated to learn.

The values of achievement, integrity and unity underpin achievement for all students and staff at Dixons Manningham and it is these values that will be evident in all classrooms. It is a focus of these values that should form the basis for any discussion with students who fail to display good learning habits and who as a result are not reaching their potential.

THE AIMS OF THIS POLICY

- To establish a strong culture of learning through an agreed set of practices and a shared language.
- Develop teacher autonomy through providing a framework and curriculum medium term planning upon which lessons are planned to maximise attainment.
- To provide common criteria against which great teaching and learning and practice can be developed.
- To ensure a common high quality of experience for all children to help maximise each individual's learning, whilst supporting creativity and individuality within teaching and learning.

THE SCOPE OF THIS POLICY

This policy builds on other core curriculum and behavioural policies to provide a framework for excellent teaching, learning and assessment.

EXPECTATIONS OF TEACHING AND LEARNING

All staff understand that it is their professional duty to teach a broad and balanced curriculum that meets the needs of all students.

In addition, all staff are expected to meet Career Stage Expectations and the Teachers Standards.

We promote flexibility in teaching, no one way is recommended, in order to keep lessons focussed and engaging. We expect teachers to use a range of strategies including:

- I, We, You
- Whole class teaching
- Split introductions
- No introductions
- Modelled work
- Guided work
- Collaborative work
- Independent work
- 1:1 work

As many of our students have English as an additional language, we ask teachers to take this into account and provide lessons that make learning more accessible by:

- Making the verbal curriculum more visual
- Make the abstract curriculum more concrete
- Develop interactive and collaborative teaching and learning styles
- Think about the language demands of the curriculum (oral and written) and provide models
- Use drama and role play
- Provide opportunities for exploratory talk
- Provide opportunities to talk before writing
- Develop higher language understanding through use of key words and phrases
- Promote the use of full sentences that are grammatically accurate

As a result of the above core principles we expect:

- All staff to be actively engaged in every lesson, be that supporting or assessing learning.
- Every student to have worked with the teacher within a day, but also to have time to work independently.
- Lessons to be designed to build on the needs of the students.

Every day, in every class in every lesson we do expect the following:

LEARNING, LEARNING, LEARNING	Mottos for Teaching and Managing
1. Focus LEARNING on critical content	Teach the stuff and cut the fluff Simplify, clarify, intensify Reduce cognitive overload
2. Clearly communicate the lesson's purpose to promote LEARNING	You cannot come out without an outcome
3. Provide quality, engaging instructional lessons that yield LEARNING	How well I teach = How well they learn I do it. We do it. You do it.
4. Actively involve all students in responding, making LEARNING visible	Everyone does everything Say it loud, say it proud
5. Carefully monitor student's responses, adjusting the lesson as necessary to ensure LEARNING	Aggressive monitoring Say the whole thing No opt out
6. Provide affirmative feedback (specific praise), informative feedback (how to improve) and corrections to enhance LEARNING	Feedback is a gift Feedback feeds forward
7. Provide judicious practice to ensure retention and LEARNING. Within each day, White Rose Maths Flashback Four (FB4) is used as a form of targeted retrieval practice.	Interleave past learning for maximum recall Practice makes better Deliberate practice focuses the skill
8. Utilise management procedures that support LEARNING Routines High expectations Pre-corrections Feedback Perky pace	Anticipate the misconceptions If you expect it, pre-correct it
9. Intentionally establish positive teacher-student relationships that support LEARNING in the classroom	Connect Be kind Belonging

10. <i>Teach with Passion. Manage with Compassion.</i>	

PLANNING

We believe that planning is about the mapping of a learning journey. Students may start at different points, but the aim is to support them in achieving a set outcome and teachers use their professional autonomy to identify how best to do this. We plan together and share expertise and ideas, which enables us to ensure consistency across classrooms.

When planning we consider what the shape of the day and week looks like in order to balance the cognitive load on students and ensure that at least one session a day increases physical activity.

Inclusion plans (Appendix 1) are made and adapted throughout the year to capture the learning needs of our most vulnerable, neurodiverse students. These inform weekly planning.

Learning Objectives are set and shared with students in lessons.

Students have *worked examples* in Maths books instead of Learning Objectives, to clearly model the expected excellent learning. This *worked example* models the small steps This worked example can be drawn from the I or We phase of the lesson.

As a Trust we work in Cycles which are each 13 weeks long, these are broken down into two 6-week planning blocks.

We promote the use of cross curricular planning within the wider curriculum that motivates and engages students in learning making links between subjects where applicable and teaching certain areas in isolation where necessary. As a result of this we do not expect a set amount of time each week to be spent on one certain subject, instead we ask that over the teaching block enough time is provided to each subject in order to achieve the **learning** required within the subject.

Short term planning is about breaking down the learning objectives in order to facilitate learning at the required level for each student. Teachers have the autonomy to work out how best to do this and as such no set format is required. We ask teachers to ensure there is an intelligent sequence to their planning that takes account of effective formative assessment.

