

Teaching and Learning Policy & Practice Guide

West Craven High School

Approved by: J P Bates, Principal

Last reviewed on: 1st September 2023

Next review due by: 1st September 2024

This policy should be read in conjunction with other Academy policies, including:

- Behaviour Policy
- Curriculum Policy
- Homework Policy
- Marking, Feedback and Assessment Policy
- SEND Policy and Information Report

1. Aims & Purpose

This policy, and the guidance contained within it, sets out clear expectations for the standard of Teaching and Learning at West Craven High School in order to:

- Ensure high quality learning experiences in every classroom
- Ensure a consistent approach to planning, teaching, feedback, and assessment
- Adopt and promote best practice across the school
- Develop teachers' professional practice
- Ensure accountability for the quality of Teaching and Learning as set out in the Teacher Standards

2. Vision, Values, Expectations

Our vision 'Ad Vitam Paramus' – we are preparing for life. Teaching and Learning at West Craven High School enables all our students to thrive. Students receive consistently high-quality learning experiences across the school that have been carefully planned to take account of students' different academic, cultural, and social experiences. As such, all our students make excellent progress and achieve results that enhance their life chances and ensure that they are ready and able to move onto the most appropriate next stage in their education.

Preparing our students for life takes much more than ensuring students achieve excellent results. Our ASPIRE core values ensure that we develop all students academically, morally, socially, and

emotionally, so that students are equipped as lifelong learners ready for the challenges of a rapidly changing world and workforce. We want our students to be ambitious and develop a thirst for knowledge; we want them to be independent and resilient in their learning; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them become critical thinkers who are able to be creative, flexible and persevere to overcome the challenges they face. It is through the teaching and learning taking place in each and every classroom that we will support and develop each young person to achieve this. The classroom is at the heart of everything we do at West Craven High School.

The purpose of this Teaching & Learning policy is to promote a consistency of practice, ensure clarity of purpose, and ensure that every member of the school community is committed to the process of lifelong learning and continuous improvement. Excellence should be expected, but it is not a result. Excellence, in all areas, is achieved through continuing development, practice and review. Therefore, our Teaching and Learning policy and practice is based on implementing effective Educational Research and methods that have proven to have a positive impact on the outcomes for students. Our teachers are professionals, as underpinned by the Teachers' Standards (appendix 1) and have expert knowledge and experience that they will apply and continue to develop as they plan and deliver their curriculum areas. This policy places high expectations on teachers to implement best practice, reflect and improve. It places high expectations on students to practice what they have been taught, engage in their own learning, to reflect and improve. The school Leadership Team and Governing Body will ensure these high expectations are upheld and we ask for all parents/carers and the community to support our high expectations of Teaching and Learning at West Craven High School.

3. ASPIRE Principles for Teaching and Learning

Our core values identify the underlying principles and research behind Teaching and Learning at West Craven High School. Inevitably, there is some overlap in the concepts and research behind the principles, as some of the research contributes to more than one area of Teaching and Learning. Teaching and Learning strategies are unlikely to be successful if they are implemented in isolation. Therefore, Teaching and Learning should be viewed as an interconnected model with the following interdependent principles.

3.1. Ambition

At West Craven High School, we want students to be ambitious in their learning; to have a strong desire to achieve success. Although this starts with sharing ambitious targets with students, parents/carers, and this practice will continue, it requires more than simply wanting a 'good' result at the end of 5 years with us. The ambition needs to translate into students' actions and behaviours in every lesson, every day. Teachers must plan lessons with challenging learning outcomes for all learners and students need to have the motivation to accept and tackle the challenge that each lesson presents. Educational research and cognitive science highlights that this is where conflict can arise in schools/lessons. Learning is difficult; students are faced with new learning and experiences that take them out of their comfort zone and can trigger a stress response.

