

Teaching, Learning and Achievement Policy

APPROVED	
Signature of Head of School:	Darryl James
Date:	09 November 2022
Signature of Chair of Governors:	Bev Tucker
Date:	09 November 2022
Agreed at the SEMH Local Governing Body Meeting on:	09 November 2022
Minute Reference:	Item 12.2

Document reference:	Version 3.0
Created by:	Darryl James
Creation date:	November 2022
Reviewed by:	Jane Reason
Review & revised date:	Sept 2017/ Sept 2020/Nov 2022
Major revision by:	Darryl James
Major revision date:	November 2022
Master File location:	Office Policy Files
Next review due:	September 2023

This policy must be read alongside our most recent

- Assessment Policy,
- Curriculum Policy
- Behaviour and Relationships Policy.

Staff should also refer to their job descriptions.

TEACHING, LEARNING AND ACHIEVEMENT POLICY

CONTENTS

TEACHING, LEARNING AND ACHIEVEMENT POLICY	2
CONTENTS	2
1. RATIONALE.....	3
2. RE-ENGAGING LEARNERS	3
2.1. A CULTURE OF LEARNING	3
2.2. EFFECTIVE LEARNING RELATIONSHIPS	3
2.3. A PERSONALISED, FLEXIBLE AND RESPONSIVE CURRICULUM.....	4
2.4. PERSONALISATION OF LEARNING.....	4
2.5. STUDENT VOICE IN LEARNING	4
2.6. BUILDING LEARNING POWER	4
2.7. MIND-SET FOR LEARNING.....	5
3. GREAT TEACHING AT ‘THE ALBANY’	6
3.1. EXPECTATIONS OF THE LEARNING TEAM	6
3.2. TEAM TEACHING AND LEARNING SUPPORT	7
3.3. PARENTS AND CARERS.....	8
3.4. MANAGEMENT OF RESOURCES.....	8
4 QUALITY ASSURANCE.....	8
5 USEFUL GUIDANCE DOCUMENTS	8
APPENDIX A: GROWTH VS FIXED MIND-SET: ARE YOU GROWTH MINDED?.....	10
APPENDIX B: PROBING QUESTIONS.....	10
RIGOUR	11
DIFFERENTIATION	12
LEARNING PATHWAYS	12
EXPLAINING.....	12
AWE.....	13
POSSIBILITIES	13
JOY.....	13
PREAMBLE.....	14
APPENDIX C: PART ONE: TEACHING.....	14
APPENDIX D: EXPECTED STANDARDS FOR TEACHERS EMPLOYED ON THE UPPER PAY RANGE	16
ESSENTIAL CHARACTERISTICS	16
ADDITIONAL ACCOUNTABILITIES	16
APPENDIX E: PLANNING	17
APPENDIX F: QUESTIONING	21
USING BLOOM’S TAXONOMY	21
SOCRATIC QUESTIONING	22

ENCOURAGING METACOGNITION	22
APPENDIX G: ROSENSHINE’S PRINCIPLES OF INSTRUCTION	24
APPENDIX H: A FOCUS ON THE PROFESSION OF TEACHING – PEDAGOGY AND PURPOSE	25

1. RATIONALE

The core purpose of The Albany is to ‘re-engage our students in learning to enhance their life choices’. This requires the ability to inspire others through passion, energy, resilience and high-quality teaching. This policy forms part of a quartet of policies along with our *Assessment Policy*, *Curriculum Policy* and our *Relational Behaviour Management Policy*, which describe how students at The Albany are provided with the structure, support and opportunities to make good progress and achieve highly in their academic, personal and social development. The quality of teaching in all aspects of the curriculum is the most influential change agent in creating sustainable and significant change for all our students. This must therefore be our primary focus. This policy does not seek to prescribe a model by which this will happen, but instead encourages the development of the mind-set of a great teacher.

Staff should also reflect on the expectations of their Job Description and roles within the context of this policy.

2. RE-ENGAGING LEARNERS

2.1. A CULTURE OF LEARNING

Learning is a lifelong experience. If we are to encourage our students to see learning in this way, we must be relentless in our evaluation of our own practice, seeking to evolve and improve it, through self-evaluation, feedback from students and peers and professional development activities. At The Albany, we are all learners; seeking out new ideas and approaches through working together and supporting each other in maximising our effectiveness as teachers and leaders of learning.

In developing and building this learning culture, staff are encouraged to be innovative and take risks in their own approaches, through which new learning happens and our skills as teachers grow. By sharing this learning, we create an atmosphere of continuous self-development.

2.2. EFFECTIVE LEARNING RELATIONSHIPS

The Albany learning team need to position themselves as the leaders of our students, such that they want to engage in the often risky activity of learning. Our students deserve to have great teachers, who are genuinely interested in them, know and understand them, and form excellent professional relationships with them.

Our students should expect teachers who work with them to find new ways of coping with the inner emotional turmoil which is most often seen through poor conduct and learning behaviours, such that they can learn free from their own and others disruption. (See *Relational Behaviour Management Policy*)

Relationships are the key to unlocking the learning potential of brains that have suffered trauma. Effective relationships require an investment in time and emotional energy from every member of Albany staff. It is therefore important that staff invest in themselves to ensure they can remain emotionally available adults. In this way we create a safe and respectful environment for our students to begin to find new ways of operating and engage in

learning. Where these relationships exist and the learning is appropriately matched to the student's needs, students are much more likely to engage in learning, rather than disrupt or remove themselves from the lesson. This promotes their achievement; our core aim.

2.3. A PERSONALISED, FLEXIBLE AND RESPONSIVE CURRICULUM

A fundamental principle within The Albany approach is that every opportunity to take learning outside the classroom environment should be seized upon, using the richness and diversity of our local community and beyond. In this way learning can be linked to the experiences of our students, encouraging them to see relevance in learning.

