



HAYDON SCHOOL

Teaching and Learning Expectations Policy

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

Teaching and Learning Expectations

Effective Learning strategies can be found on www.haydonlearningblog.com
The implementation of the Haydon 11 underpins Teaching and Learning at Haydon School.

THE HAYDON 11



Every day High Quality Teaching and Learning at Haydon should include

START OF THE LESSON:

1. Promotion of positive relationships

Greet students personally at the classroom door. Set a positive tone with a fresh start.

2. Purposeful Starter

"Do Now" task as a retrieval activity on paper or written on board.

DURING THE LESSON:

3. Set lesson aims and contextualise learning

Why this topic now, how it links to other knowledge, real world examples and cross curricular links.

4. Purposeful Climate for Learning

Promote a climate of high expectations with first attention to best conduct. Use strategies such as 'one voice' to enable silence.

5. High Challenge for All

Ensure pace is appropriate and challenge is high to engage all students.

6. Effective Questioning and Feedback

Questioning stimulates hard thinking. Assessment and feedback allows students to reflect on their learning and know the next steps.

7. Independent Student led task

A well selected task allows for the acquisition of knowledge, skills and or development of understanding.

8. Success Criteria

Students understand what a good piece of work looks like and how it relates to the assessment objectives or KS3 bands.

9. Focused Development of Communication

Role model and explicitly teach literacy including Tier 2 and Tier 3 language.

10. Plenaries

There are opportunities in the lesson which allow learning to be assessed, reviewed and feedback given

11. Homework

Relevant, well-planned, accessible and provides appropriate challenge

END OF LESSON

End and Send

Be on the corridor, ensure students leave lessons in an orderly fashion and in the correct uniform

Follow up positive or negative behaviour and update SIMS.

Ensure any phone-calls and restorative meetings are made and positive and negative behaviour is recorded

Plan for Success

Adjust planning for the next lesson based on their assessment of student needs/gaps in the lesson before

Know your class and create a climate that challenges all.

It is important that you know your class, particularly your disadvantaged and SEND students. Read the pupil passports and implement the strategies in the passports. Know the prior attainment and target levels for each student in your class to set appropriate levels of challenge.

It is essential to support learners working at different levels, whilst keeping **high expectations and challenges for everyone**. Therefore, at times it may be sensible to develop supportive resources for those with more limited subject knowledge, and questions and tasks for those who are already confident with the core material, so that all learners can make good progress.

Support	Vary help given to students, provide appropriate personalised feedback and targets. One to one teacher dialogue, planning questioning in advance using Blooms taxonomy, through making the learning process explicit, TA support, group work, paired work, hand-outs, guidelines, level ladders
Task	Approach the same learning objective through different pathways: find the answer in a variety of texts, or allow students to choose from a range of tasks: reading texts, highlighting, bullet points, explaining to someone else, drawing a diagram or flow chart. There can be a choice of material so that students working on different tasks are not necessarily aware that they are being differentiated for, and in fact, all students may benefit from additional material.
Outcome	Differentiation in outcome will usually occur through variance in support / task. Variation in outcome can come through the use of questioning, different materials, finding different answers to other students that cover the same lesson objective (e.g. some students provide 'for' answers and others provide 'against' answers in a debate, or students write for a different target audience.

Assessment - should be used to identify gaps in knowledge and skills and inform planning for differentiation to ensure all students are appropriately challenged.

Feedback - Written / verbal feedback is given to students after assessment and is essential for them to progress in their learning and skills. Good assessment for learning strategies can have an impact of half of a grade per student per subject.

Focus	Essential	Desirable
Students must know their target grade, current potential grade and next steps for improvement.	All books at KS4 and 5 must have a sticker with their MEG and current potential grade.	Tracker sheets for students to record their marks/grades for key assessments with feedback on how to improve.
Presentation/organisation of work	<p>Presentation shows students take pride in what they are learning. Work in students' books must show progress over time and also reflect the sequencing of learning.</p> <p>All student books / folders must have a title, date, with no graffiti, no doodling, or skipped pages.</p> <p>Year 12 and 13 students must have an in-school folder with the work they are currently accessing. Students must bring in all folders for folder checks at regular intervals when directed by teachers</p>	
Assessment should take place regularly	Student work should be assessed with feedback regularly. Students should undertake a significant, standardised (<i>whole cohort takes the same assessment</i>) piece of assessment each half term in order for progress to be compared and for targeted intervention to take place.	Marking should be proportionate so that the students are working harder than the teacher. Frequency should take into account the complexity of the marking.
Assessment / feedback for literacy and communication	<p>When assessing students written and oral work include the marking of SPaG with particular focus on:</p> <ol style="list-style-type: none"> 1. The use of tier 2 and 3 vocabulary. 2. Fluidity of writing. 3. Fluidity of oracy. <p>Staff must model academic writing and talk in the classroom at all times.</p>	
Teacher feedback must be specific and result in improvements in students' learning.	<p>Feedback must include positive and developmental points / targets, these must be focused and precise.</p> <p>Feedback should frequently be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance.</p>	<p>Prompt students e.g. ask them a question that they have to answer in their response to the feedback.</p> <p>Useful phrases:</p> <p>“All your mistakes are useful in working out what to try next.”</p> <p>“We need to look at different strategies for next time.”</p> <p>“Looking back, what would you do differently?”</p>