Alistair Smith (The Brain's behind It, 2002) identifies the following stressors for learners:

- Unpredictability
- Excessive risk
- Perceived threat
- Lack of feedback
- Poor progress measures
- Inability to connect to past, present, or future needs
- Lack of self-belief
- No outlet for stress response
- Lack of physical reprieve
- No or little purposeful social interaction

At West Craven High School lessons are planned to limit the impact of these factors and maximise students' ambition to learn. Smith calls this the 'Ready, wire, fire' model for the learning brain. He states that when learners are sufficiently motivated, they will experience physiological changes. The internal reward system is activated, and research shows that with proper motivation, learning is quicker and retained (Smith 2002).

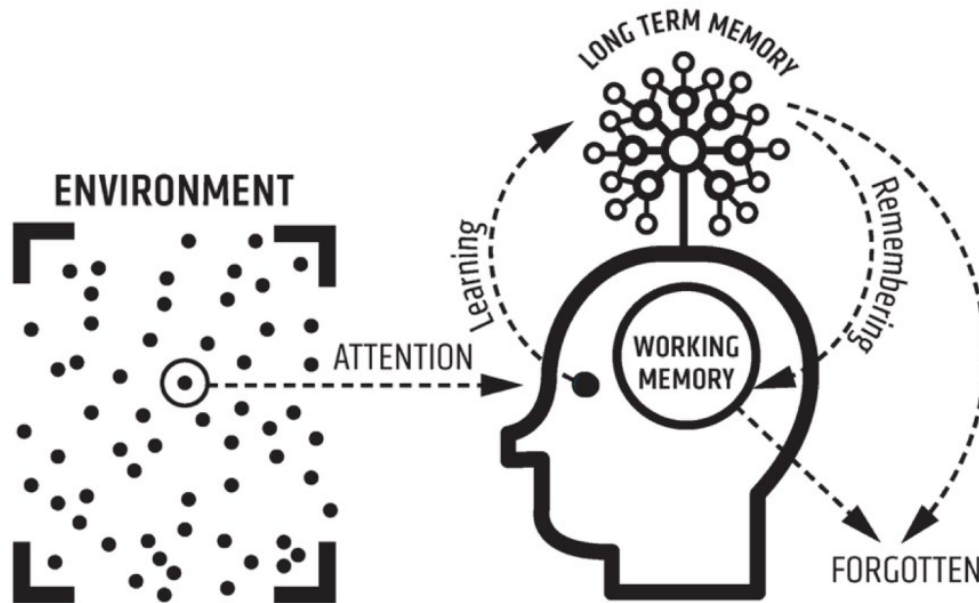
Eric Jensen (*Superteaching*, 4th ed. 2008, 1st pub. 1995) goes beyond the need for removing the 'stressors' for learning to occur, and identifies that humans never cognitively understand or learn something until they can create a personal metaphor or model. Tom Sherrington (*Rosenshine's principles in action*, 2019) refers to this as everyone's schemata. He identifies that learners organise information into their own schemata and that new information is only stored if they can connect it to knowledge they already have. As schemata are more fully formed and become interconnected, they can be explored and recalled more fluently. Sherrington identifies that learners filter out the information they might need and discard what they feel is irrelevant. Lessons at West Craven High School are planned to inspire learners, make learning explicit and connect with students' prior knowledge and experiences to foster their ambition to learn.

3.2. Support

At West Craven High School, we know that just because we teach our students something, doesn't mean that they have learned it. Believing in this input/output myth leads to mistaking performance for learning. The fact that students are able to do something at the end of one lesson (i.e. perform) is due to a short-term chemical change in the brain and does not mean they will be able to do it next lesson. Therefore, we refer to Learning as the long-term retention of skills and knowledge that can be applied to new contexts. This happens when the structure of the brain physically changes, rather than just experiencing a chemical change. Teachers are fundamental in creating learning opportunities and making learning happen. Hiam Ginnot (*Between Teacher and Child*, 1972) reminds us that 'the teacher is the decisive element in the classroom'. Whilst originally written with managing behaviour as the focus, developments in cognitive science makes this even more relevant in today's classroom. In 2011 the Sutton Trust published its findings from its research into improving teaching effectiveness for disadvantaged students. The research showed that teachers are the most important factor within schools for improving student achievement. The most rigorous academic papers found consistent and significant results: having a very effective, rather than an average teacher raised student attainment by a third of a GCSE grade. It also found that effects of high-quality teaching are especially large for pupils from disadvantaged