Our curriculum and student groups are organised around pathways linked to reading age, maths age and need. In grouping our students according to their presenting need, we are able to organise their learning and the learning of the group around these needs, whilst also further focussing their offer on their hopes, aspirations, interests and support needed. The timetable for each student is therefore highly personalised and reflects their learning and social development needs, including additional literacy, numeracy and social skills. However, staff also need to be (and have permission to be) flexible and responsive to the needs of the student on an hourly and daily basis.

The challenge learning programme (part of our core offer) is designed to develop student's personal and social skills, with particular emphasis on resilience, perseverance and social interaction. An essential aspect of this is to encourage students to link the skills learnt here to learning in the classroom. ASDAN qualifications are used to measure the impact of this part of the curriculum and build a sense of achievement.

A detailed description of our curriculum intent is provided in our [Curriculum Policy](#).

2.4. PERSONALISATION OF LEARNING

Every student is an individual and their current levels of understanding, needs, aptitudes and emotional wellbeing are not just different from each other, but will also vary considerably throughout any day, week or term. Lessons need to have opportunities for a variety of routes through them, with each student following their own unique learning pathway. Every learning activity must take account of the student's needs at that moment in time, helping the student to challenge themselves and step out of their comfort zone into their learning zone ([See Assessment Policy](#)). Helping them experience this safely is an essential skill for every member of our learning team. We cannot do this by doing the thinking, feeling and therefore learning for them.

2.5. STUDENT VOICE IN LEARNING

Albany students need to have a voice in their learning, to make choices in how they learn, to regularly assess their own progress and the work of their peers and to reflect on what works well for them and what isn't working, so that we are mindful of their feedback in the actions we take and the activities we provide.

By involving students in how they learn, what they learn and how well they are doing we build the intrinsic pride and motivation we are seeking to promote.

2.6. BUILDING LEARNING POWER

Learning is a lifelong activity, but we don't all know how to do this. Teaching the skills of problem solving, thinking and learning is an essential element of our teaching. Staff should ensure a rigorous approach to creating the learning journeys for students, using;

- personalised high challenge;
- opportunities to extend written and verbal language skills;
- regular opportunities within each lesson to engage in activities which promote and talk about their thinking, their reasoning and their problem-solving approaches;
- skilled and [probing questioning](#);
- simple, clear explanations and modelling;
- inspiring moments created with a passion for learning;
- Investigating new ideas and moving tangentially with the ideas and questions students bring to the lesson.

These all create the platform from which our students can learn and make rapid progress. (See [Appendix B – 10 habits of a great teacher](#)).

[Barak Rosenshine's Principles of Instruction](#) provides a useful framework ([Appendix G](#)) for how we can structure our lessons to support student learning. It places an emphasis on

- Daily, weekly and monthly reviewing of learning (see [Ebbinghaus Forgetting Curve](#)),
- chunking learning,
- effective questioning engaging all students,
- modelling,
- guiding student practice,
- checking for understanding
- obtaining a high success rate
- scaffolding difficult tasks
- independent practice

2.7. MIND-SET FOR LEARNING

Our own mind-set influences our attitude to learning. A fixed mind-set believes we have a fixed intelligence and capacity, which limits our capacity to learn. It is also risk averse, avoiding failure. In building learning power, we must first dispel this myth and encourage our students to see themselves as capable learners, with a growth, 'I can', mindset. We must also avoid promoting a fixed mind-set through having low expectations of our students, avoiding risk in our teaching or limiting growth through lack of opportunity. As The Albany learning team, we must aim high for every student and help them achieve this goal by setting high expectations and personalising the journey to them. Our expected outcomes for every student must be high, but each student will need their own journey and pathway to this, depending on their starting points.

Learning opportunities should be seized wherever they occur, with staff **flexible and agile** enough to adapt their teaching to the needs of their students as the opportunities arise; not sticking rigidly to a plan, but responding to each individual student differently, keeping the intended goal in mind – what it is you want the student to learn – but adapting the route to that outcome in response to the student in the moment.

Above all, we need to be mindful that learning is constructed from challenge; from getting things wrong and trying again; from receiving timely and meaningful feedback on how we are doing and what we can do to move forward (see [Assessment Policy](#)); and from practising newly acquired skills and knowledge in a range of increasingly complex activities, such that the learning is embedded and transferable.



Academic learning requires the same application as learning to skateboard: we need to practice, build memory, assess how well we are doing, try again, and keep going until we significantly improve our skill or understanding.

If we give up, we do not improve. If we do not challenge ourselves, we do not improve. If we do not receive accurate and timely feedback, we have no information to help us improve and we do not assess accurately our level of skill and expertise. We might think we are better or worse than we are. We give up trying.

See [Appendix A](#) to identify how growth minded your mind-set is. Do you have a fixed or growth mind-set for yourself? Do our students have a fixed or growth mind-set? The good news is that whatever your mindset

currently, we can all develop growth minded thinking!

3. GREAT TEACHING AT 'THE ALBANY'

The Albany expects teaching to be great (see [Appendix B: Ten habits of a great teacher](#) and [Appendix A: Mindframes](#)). To support this we are committed to continuous professional development opportunities through coaching, mutual support and the sharing of effective strategies; to ensure that our skills, as teachers, learning support staff and leaders of learning, are regularly refreshed, take account of developing theories of pedagogy, and reflect best practice. Staff are expected to engage actively in CPD, be innovative, and engage in reflective practice.