KNOWLEDGE ORGANISERS

At DMN our curriculum is designed to be remembered and built upon; to be stored in students’ long term memory. Learning sequences should be planned to take into account the best available evidence how to encode consolidate and retrieve.

All students are provided with a knowledge organiser at the start of each new Humanities Topic. Some year groups may elect to produce a wider range of knowledge organisers for specific topics.

Knowledge Organisers set out on one single sheet the important, useful and powerful knowledge to be learnt: the heart of the topic. Weekly retrieval practice is planned for. Through the unit, students for elaborate and extend this knowledge.

SHARED TEACHING TECHNIQUES

Specific research-based teaching techniques are used consistently across the Academy to create a strong culture of learning:

- **No Opt out:** to rehearse success. This turns “I don’t know” and incorrect answers into success by ensuring students who don’t/ won’t answer are able to practise getting it right. It is universally understood that it is not OK not to try. All students strive to reach the correct answer and are positively supported to do so.
- **Cold Call and Wait Time:** students are called upon to answer questions by staff to create a culture of engaged accountability. Students routinely have time to think before answering. Students generate and share detailed carefully considered responses. If students are not productive in wait time, we narrate them towards being more productive.
- **Do Now** – staff provide a short, written, *without directions from you* activity so that students are actively and meaningfully engaged in learning **every time they enter the classroom**.
- **Non-verbal cues:** respectfully praise / correct behaviour without interrupting the flow of the lesson. All teaching staff use a variety of visual cues – thumbs up for good, sitting up straight and arms crossed (to model how you want students to sit), finger to the mouth for quiet – aimed at a particular student, hand at stop position again aimed at a particular student.
- **Positive framing:** guide students to do better work while motivating and inspiring them by using positive tone to provide constructive feedback. All staff speak to students politely, professionally and positively – we do not raise our voices. We support students to modify, change and improve their learning behaviour.
- **Interrupt forgetting with low stakes memory recall activities based on key knowledge from Knowledge Organisers.**
- **Learning Walls are used in each lesson to capture and revisit key learning.**
- **Morning Meeting** To reduce cognitive load and therefore anxiety for all students. This helps us to frame change and implications for the day. As such the morning meeting has a number of components; visual timetable, weather, date and future planning.

EFFECTIVE FORMATIVE ASSESSMENT

In order to ensure our teaching impacts on learning we constantly utilise effective formative assessment, checking for understanding. This helps us to identify where a student is within the learning journey and what steps are needed in order to realise the learning required. Use of EFA is vital to ensure our planning maximises the teaching and learning opportunities available to us.

There are a range of EFA strategies and techniques that can be utilised and we encourage teachers to use these, however there are some core strategies that we all use:

- Pre assessment
- Targeted open-ended questioning
- Cold calling and No Opt Out
- Follow through questioning and classroom discourse
- Involvement of students in self and peer assessment
- Use of targets for all students (in writing, these focus on need rather than objective, in maths they focus on mental skills and strategies and in reading they are determined by group)
- Feedback to challenge understanding and promote responses from children to demonstrate understanding or greater challenge (see feedback and response policy). Aggressive monitoring: live feedback is provided to students in lessons
- Exit Tickets: lessons end with an explicit assessment of the objective to be used to evaluate success.

Throughout and at the end of units of work, we set activities, challenges or tests that help us to determine how well students have understood the skills and knowledge they have been learning. We use the information from this to plan further learning opportunities or to set interventions where needed.

We regularly update our curriculum trackers to identify which objectives students are working on and have understood in order for us to be more reflective about what has worked and to analyse what is required next. This enables us to provide accurate summative assessment when needed.

INTERVENTION

Using the data we get from formative assessments, we plan interventions for students who need to revisit key learning. These interventions are time limited and can be before school or within the school day.

Interventions have a clear and measurable focus. Precision teaching techniques are used: **modelling, imitation, cueing, visual prompting and drills**. In this process, students reach accuracy with the skill to the level where they are unlikely to forget it. In addition, Direct Instruction is used in intervention sessions, designed around small learning increments and clearly defined and prescribed teaching tasks.

Appendix 1 Dixons Manningham Inclusion Plan



Class: ____ Cycle

Class Overview:							
SEN children (on SEN register only)	M	R	W	Inclusion children (LM/pastoral support)	Bottom 20% Maths	Bottom 20% Reading	Bottom 20% Writing

Name/Group	Specific 'Closing the Gap' Strategies			
Techniques to Consider				
Inclusive Learning Environment	Scaffolding	TLAC questioning techniques	Clarifying Understanding	Assessing



*E.g. seating arrangements,
positioning near working
walls/IWB*

*E.g. word banks, simplified
text, peer support*

*E.g. cold call, targeted,
break it down*

*E.g. alternative ways of
recording, paired talk/share,
re-teaching*

*E.g. checking along the way, active
marking, chunked assessment*