backgrounds, who gain an extra year's worth of learning when taught by amazingly effective teachers compared to poorly performing teachers. At West Craven High School, our teachers understand that they cause learning to happen for every child in their classroom, and that the best strategy for improving Teaching and Learning for our students is the continuing professional development of their practice.

Tom Sherrington (Rosenshine's Principles in Action, 2019) highlights that if teachers are to improve their practice, it is essential for the ideas they are basing their thinking around to be formulated on a sound model of the learning process.



(Tom Sherrington, 2019, Rosenshine's Principles in Action)

When learners are faced with new information, this enters from the environment into their working memory. Working memory is finite. Many researchers and authors refer to the working memory's capacity for 7 new pieces of information. This comes from a paper published by George Miller (Magic number 7, 1956), who concluded that the normal capacity for working memory was between 5 and 9 items of information. Later studies have shown this is more like 3 to 4 items when material is unfamiliar. (C.J. Rauch, 2021, Evidenced Based Education).

For new information to be stored in the long-term memory, the amount of new information learners is exposed to needs to be carefully planned and sequenced lesson by lesson. Our students then need time to process new information, organise it and contextualise it. Sherrington (2019) refers to this as organising information into schemata (as outlined previously). Long-term memory is infinite, and learners can retrieve information back into their working memory as needed. At West Craven High School teachers understand this model of the learning process and use it to plan lessons with the appropriate structure and support so that students know more and remember more over time and make excellent progress as a result.

3.3. Positivity

At West Craven High School, we recognise that learning is difficult, and we encourage students to acknowledge and accept this challenge. This is part of our role in developing students' resilience (see 3.5 below), but it is also important to understand the importance of praise, recognition, and positive correction of learning. Teachers have an essential role in explicitly teaching the positive behaviours for learning that develop successful lifelong learners, and they have a duty as role models in upholding and displaying these behaviours.

Paul Dix (*When the Adults Change Everything Changes*, 2017) identifies that there does not need to be a 'major threat' or stressor to trigger a response in students that hinders learning. When learners sense a threat, even a low-level threat, the amygdala (a complex structure of cells in the centre of the brain) sends blood rushing to the hands and feet (to fight or run (flight)), but at the same time releases hormones into the prefrontal cortex that blocks rational thought. Faced with stress, students are unable to learn. The amygdala grows and develops from life experience, so some young people will experience triggers more easily than others. Teachers at West Craven High School understand that even low-level threats can trigger emotional responses; how they speak to students, how feedback is given on work, how they speak and behave when they are angry, how they interact with colleagues, how they greet students, etc. All teachers understand that their body language, tone, and behaviour have an impact on students' ability to learn. Teachers are role models and behave in a way that creates safe, purposeful learning environments, where students spend time thinking rationally and making progress.

Similarly, it has long been established that teachers' own views of students' capabilities have a direct impact on students' actual performance (Rosenthal & Jacobsen, 1968, *The Pygmalion Effect*). In short, evidence shows that when teachers have high expectations of their students, they learn and progress better; when teachers have low expectations, there is negative impact on learning and progress. This is because when an individual expects certain behaviours of others, they are likely to behave and take actions that cause this expected outcome to happen. (Rosenthal & Babad, 1985, *Pygmalion in the Gymnasium*). Ross Morrison McGill (*Teacher Toolkit*, 2010) also goes on to explain that this effect can be attributed to teachers across the school; local residents and parents, whose beliefs can impact the success of students across a school for several generations.