Learning should be 'high challenge, low threat' if it is to have the highest impact on progress. This approach enables learners to develop their curiosity about the world and challenge themselves to achieve but removes the fear of failure that is often present with our students.

Learning must be our primary focus, with students not only learning more about themselves and making significant progress in their social development, but also achieving highly in their academic subjects. Literacy, including subject specific language, numeracy and thinking skills need to be taught explicitly, alongside resilience, perseverance and risk taking. The mind-set prevailing needs to be 'I can'. Learning also needs to be purposeful and well planned.

3.1. EXPECTATIONS OF THE LEARNING TEAM

The expectations of both teachers and learning support staff are detailed in the individual job descriptions. All teachers need to meet the expectations of the teachers' standards ([Appendix C](#)). Teachers paid in the upper pay range are expected to take on additional responsibilities and operate at a level at least commensurate with the expectations of this level (see [Appendix D](#) for expectations based on previous threshold standards.),

- *Management of Learning and Behaviour* has impact, such that students experience an appropriate balance of structure and nurture enabling them to engage in their learning effectively, and unwanted behaviours are consistently challenged in line with our [Relational Behaviour Management](#) policy.
- *Assessment for Learning, including diagnostic assessment*, is planned for and evident in all learning activities, providing students with opportunities to reflect on their learning and make decisions about the next steps needed, as well as regular feedback to students. (See [Assessment Policy](#))
- *Good Subject Knowledge and Skills*. Staff are expected to keep up to date with the latest specifications for their curriculum lead areas, aspects of managing risk etc and use this knowledge to develop and adapt the schemes of work they develop. When teaching out of specialism, staff should ensure they are fully conversant

with the knowledge and skills required by the scheme of work prior to teaching it and seek support where necessary to build these skills. You should use your knowledge of the students to personalise the lesson planning for your group from these schemes of work

- *Good pedagogical knowledge.* Teachers should ensure they regularly update their knowledge of effective practice, including [cognitive science](#), such that they build on what is working well, enhancing the learning environment for students.
- *Lessons and Sequences of Lessons* must:
 - Promote Quality First teaching, with skilled use of differentiation and a variety of learning opportunities
 - Take account of students' needs and prior learning (e.g. SEN, prior attainment, risk assessment, risk management, student assessment portfolios) and make good use of data (see tracker)
 - Revisit concepts and ideas to address misconceptions/ misunderstandings and lack of clarity of knowledge
 - Enable students to make progress against their EHCP and Albany Targets (students without EHCP)
 - Be well planned with a flexibility to be responsive to individual student needs, and have clearly identified personalised objectives and outcomes, which are communicated to and accessible to students and reflect, where appropriate, individual student targets.
 - Build opportunities for problem solving and discussion about thinking and reasoning processes.
 - Build in opportunities for students to develop literacy, numeracy and IT capabilities, including speaking and listening, researching, paired and group work.
 - Make effective use of a variety of learning approaches; demonstration, multimedia, creative and physical activities, discussion, literacy and numeracy and the local community.
 - Connect fluently so that students have a clear sense of what they are learning and the progress they are making.
- *Learning Activities* (see [Appendix E: Planning](#)) must:
 - Be relevant and appropriate, providing opportunities for choice, building engagement and achievement
 - Allow all students to progress, providing appropriate, high levels of challenge.
 - Promote opportunities to develop literacy, numeracy, IT, personal, learning, thinking and social skills
 - Promote student voice
 - Develop cognitive (e.g. teaching how to solve problems) and metacognitive strategies (reflecting on our thinking)
 - Take account of student prior knowledge and achievement
 - Create opportunities for deep learning and promote curiosity
 - Use pace effectively within the lesson so that all students are actively engaged in challenging learning activities at all times
 - Provide equality of access to learning
 - Ensure resources have a high impact value on learning.
- *Probing Questions* must be skilful, considered and targeted to develop students' learning and promote thinking skills. (See [Appendix F: Questioning](#))
- *Learning beyond the Classroom* must promote opportunities for learning beyond the school day through home learning and homework activities that are planned into all schemes of work and engage the student in a wide range of independent learning tasks, not just completion of written activities.

Please note: Where screening shows a student would benefit from writing aids (e.g. coloured paper, overlays or access to a laptop) these must always be available for their use. In addition, only students entitled to support with reading and/or writing, as identified through screening, should have this offered to them. Even so, students should be encouraged and supported to do this themselves as much as possible.

3.2. TEAM TEACHING AND LEARNING SUPPORT

Teaching at The Albany is a partnership between the teacher and the LSA supporting them. When teaching together, it is essential to plan together and/or ensure effective communication about the learning activities and expectations within each lesson and the roles each of you will employ. This learning partnership needs to be one of trust, where

each colleague can be flexible and responsive to need as it arises in the classroom, both in managing behaviour and in the learning pathways followed.

It is helpful to engage in a contracting dialogue with colleagues to ensure that everyone is clear how to work with each other to maximise the learning outcomes for students. Teachers should not leave behaviour management exclusively to the LSAs. Best practice suggests this is a shared responsibility, ensuring all students within a teaching group get equal access to the teachers input. However, teachers are accountable for lesson behaviour.

Where additional adults are present in a lesson, it is acceptable practice to split the group for some of the time, with the adult input rotating within the lesson.

Please note: Additional adults in the classroom are there to support the learning activities, not to carry out tasks for the teacher.

3.3. PARENTS AND CARERS

The Albany believes that learning happens best when home and school work together in partnership to support the student. It is important that students arrive at school ready to learn; be this appropriately dressed for an activity or having had sufficient sleep and nourishment to engage in the activity. As young adults our students should be able to address these areas themselves. However, we recognise that they may need support from home to achieve this.