	<p>Where appropriate, feedback takes into account grade descriptors.</p>	<p>“Students who achieve well in this subject use these strategies and spend X amount of time on their homework.”</p> <p>Always unpick outstanding responses/work to show what students did to achieve that outcome so peers don't think they are just luckier.</p>
<p>All students must respond to feedback using Re-ACT.</p>	<p>Allow lesson time and / or homework for Re-ACT. The ‘ACT’ is students responding so ‘Re-’ could be Review, Refine, Revise, Re-do, Reflect etc.</p> <p>There is consistent evidence of students acting on feedback which results in them making good progress.</p>	<p>Allow time in SOW for ReACT. Posters could be displayed in classrooms describing what ReACT means in each subject. Students could write ‘I improved this piece of work by...’ Students could use a green pen when ReACTing so that improvements are easily identifiable.</p>
<p>Homework</p>	<p>All homework to be set on SATCHEL on the day it is issued with a clear deadline and explained in the lesson.</p> <p>H/W must be set with sufficient notice (at least 3 days) and only during school hours.</p> <p>All students must be able to access the task, know what the criteria for success is and be appropriately challenged to make progress with their learning, H/W should take into consideration individual needs of students.</p>	<p>In addition to formal homework students should be encouraged to complete independent study: accessing additional resources, making their own notes on a topic, finishing projects, writing up experiments and revision of topics.</p>
<p>Homework monitoring</p>	<p>Homework must be checked for completion on the due date. If no homework has been completed, record on SIMs and set an imposition To <i>gauge student and parent engagement with homework you are setting, use the Insights tab for any homework you have set. Please note unless students/parents click into the homework it will not appear on Insights. Any attachment to a homework assignment also has a link to show which students have not opened the attachment.</i></p>	

Retrieval and Retention	Provide a Starter that recaps and reviews prior learning and consolidates knowledge or provide a Starter that piques curiosity and acts as a hook for the upcoming lesson.
Purpose and Sequencing	Explain the purpose of the lesson and how it fits into the bigger picture and wider scheme of work. Ensure all pupils are explicitly aware of the aim of the lesson. All pupils should be aiming for the same objective.
High Expectations and Communication	Ensure you 'teach to the top' with high and ambitious expectations and scaffolds provided. Ensure instructions are concise and communication is clear and that language is positive and encouraging.
Knowledge and Deliberate Practice	Ensure you are explicit about the core knowledge you are teaching to your pupils and how this will be built upon lesson by lesson. Ensure this is communicated to pupils during the lesson and links throughout the course are explored. Ensure you are offering and allowing pupils opportunities to practice subject-specific skills.
Modelling and Questioning	Ensure new material is presented in small steps and that you are explicitly modelling and showing pupils what 'success' looks like. Ensure probing questioning is used to aid critical thinking, address misconceptions and is driven by a continued desire for whole class understanding.
Literacy and Reading	Ensure there is an explicit focus on improving and developing vocabulary and literacy. Use challenging texts and a variety of different reading strategies to aim for all students to be culturally literate.
Metacognition and Self-Regulation	Ensure you are explicit in communicating and teaching effective learning strategies that pupils can adopt themselves at home. Ensure that you are active in explaining 'thinking' to students. Ensure that, when ready, scaffolding is gradually removed to allow pupil independence. Ensure lessons are inclusive for all.
Feedback and Review	Ensure feedback is clear, manageable, specific and targeted. Ensure formative assessment is acted upon and that you are constantly aiming to gain as much feedback as possible from pupils during the lesson. Ensure that a Plenary reviews information from the lesson.

Document History

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June 2022	New policy	To Student Committee 28.06.22. To FGB 20.07.22 Approved
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