One of the most significant sources of positivity for students is the feedback they receive from their teachers. Providing feedback gives students recognition and an explanation of what they are doing correctly. It also identifies how the students could improve further. The Education Endowment Foundation (EEF) identify effective feedback as having a very high impact on student outcomes (the equivalent of an additional 6 months in school). Effective feedback motivates learners by acknowledging the learning that they have secured and highlighting areas for improvement relative to the students' learning goals or outcomes. Teachers at West Craven High School understand the power of feedback and adhere to the school's Marking, Feedback and Assessment policy.

At West Craven High School teachers plan and deliver lessons with high expectations for all learners and never put a ceiling on a student's ability to learn. All members of the school community have the shared belief that through their collective action, they can positively impact student outcomes. Teachers explicitly reinforce positive learning behaviour and reward students wherever possible.

3.4. Independence

At West Craven High School Independent Learning is a characteristic demonstrated by the students; it is not a method of working. Students working silently on PCs, diligently completing a worksheet, or quietly working through the answers in a textbook do not necessarily demonstrate 'Independence' if the work is not sufficiently challenging. Tom Sherrington (Rosenshine's Principles in Action, 2019) describes Independent Practice as the ultimate goal for teaching; to construct learning so that students are able 'to do challenging things by themselves without help'. The aim is to guide students to a position where they have the knowledge and skills, and have benefited from teacher feedback and positive correction, so that they can now face new, similar challenges, and apply their learning in different contexts. Sherrington (2019) identifies this as an essential feature of independent practice, as the students must draw upon their own resources. Students must rely on recall from memory and build fluency through repeated practice. This reinforces connections and retrieval pathways and secures learning into long term memory. At West Craven High School lessons are planned to withdraw the support and guided feedback over time and build opportunities for students to apply what they have learned. Students will be expected to think hard, draw upon prior knowledge, problem solve, make mistakes and corrections, and practice their new found knowledge and skills.

The most successful learners will generate their own feedback and set their own goals for improvement. The role of the teacher is to provide students with the appropriate tools to do this, including explicitly teaching students strategies to check their own work against exemplars, success criteria or mark schemes. This is also referred to as self-regulation. The EEF (Metacognition and Self-Regulated Learning Guidance report, 2011) describes self-regulation as the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn.

Self-regulation can be broken down into three essential components:

Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills, such as memorisation techniques, trial and error in problem solving, or subject specific strategies like mark making techniques in art. Being explicit about what and how students are learning is core component of good teaching and the first step to self-regulation.

Metacognition is about the ways learners monitor and purposefully direct their own learning. For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a student then monitors whether they think this has been successful or not based on how they have performed/are performing. As students become more accustomed to doing this, they become better at selecting the most appropriate cognitive strategy.

Motivation is the willingness of students to engage with metacognitive and cognitive skills and apply them to their learning. When introducing independent learning and removing teacher guidance and scaffolding, students can be reluctant or lacking the confidence to engage in the process of independent learning. Students need to be persuaded and convinced of the benefits (Ambition) and rewarded for their efforts and successes (Positivity) over time to have the skills and motivation to self-regulate their own learning.

The EEF teaching and learning toolkit (2011 onwards) identify metacognition and self-regulation as having the highest impact (additional 7 months in school). However, it should not be viewed as a single strategy; it takes time to establish and can only be implemented when the principles of good teaching are already in place. Students need to have the **ambition** to succeed and understand what, why and how they are learning, lessons need to be structured to provide clear guidance and **support**, with frequent feedback and **positive** correction, before removing this guidance and providing opportunities for students to engage in **independent** practice. Students will develop their independence as they get used to this regular classroom expectation and become more **resilient**. This should be an **equal** opportunity and the expectation for all learners. Teachers at West Craven High School will plan lessons in response to the **ASPIRE** principles, ensuring that students have time to practice applying their learning independently in similar contexts.