We encourage our parents and carers to take an active interest in what their child is learning and to support their learning at home, through providing opportunities for their child to share what they have learned and celebrate their achievements. It is also helpful if school is informed should there be concerns or situations at home which may impact their child's ability to engage in learning.

3.4. MANAGEMENT OF RESOURCES

It is the responsibility of the classroom teacher (or Grade 4 LSA) to manage the deployment of resources effectively for their subject area and classroom. Each area is given an annual budget which should be used to purchase on going resources. When resourcing the subject, the potential impact on learning should be considered alongside the cost. High impact, low cost ideas are a priority.

A one-off or larger purchase can be made through placing a bid. The bid should identify the impact the purchase will have on the learning and achievement of students. It is important at all times that staff ensure best value is obtained. This enables the Head and Business Manager to make informed decisions about purchases which fall outside of the delegated budget for curriculum areas.

Staff are expected to teach students (by example and by direct instruction) the importance of caring for equipment and using resources sparingly.

4 QUALITY ASSURANCE

The leadership team has a responsibility to ensure the quality of teaching, learning, achievement and progress, behaviour and safety continues to provide high impact and good outcomes for our students. As such we undertake quality assurance activities. The details of this can be found in our [Quality Assurance Framework](#). Staff must ensure they are familiar with the processes and expectations contained within this document. The SEMH Local Governing Body (LGB) play a key role in this process, alongside the leadership team.

Opportunities for peer review are also encouraged. Staff wishing to work together to improve practice should seek opportunities to observe each other and team teach. SLT will endeavour to ensure cover is made available for this activity, if it is needed, provided prior notice is given of the purpose and focus of the activity, and the potential impact for participants' professional development.

5 USEFUL GUIDANCE DOCUMENTS

Education Endowment Foundation: [Metacognition and Self-Regulated Learning Guidance Report](#)

Education Endowment Foundation: [Making the Best use of Teaching Assistants Guidance Report](#)

Education Endowment Foundation: [High quality teaching for pupils with SEND](#)

APPENDIX A: GROWTH VS FIXED MIND-SET: ARE YOU GROWTH MINDED?

Remember, if we ourselves and our students develop a growth mind-set there is no limit to what we can achieve! Where is your mind-set? A fixed mind-set can become a growth mind-set by changing our way of thinking, our language and our behaviour.

FIXED MIND-SET VS GROWTH MIND-SET

FIXED	GROWTH
Sees intelligence is something you have or don't have	Sees intelligence as something to be developed
Avoids challenge	Embraces challenges
Gives up easily	Keeps going when things get difficult
Sees effort as a waste of time	Sees effort as the path to mastery
Ignores feedback (especially criticism)	Learns from feedback including negative criticism
Feels threatened by the success of others	Takes inspiration from the success of others

More examples:

In a **fixed** mind-set, you want to hide your flaws so you're not judged or labelled a failure.

In a **growth** mind set, your flaws are just a TO-DO list of things to improve.

In a **fixed** mind-set, you stick with what you know to keep up your confidence.

In a **growth** mind-set, you keep up your confidence by always pushing into the unfamiliar, to make sure you're always learning.

In a **fixed** mind-set, failures define you.

In a **growth** mind-set, failures are temporary setbacks.

In a **fixed** mind-set, it's all about the outcome. If you fail, you think all effort was wasted.

In a **growth** mind-set, it's all about the process, so the outcome hardly matters.

Taken from 'Tom Sherrington, Secondary Head, writing as Headteacherguru'

The following ideas do not dictate a particular approach that will deliver results; rather they highlight the mind-set and beliefs that great teachers display as well as the constituent elements of great lessons. The Albany is seeking to promote great teachers, for whom these habits will be at the core of their pedagogy.

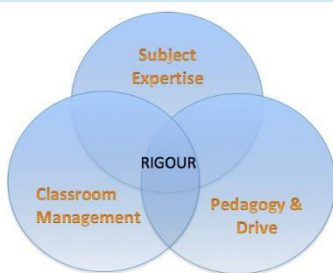
'In improving as teachers, we are not collecting tools, we are seeking to change our habits... the things we do automatically every day.' (Dylan William)

APPENDIX B: PROBING QUESTIONS

This is the skills of active listening to students, bouncing back with deeper thinking questions and probing their grasp of the learning. This is much more than recall and surface learning; the expert teacher keeps everyone focused and in their own learning zone. These can be individual, paired, group or whole class questions. For example:

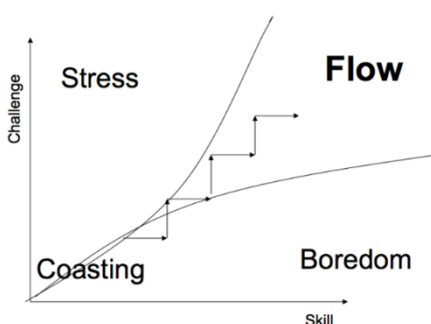
- That's true, but why do you think that is?
- Is there a different way to say the same thing?
- Can you give an example of where that happens? □ Can you explain how you worked that out?
- So what happens if we made it bigger or smaller?
- Really? Are you sure? Is there another explanation?
- Which of those things makes the biggest impact?
- What is the theme that links all those ideas together?
- What is the evidence that supports that suggestion?
- Does anyone agree with that? Why?
- Does anyone disagree? What would you say instead? Why is that different? □ How does that answer compare to that answer?
- But what's the reason for that? And how is that connected to the first part?
- How did you know that? What made you think of that?
- Is that always true or just in this example?
- What would be the opposite of that?
- Is that a direct cause of the effect or is it just a coincidence, a correlation?
- Not sure if that's quite right... have another go... is that what you meant?
- That's the gist of it... but is could you say that more fluently?

RIGOUR



Great teachers approach teaching through providing challenge, precision, depth, the correct technical language (explained) high expectations of self and students (academic and social) and promote learning for the intrinsic reward it offers. They are 'prepared to challenge and accept challenge back; it matters that things are right – or that they are examined for truth and the general tone of the lesson is one of searching ever deeper.' Whilst the purpose is not to entertain, the outcome is often one where students are excited by the experience of learning something new.

CHALLENGE



Mihály Csikszentmihályi

Flow can be described as 'being in the learning zone'. Too little challenge then we remain in the comfort zone (boredom). Too much and we are stressed (panic zone). The skilled teacher judges the challenge to always keep students in their learning zone.

Examples of high challenge activities include:

- Deep End instructions: (off you go with minimal input).
- Think, pair, share.
- Struggle Time.
- Probing Questions (and getting the students to ask questions).
- Synoptic Tasks – making connections between ideas.
- Problem solving: - applying learning.

- Cognitive Conflict (they need to struggle with the conflict before they can make connections).
- Collaborative group work.
- Self-directed progression.
- Pace. Also consider pace through depth and not speed.
- Reciprocal teaching.

DIFFERENTIATION

The art to effective differentiation isn't just the depth of knowledge about each individual student, but how this is used to create a learning environment where differentiation is integral to the entire process. I.e. the notion that 'one size does not fit all and that different learners will be progressing at different rates' is absolutely explicit and embedded. A key principle is that every learner is able to progress at their own rate and learning is never finished. No student should ever leave a lesson early or stop because they have finished, nor should students be left behind because the learning has been pitched too high.

See <http://headguruteacher.com/2013/02/03/great-lessons-4-differentiation/> for further ideas.

LEARNING PATHWAYS

Great teachers take students on a learning journey

- through stages of understanding, □ in time from lesson to lesson,
- from their starting point, different routes through, different challenges and barriers, and potentially different end points.

They do this in a skilled way which encourages every student to take part because they feel safe and supported and are therefore willing to step outside their comfort zone, and into their learning zone. Great teachers are the leaders of their students.

EXPLAINING

Einstein said '*If you can't explain it simply, you don't understand it well enough*' highlighting the need for all leaders of learning to invest in their own knowledge of what is being taught; updating it continuously.

The art of explaining challenging ideas clearly, utilising a range of strategies appropriate to the context, is a necessary skill for a great teacher. The best practitioners embed their explanations in the experiences of the students whilst maintaining the academic rigour required by the concept (it is not dumbed down).

AGILITY

This is the ability to ‘think on your feet,’ to adapt, be flexible, change course, respond in the moment to multiple simultaneous demands whilst still ensuring all students experience a stimulating learning experience and make progress.

Questions to ask yourself: Can you do this or do you need to follow the comfort of a well written plan because then you know the syllabus is covered? What is the risk of stepping away from this plan? What are you doing when you do divert? Is the learning focus lost altogether? How does it impact your future planning?

More ideas can be found here: <http://headguruteacher.com/2013/02/20/great-lessons-7-agility/>

AWE

‘Teachers can take students down pathways they never knew existed’ Mick Waters

Did you know that if you hold a grain of sand at arm’s length and stare through it at the night sky, millions of galaxies are hidden from view? Or that looking at the night sky is travelling back in time? To me, these statements and the explanations of them inspire awe. If you can inspire awe in your classroom you breed a love of learning. If you can respond with genuine awe to the work of students this adds to the capacity to inspire. It is the core purpose of a teacher – to lead others in learning and inspire them to want to learn.

POSSIBILITIES

With a growth mind-set anything is possible – to infinity and beyond! Can we set audacious goals, but make them achievable? What is the secret to doing this? If we offer too much choice and freedom, we risk very limited responses; so how do we offer choice but set high aspirations?

An effective way to encourage aspirational outcomes is to provide exemplars. These are not templates to follow but examples of what can be done. They set the bar high and lay down the challenge. There is then a need for those people management skills to enable students to take up the challenge and not lose faith or direction by feeling they are falling short of the challenge.

How often have you given your students the opportunity to create their own destinations in your lessons? Are there possibilities for students, without a set structure to follow?

JOY

- *Share your passion.*
Give yourself permission to bring what you believe is the fun stuff about your subject into the lessons. The love you have for it should shine through in how you teach.
- *Adopt strategies that are intrinsically motivating.*
Avoid over-structuring activities; for example, provide students with a range of science equipment relevant to a topic and simply ask them to explore its possibilities. Create learning games which build motivation through a desire to win. These are just examples. All subject areas provide opportunities to let learning off the leash and inspire joy.
- *Build joyful relationships.*
Quality, genuine professional relationships are at the heart of The Albany ethos. Great lessons are only possible where there is mutual respect, laughter and interest in each of us as individuals, not just as vessels of learning.
- *Celebrate achievement as its own reward.*
A structure of sanction and reward does little to motivate or encourage joy. It is far better to share those moments of clarity; when the learning light bulb turns on or a student takes their learning to another level. These are the rewards teaching offers and students seek. This is the moment for that ‘conditional praise,’ which builds learning power and self-esteem as a learner.

PREAMBLE

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

APPENDIX C: PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - a. establish a safe and stimulating environment for pupils, rooted in mutual respect
 - b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - a. be accountable for pupils' attainment, progress and outcomes
 - b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - c. guide pupils to reflect on the progress they have made and their emerging needs
 - d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - e. encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well-structured lessons
 - a. impart knowledge and develop understanding through effective use of lesson time
 - b. promote a love of learning and children's intellectual curiosity
 - c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - d. reflect systematically on the effectiveness of lessons and approaches to teaching
 - e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all pupils
 - a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
 - a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - b. make use of formative and summative assessment to secure pupils' progress

- c. use relevant data to monitor progress, set targets, and plan subsequent lessons
 - d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment
- a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities
- a. make a positive contribution to the wider life and ethos of the school
 - b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - c. deploy support staff effectively
 - d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - e. communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two relates to professional conduct and is repeated in the [Staff Code of Conduct](#).