3.5. Resilience

At West Craven High School, we want students to develop their mindset and be equipped with the strategies to overcome obstacles and challenges. This is not only relevant to students' learning, but a life skill that enables individuals to process and overcome setbacks. Mathew Syed (2010, *Bounce* & 2015, *Black Box Thinking*) explains that success is only achieved through hard work and learning from failure. He explains that 'talent' is a myth and that individuals who have achieved greatness have done so through dedication and practice. On the face of it, this doesn't seem like a ground-breaking principle; 'practice makes perfect.' However, when most people practise, they focus on the things they can already do, as this is more enjoyable and rewarding, whereas failure is not. Society also places greater reward on success and often punishes failure. As a result, most individuals instinctively look to blame others or hide failures and avoid failure by avoiding the challenge in the first place. However, 'experts' put sustained efforts in to improving what they can't do well and learn from their mistakes. 'Research across all domains shows that it is only by working at what you can't do that you turn into the expert you want to become.' (Syed, 2010, *Bounce*). If learners give up when they are faced with challenge or make mistakes, they can't make progress, no matter how talented they are. Mathew Syed (2015, *Black Box Thinking*) explains that the determination to overcome problems is strongly related to Growth Mindset and the way that individuals conceptualise success and failure.

Carol Dweck (2006, *Growth Mindset*) studied the behaviours of thousands of children. She conducted research to find out why some children rebounded after a mistake, while others seemed devastated. Dweck uses the terms Fixed Mindset and Growth Mindset to describe the beliefs individuals have about learning and intelligence. Those who display a Fixed Mindset view intelligence as inherent and something that they can't change. Individuals who display a Growth Mindset view intelligence as something they can improve and develop. This has a significant impact on students' attitude and approach to learning. Research shows that individuals with a growth mindset have increased motivation and higher achievement. Other studies identify that our language and how we praise students can lead to reinforcing students' ideas about mindset. Telling children, they are 'smart' encourages a fixed mindset, whereas praising students' effort and hard work cultivates a growth mindset. When students have a growth mindset, they take on challenges and learn from them, therefore increasing their abilities and achievement.

Advances in neuroscience have shown that the brain is malleable and research into brain plasticity has shown that connectivity between neurons can change with experience; that new networks can grow, and existing connections can be strengthened.

(<https://www.mindsetworks.com/science/>). Teachers at West Craven High School understand the power of mindset and know that intelligence is not fixed. They explicitly teach students that they can improve their intelligence and their brains capacity for learning and retention. Teachers will be mindful of growth mindset when giving feedback and praise in lessons and on students' work.

One of the most impactful ways of developing resilience is to regularly challenge all students to think and to expose them to frequent low-stakes assessment and feedback. Tom Sherrington (2019, Rosenshine's Principles in Action) highlights that effective teachers ask more questions, involving more students, probing in more depth, and taking more time to explain, clarify and check for understanding. In addition, they ask students to narrate their thinking. This process ensures that students are frequently sharing their thinking, listening to the thoughts and ideas of others, and having misconceptions and mistakes corrected. Teachers at West Craven High School will plan questioning and low stakes assessment, in conjunction with a language centred around growth mindset, to create risk-free classroom environments, where students accept that it is not possible to be passive in lessons. Over time students will develop their resilience and enjoy contributing their thinking and reflecting on their mistakes. Students will also be expected to respond to teacher feedback and make improvements in their work. This process is also a form of teacher assessment and is included in the Marking, Feedback and Assessment policy.

3.6. Equality

Equality is the underlying principle across all aspects of Teaching and Learning at West Craven High School. John Hattie (2011, Visible Learning for Teachers) highlights that there is enhanced role for teachers as they become evaluators of their own teaching. He refers to Visible Teaching and Learning, which occurs when the teacher sees learning through the eyes of the students and helps every student to make learning progress. This requires teachers to personalise learning; focusing on individual students' learning needs to enhance their progress. Personalisation of learning is not about lowering expectations. It requires teachers to set challenging learning objectives that are **ambitious** for all learners, and then consider what further actions need to be taken to **support** all students to meet them. This is because the teaching and learning strategies and approaches that support learners with additional needs are the same approaches that support all learners to maximise their progress.

The Department for Education's Publication, Personalised Learning – a practical guide (2008) refers to this as Quality First Teaching. 'Quality first teaching draws on a repertoire of teaching strategies and techniques that are closely matched to the specified learning objectives and the needs of the children and young people in the class. It demands 100% participation from the pupils and sets high and realistic challenges. It does not 'spoon feed,' it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk. Lesson organisation is fit for purpose; for example, it may involve direct whole-class teaching or alternatively may have significant elements of enquiry-based individual or group work.' (Department for Education,

2008). It is therefore essential that teachers have excellent and up to date knowledge of each student they teach.

At West Craven High School, teachers plan lessons based on the starting points of all learners. Teachers take into account students' prior learning and attainment, any information held relating to the potential barriers students may face (disadvantaged students, looked after children, EAL and prior attainment sub-groups), any specific needs for individual students (SEND, EAL), as well as the 'hard' and 'soft' data collected by teachers or colleagues working with students. 'Hard' data is that collected in the form of assessments, whereas 'soft' data is that gained through the experience of working with each student. Teachers will plan seating plans that take account of this information to ensure that students are seated or grouped where they will learn best. Students will be expected to sit where assigned by the classroom teacher.

Hattie (2011) also recognises that teaching is about becoming an 'adaptive expert', where teachers use the evidence from assessment within the lesson to inform actions, allowing teaching to be flexible and adaptive to advance the learning for all students. This adaptation should be mostly anticipated, with planned differentiation strategies. Teachers at West Craven High School adhere to the school's Marking, Feedback and Assessment policy to ensure that they assess the progress of all students in lessons, adapt their teaching and intervene, as necessary.

4. Teaching and Learning Non-negotiables

Teachers work collaboratively in departments to develop lessons that consistently deliver their subject curriculum. Lessons will incorporate best practice in line with West Craven High School's ASPIRE principles for Teaching and Learning. This will be the focus for whole school CPD. There is no prescribed lesson plan or lesson structure, but all lessons at West Craven need to contain the following non-negotiable elements:

4.1 Ambition

- Students should be greeted at the door on arrival to the lesson
- Learning should start as soon as students enter the classroom. There should be an active and engaging starter/learning hook that makes students think about their prior learning or the intended future learning (word searches, colouring activities, etc. are not acceptable).
- Students should have their basic equipment on the desks in front of them: pen, pencil, ruler, rubber, and planner.
- The lesson objective slide must be used for all lessons to ensure consistency (See appendix 2 - Writing Lesson Objectives & Learning Outcomes). Objectives should be revisited during the lesson to ascertain student progress and understanding.
- The Bigger Picture needs to be shared every lesson. Students don't just need to understand what they are learning but why.

4.2 Support

- Strategic Seating Plans should be in place for all classes in all rooms that consider those students with additional learning needs and disadvantaged students.

- Challenging Learning Outcomes should be made clear to students. Learning should be personalised with differentiated success criteria/learning outcomes. (See appendix 2 - Writing Lesson Objectives & Learning Outcomes).
- Retrieval practice is built into the lesson to ensure all students must remember and recall prior learning.
- New learning is broken down into smaller steps with consideration given to cognitive overload. This new learning is delivered in a way that is succinct and clear.
- The teachers model new learning and applications of new learning, narrating the thinking process. (See appendix 3 - Modelling and Practice)

4.3 Positivity

- All adults in the room are positive role models in all aspects of language, communication, presentation of self and work.
- All adults in the room demonstrate and communicate high expectations of all students, such as sharing ambitious targets (see Marking Feedback and Assessment policy), explicit reference to desired learning conduct and explicit teaching/reinforcing of brain plasticity (growth mindset).
- Students should be visibly rewarded with explicit reference to the learning conduct being exemplified. This should be entered on Class Charts.
- Questioning should be planned and involve all students in thinking and contributing to the lesson. (See appendix 7 – Questioning)
- Teachers should develop a range of assessment techniques that check all students' understanding. (See Marking, Feedback and Assessment policy).