APPENDIX D: EXPECTED STANDARDS FOR TEACHERS EMPLOYED ON THE UPPER PAY RANGE

A teacher paid at the Upper pay range must continue to demonstrate that

- they are highly competent in all elements of the teacher standards
- their achievements and contribution to The Albany are substantial and sustained

A teacher paid on the Upper Pay Range (UPR) at The Albany is expected to play a critical role in the life of the school. A growth mind-set is an essential element in delivering this.

ESSENTIAL CHARACTERISTICS

UPR teachers must be great teachers. They are highly skilled practitioners who can consistently demonstrate the following characteristics:

- A constant striving for 'even better' with their own performance and the outcomes for their students, using evidence-based practice to improve these outcomes.
- Being flexible, creative and adept at designing learning sequences within and across lessons that are effective and consistently well-matched to the needs of students and the syllabus content.
- Highly skilled practitioners in managing, challenging and changing student behaviour, with particular emphasis on those with extremely challenging conduct or learning behaviours.
- Extensive knowledge and a well-informed understanding of the assessment requirements and arrangements for the areas taught, designing appropriate structures for monitoring and evaluating the impact of their teaching on student progress.
- Sufficient depth of knowledge and experience to give advice on the development and wellbeing of children and young people.
- The knowledge, skills and understanding of effective pedagogy to support the leadership team in coaching and developing others and in providing CPD.
- Professional curiosity, such that they take advantage of appropriate opportunities for professional development and educational research, using it to improve students' outcomes.

ADDITIONAL ACCOUNTABILITIES

All UPR teachers are expected to:

- Play a critical role in the life of the school, including school improvement planning.
- Provide a role model for teaching and learning.
- Make a distinctive contribution to the raising of student standards.

The UPR teacher at The Albany is expected to take a leadership role for their subject and take an active role in school improvement planning, creating a department development plan. They are also expected to critically analyse student performance data in their subject areas and create an action plan to address areas of underperformance. The effectiveness of this planning needs to be regularly monitored, evaluated and reviewed.

For those paid at or above the middle of the range, there is an additional expectation that they take whole school responsibility for an area and its improvement plan, e.g. literacy, numeracy, IT, Adventure Learning.

UPR teachers will be expected to use their skills to support LSAs, NQTs and Main Scale teachers in developing their skills and understanding. This is undertaken through line management responsibilities, our appraisal structure, formal and informal coaching and providing CPD activities.

APPENDIX E: PLANNING

PLANNING FORM: A worked example of a planning form is included below. This form is not compulsory but provides guidance for staff in planning lessons and activities. An alternative planning form, The 5 Minute Lesson Plan, can be found in the [Curriculum Policy](#). **Planning must also reference the skills being developed.**

The [Curriculum Policy](#) also provides a compulsory Scheme of Work Template.

GUIDANCE FOR WRITING DIFFERENTIATED OBJECTIVES AND OUTCOMES:

When planning lessons, it is the intended objectives for the lesson (what you want the students to learn) and the learning outcomes (how the students will know they have achieved the objective) which are the critical elements of the plan. They must come before the planning of tasks. In effect, through defining these carefully you give yourself the framework for the lesson. It also allows you to be agile in your teaching whilst keeping the intended outcomes in mind.

These objectives must incorporate capacity to develop each student's personal learning targets.

Learning Objectives

The purpose of a Learning Objectives is to show students the context for their learning. This will involve not only the content but the specific skills that will be developed through the learning activity.

When considered in conjunction with the Learning Outcomes they provide a clear picture to the student of the learning that will take place together with the end result allowing both the student and the teacher to make judgements about the progress made.

When writing Learning Objectives, it is important to consider the learning or thinking skills that will be employed by the student in order to develop their understanding. In order to assist in this, it is useful to use a framework such as Bloom's Taxonomy which provides thinking skill terms which can easily be incorporated into the objective.

- **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
- **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
- **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use.
- **Analysis:** analyse, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
- **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up
- **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate

These verbs can be used to articulate the precise skills being used. Avoiding vague or ambiguous terms (know, understand) or simply giving a piece of knowledge to be learnt as the objective will ensure specific learning objectives are used.

LEARNING OUTCOMES

These should be a clear description of how the student will know they are achieving the outcome. Often a good way of phrasing these is '*I know I can do this if I can ...*'.

It is not helpful here to list the knowledge, skills or understanding that you are looking for explicitly (as this doesn't allow honest reflection) but to create a way that a student knows they are demonstrating achievement of an outcome. This can be done in many ways, for example; it may be through demonstrating accurate use of similes and

metaphors; completing a particular exam question/ group of questions on a topic etc. What it should do is define the learning activities that you will undertake with students.

Year Group 10	Students 10C3	Learning Objectives By the end of the lesson/s students will be able to... Describe that heat (thermal) energy moves from an area of high temperature to an area with a colder temperature Use a thermometer to record temperature Describe properties of a good insulator State the 3 ways thermal energy can move Explain how thermal energy moves using the ideas of particles and waves	Learning Outcomes Students will know they can do this through... Identifying when objects will heat up or cool down when placed at room temperature Describe what the sample insulators shown have in common Identify the way heat energy is transferred in solids, liquids, gases and from the Sun to Earth Use knowledge learnt to explain how a vacuum flask can keep hot liquids hot and cold liquids cold	Albany Level/ Grade 2 4 4 5
Learning Context Single Science Group Students have been learning about heat energy and temperature. We have experimented to find out how to keep things warm and what happens to a solid if you heat it up. They have previously also studied the electromagnetic spectrum. We are not in our usual classroom due to broken drains in our usual room. This could unsettle the students at the start.				

Use of Resources (incl. support staff) Visual aids to prompt thinking and help EAL developing learner. Practical activities to develop skills and co-operative learning. LSA in class used in particular as a scribe for some students and to support and challenge learning.
Homework / Independent Learning Task Explain how a radiator heats a room.
Other key elements being addressed (literacy/ numeracy/ social skill development) Literacy: Speaking and listening, key words Organise pairings to build appropriate social interactions.



Information about the learners (including interventions to manage learning needs, behaviour, etc.)

10 students: 4 boys, 6 girls. 3 statemented students (Martin, Chris, Kyle), 6 students Action Plus (Billy, Morgan, Chelsie, Pagan, Jodie, Ashleigh), 1 student EAL (Turkish) and School Action Plus. Chris, Martin and Billy have aspects of their SEN related to behaviour as well as learning. Ashleigh has some learning and some social and emotional difficulties. Jodie has a physical impairment in addition to significant learning difficulties. Chris needs to use a scribe to help him record his learning. Reading scores for the group are all well below average (<85) with Chris, Billy, Jodie and Martin scoring <70. There is Learning Support in the class. Short term tasks, opportunities to 'play with science' a range of practical and visual clues to help pin learning and opportunities to develop their own explanations and descriptions using pictures as well as writing are strategies used. If Chris arrives in a bad mood, he can be extremely oppositional. He may need to remove himself to the KS4 base to take time to calm down. It is not appropriate to directly challenge him at this point. This is an effective strategy. Martin can also be extremely challenging. Tactically ignoring behaviour designed to draw attention to himself and/or challenge the teacher is an effective strategy. Giving time and space for compliance is also important. Morgan is impulsive and can burst into song. Jodie has severe food allergies – particularly to nuts (even if someone else had them in the room). She carries an epi- pen.

Assessment for Learning Opportunities

Targeted questioning to elicit knowledge and understanding and develop ideas further through application and analysis. Vacuum flask question identifies depth of application acquired.
Homework applies learning from lesson in a different context.

Thumbs up to a new beginning!

Page 16 of 22

Reengaging learners to enhance their life choices

APPENDIX F: QUESTIONING

The key to encouraging students to engage in the learning taking place and think about it is to use carefully designed questions, which stretch their thinking and to provide thinking time for them to complete the activity. It is never a good idea to fill the gap that often occurs with an answer yourself. If you do this, students will always wait for you to do it and therefore avoid thinking.

Students need to practice new material. Questioning and discussions are a major way of providing this practice. The most effective teachers utilise questioning as the cornerstone of their teaching, spending up to half their teaching time engaging students in knowledge retrieval and exploration through questioning.

USING BLOOM'S TAXONOMY

Thinking Skill	Level	Possible Questions
<i>Creating</i> : can the learner create a new product or point of view?	Higher order skills	What would happen if ...? How many ways....? How would you test....? What is a possible solution to...? Can you think of some new ideas and uses for...? Can you develop a proposal that would...?
<i>Evaluating</i> : can the learner justify a stand or position?		What do you think about...? Why do you think that...? How effective was that...? What changes would you recommend...? How effective are....?
<i>Analysing</i> : can the learner distinguish between the different parts?	Middle order skills	Why did....occur? Could this have happened elsewhere...? What was the problem with...? How was this similar to....? How could you use this...? What was the turning point of the story...?
<i>Applying</i> : can the learner use the information in a new way?		What might this mean....? What would you change if ...? Can you apply this method too your own experience...? What facts can change...?
<i>Understanding</i> : can the learner explain ideas or concepts?	Lower order skills	What was the main idea...? Can you write a brief outline....? Can you write in your own words...? What do you think...? Can you provide an example of what you mean...?
<i>Remembering</i> : can the learner recall or remember the information?		Describe what happened....? How many....? Name the.... Who was it that...?

It is necessary to teach students how to think, not just expect them to do it. In this way, we expand the achievement horizons for our students, not only within The Albany, but for their lifelong learning journey. It also allows them to interrogate the information rich environment in which we all live far more effectively, thus being able to make informed judgements.



Thumbs up to a new beginning!

Page 17 of 22

Reengaging learners to enhance their life choices

Further scripts for question strings are given below:

- How are _____ and _____ alike?
- What is the main idea of _____?
- What are the strengths and weaknesses of _____?
- In what way is _____ related to _____?
- Compare _____ and _____ with regard to _____?
- What do you think causes _____?
- How does _____ tie in with what we have learned before?
- Which one is the best _____, and why?
- What are some possible solutions for the problem of _____? What do you still not understand about _____?

SOCRATIC QUESTIONING

Socratic questioning is a style of questioning used to stretch student's thinking. An article in the TES Online summarises the characteristics of Socratic questioning as given below:

- **The gadfly** involves asking lots of little questions. For example, "What do you mean by that?", "Does that always apply?", "What evidence do you have?"
- **The stingray** shocks pupils out of their established way of thinking with questions such as, "Imagine if X was not the case, what then?"
- **The midwife** asks questions which encourage ideas. For example, "What made you think of that idea?", or "How might that affect things?"
- **The ignoramus** encourages pupils to explain their thinking more clearly by pretending to have no understanding of a topic. For example, "So, you mean that...?"

All these strategies take away the option for a student to say, 'I don't know' and encourages them to think, often in a less risky way.