4.4 Independence

- Teachers should plan explicit opportunities for guided practice, where students are challenged in the application of the new learning.
- Teachers should establish and maintain a risk-free environment; where students collaborate, make mistakes, and correct them as part of the learning process. (See appendix 3 – Modelling and Practice)
- Teachers should circulate to assess progress, intervene, and support learners during guided practice. (See Marking, Feedback and Assessment policy).
- Students should apply their new learning in different contexts during independent practice. (See appendix 3 – Modelling and Practice)
- Students should be explicitly taught to reflect on their own learning (and that of their peers), articulate their learning and set their own goals/targets. (See appendix 8 – Reflection, Metacognition, & Self-Regulation)

4.5 Resilience

- Teachers should give all students frequent feedback and targets for improvement. (See Marking, Feedback and Assessment policy).
- Students should be given dedicated time to make improvements in their learning in response to the feedback given. (See Marking, Feedback and Assessment policy).
- New Learning should challenge students and take them out of their comfort zone; extension strategies should be anticipated and planned to stretch all students.
- Teachers should plan teaching strategies that involve students collaborating in their learning, including structured opportunities peer and self-assessment.

- Pride in presentation must be re-enforced by the teacher and following the DUMTUM system. Expected levels of presentation must be modelled by the teacher. (See appendix 9 – Pride in Presentation)

4.6 Equality

- Teachers have a thorough understanding of the students they teach; their prior attainment data, SEND information, Pupil Premium. Teachers plan lessons utilising strategies to meet the needs of their class.
- Teachers build a picture of learner's progress (depth of understanding, development of skills, levels of confidence, etc) after each lesson, and use this to plan and adapt future lessons that personalise the learning for the students they teach.
- All academy policies impacting on the student's experience in the classroom must be applied correctly, fairly, and consistently.
- Lessons plenaries should be planned, and lessons should be concluded with students waiting silently behind their chairs to ensure a calm and orderly dismissal.
- Teachers should dismiss students from the door and ensure that the school's high expectations are upheld, and students feel safe on the corridors as well as in classrooms.

5. Teaching Reading across the Curriculum

At West Craven High School, we feel that reading is the most crucial literacy skill for cross-curricular success. To access a curriculum dominated by text, both in print and on screen, our learners need to be able to read effectively to understand, make sense of and take meaning from the wide range of texts presented to them. For several learners who enter secondary school with a reading age below their chronological age, the reading demands of the secondary curriculum prove extremely challenging. Students with a reading age lower than their chronological age have significant problems accessing the information they need to be successful learners. All subjects are required to expose students to age-appropriate reading material which develops literacy skills. This is supported by Robust reading, accelerated reader, and reading interventions.

All staff are to promote the value of language in learning and effectively teach the skills of reading.

- It is the responsibility of the classroom teacher to raise the profile of reading within their subjects through visual displays either in the classrooms, or in corridor displays. All teachers must consider their classroom environment ensuring that there is a reading area / book corner / displays promoting subject specific texts / book reviews from students on subject specific texts etc.
- Display subject specific word walls in teaching rooms to create an accessible, word rich environment. Student friendly definitions and examples can make such word walls useful. Word walls should display no more than 20 words at any one time so that optimum effectiveness is achieved rather than overkill leading to lack of student engagement.
- Use available data on students' reading levels, made available by KS2 tests and the Renaissance Star Reader tests to make informed choices about appropriate texts and reading materials for students.
- Plan appropriate support and differentiation for students in order that they may successfully access texts and use them well to make progress.