ENCOURAGING METACOGNITION

Metacognition is essentially 'thinking about thinking'. Lesson sequences should be planned with opportunities for this throughout. Students should be encouraged to talk about their thinking and explore how they create answers to questions.

The following is an extract from 'Getting Started with Metacognition' From Cambridge Community;

<https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

Metacognition is often considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

Metacognitive knowledge refers to what learners *know* about learning. This includes:

- the learner's knowledge of their own cognitive abilities (e.g. 'I have trouble remembering dates in history')
- the learner's knowledge of particular tasks (e.g. 'The ideas in this chapter that I'm going to read are complex')

Thumbs up to a new beginning!

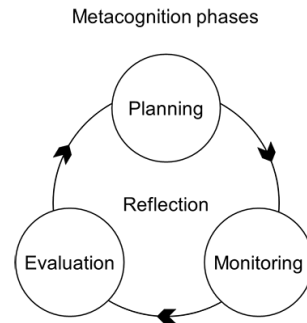
Page 22 of 26

Reengaging learners to enhance their life choices



- the learner’s knowledge of different strategies that are available to them and when they are appropriate to the task (e.g. ‘*If I scan the text first it will help me to understand the overall meaning*’).

Metacognitive regulation refers to what learners *do* about learning. It describes how learners monitor and control their cognitive processes. For example, a learner might realise that a particular strategy is not achieving the results they want, so they decide to try a different strategy.



During the **planning** phase, learners think about the learning goal the teacher has set and consider how they will approach the task and which strategies they will use. At this stage, it is helpful for learners to ask themselves:

- ‘What am I being asked to do?’
- ‘Which strategies will I use?’
- ‘Are there any strategies that I have used before that might be useful?’

During the **monitoring** phase, learners implement their plan and monitor the progress they are making towards their learning goal.

Students might decide to make changes to the strategies they are using if these are not working. As students work through the task, it will help them to ask themselves:

- ‘Is the strategy that I am using working?’
- ‘Do I need to try something different?’

During the **evaluation** phase, students determine how successful the strategy they used was in helping them to achieve their learning goal. To promote evaluation, students could consider:

- ‘How well did I do?’
- ‘What didn’t go well?’ ‘What could I do differently next time?’
- ‘What went well?’ ‘What other types of problem can I use this strategy for?’

Reflection is a fundamental part of the plan-monitor-evaluate process. Encouraging learners to self-question throughout the process will support this reflection.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

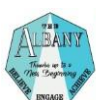
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



APPENDIX H: A FOCUS ON THE PROFESSION OF TEACHING – PEDAGOGY AND PURPOSE

Here we are exploring the purpose of the teacher and how this defines the pedagogy. The model does not define lesson structure or teaching style but explores the teacher’s beliefs about their core purpose. Every point on this continuum has validity. No one aspect is more preferential than any other, rather they serve a different purpose. A great teacher should seamlessly transition between the pedagogic roles depending on the purpose of the teaching. Students also need to be aware of the purpose of the change to help them occupy the right learning role. Teachers should consider whether they have preferences along this continuum, and where their development needs might be in being able to confidently move through it. E.g. A key skill in ensuring students are well prepared for exams is to be able to occupy the technological role.

Content at the core.

Learners at the core.

	Liberal	Technological	Humanistic	Progressive
Purpose of Education	<ul style="list-style-type: none"> To teach learners to know more about the world so that they are free to make more of themselves by being more knowledgeable The learner becomes clever as a result of the content in the process 	<ul style="list-style-type: none"> To train learners to become more skilled in specific tasks or to establish changes in behaviour to achieve competency. The learner becomes efficient and accomplished through performing in the process. 	<ul style="list-style-type: none"> To support the growth of learners in emotional, physical, intellectual, moral and spiritual terms to become fully human. The learner flourishes as a result of being upheld through the process. 	<ul style="list-style-type: none"> To facilitate the learner in solving problems and pursuing curiosity and in doing so co-create meaning. The learner is empowered as a result of engaging in the process and ultimately becomes responsible.
Role of the Educator	The Academic	Technical Expert/ Instructor	The Guide	The Facilitator
Role of the Learner	The Scholar	The Apprentice	The Emergent Self	The Problem Solver
Advantages	Encourages learning for learning’s sake.	Encourages learning to innovate and modernise.	Encourages learning to realise selfactualisation.	Encourages learning to bring about reform.
Limitations	Elitism: the learners own experience, qualities and curiosity are discounted.	Reductionist: the learner is recognised solely on the basis of performance.	Indulgence; the learner regards their personal growth and needs as the sole focus of the process.	Confusion; this approach can be a default for an educator inexperienced in managing process, leading to unhelpful lack of direction for the learner.



Underlying Model/ Philosophy	<p>The theory of social development which underpins the concept of a civilised society. People become free from ignorance through education, mitigating the potential for fundamentalism.</p>	<p>A theory of social development that emphasizes usefulness – utilitarianism. Society requires that people can ‘run the world’; make it work.</p>	<p>A theory of social development based on full realisation of individual potential. The collective experience is best achieved where individuals feel safe and attached to self and the world.</p>	<p>A theory of social development orientated to social change and democracy. The intention is that sustainable equality and justice is created when individuals can think for themselves, work collaboratively to solve issues inherent in social disclosure.</p>
---	---	--	---	---

This table summarises some of the aspects of this continuum and is taken from the work of Giles Barrow, Cracking Behaviour. In his work with teachers, Giles has provided greater detail, including top tips for the learner and the teacher, curriculum and relationship implications.

Thumbs up to a new beginning!

Page 21 of 22

Reengaging learners to enhance their life choices