- Review textbooks and worksheets for readability. Present reading tasks at both a suitable and challenging level.
- Type/word process worksheets for clarity and according to the needs of students.
- Make available a range of reading/research materials, and use the facilities provided by the school to enhance reading skills.
- Build extended reading tasks into departmental schemes of work e.g. academic articles, research tasks; reading in depth around a subject; comparisons of viewpoints in texts to develop students' independence.
- Make available, in teaching rooms, dictionaries, thesauri, glossaries and, where relevant, etymological dictionaries.
- Teachers should refer to the 'Word of the Week' where possible in lessons to deepen the vocabulary acquisition process.

To support and enhance students' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to facilitate reading development through their subject through the following means:

- Read and engage with a variety of different texts both in print and on screen.
- Learn how to sift and select information appropriate to the task.
- Follow up their interests and read texts of varying lengths.
- Question and challenge printed information and views.
- Use reading to research and investigate.
- Draw students' attention to structure, layout, format, print and other signposts.
- Help students to skim, scan or read intensively according to the task.
- Teach students to select or note only what is relevant.
- Help students to question, challenge and recognise bias in a range of texts.
- Support students who are at the early stages of reading.
- Teach students to read identified subject vocabulary.

Materials that students will be provided with:

- A range of materials to support the subject topic that will be effectively differentiated to ensure that students can access the materials and use them well to make progress.
- Texts at appropriate readability levels that cater for the range of students' reading needs.
- Materials reflecting a balance of culture and gender.
- Materials that are up-to-date and attractive.
- Resources / reference materials that enable all students to be independent readers.

Reading Activities:

Students will have the opportunities to:

- Use reading to research topics within all subject areas.
- Use the library and ICT suites to support subject learning.
- Be as independent as possible through reading to learn.
- Read for pleasure.
- Read aloud.
- Read a range of non-fiction text types.
- Read texts in different media e.g. Internet web pages, Newspapers, Academic Journals etc.
- Read narratives of events.

- Locate and retrieve information.
- Select and make notes from a text.
- Use a range of reading skills such as skimming, scanning, reading for meaning.
- Read fiction texts that will support their learning in a subject area.

Lessons across the curriculum will provide:

- Opportunities to facilitate the assessment of reading either formally or informally.
- Activities that focus on reading and reading skills.
- Opportunities to understand and use specialist vocabulary (key words).
- Homework activities that require reading.

6. Monitoring of Teaching and Learning

The key procedures for monitoring teaching and learning are analysis of examination results, departmental data for all teaching groups, Curriculum Area Reviews, lesson observations, lesson drop ins, work scrutiny, and the outcomes from parent and pupil surveys.

The key responsibilities for the implementation of this policy are as follows:

Teachers:

- Read and champion the ASPIRE principles for Teaching and Learning at WCHS
- Adhere to WCHS Non-negotiable aspects of classroom practice
- Commit to Continuing Professional Development
- Engage with Education Research and Whole School CPD to develop best practice
- Collaborative plan the subject curriculum with colleague

Heads of Curriculum and Subject Leaders:

- Ensure that Teaching and Learning is a standing agenda item
- Lead collaborative planning and ensure consistent curriculum coverage for all students
- Lead the subject/faculty response to the Teaching and Learning policy, ongoing CPD and shared best practice
- Ensure that department practices and procedures are in line with the Teaching and Learning policy
- Evaluate the teaching of your subject/curriculum area
- Analyse and interpret data on students' performance against school expectations and other comparative data
- Monitor students' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data
- Work with SLT to take an active role in department, faculty, and school improvement

Senior Leaders:

- Ensure that the plan for school improvement places a high priority on Teaching and Learning
- Ensure that structures are put in place to support Teaching and Learning priorities

- Ensure the effective implementation of school policy through monitoring the quality of teaching and learning across the school
- Measure and feedback the impact of the Teaching and Learning policy to school stakeholders
- Regularly review the policy, including the impact on teacher workload