

Appendix 43 Highweek Teaching & Learning Expectations and Standard.

Rationale

Class teaching, provision and learning practice is Quality Assured against the 'Highweek Teaching and Learning Expectations and Standard'. The standard provides a common framework and expectations which enables all teaching and learning to be consistently monitored, scrutinised and developed. It also provides a common and consistent framework around which teaching and learning discussions can take place. We believe consistent delivery of the T & L standard and expectations over time will lead to at least good progress and outcomes for all pupils including disadvantaged pupils and those with SEND. Please see the EEF 'Five a day' principle: High quality teaching benefits pupils with SEND. In line with the SEND code of practice (2024), we believe that if you get the teaching and learning right for pupils with SEND, you get it right for all.

Aims

To ensure consistently ambitious and rigorous standards of teaching and learning across each area of the school.

To ensure clarity and consistency in teaching and learning across the school.

To provide a clear, consistent and cohesive support mechanism for all teachers and teaching assistants.

To offer a common framework for measuring accountability and performance.

Development

Our Highweek standard is based upon the most up to date research including: Deans for Impact: Science of Learning and Rosenshine's principles of instruction. We regularly reflect on guidance from the EEF and DfE.

Our cycle of teaching and learning development follows the structure of: Explore, Deliver, Sustain.

Highweek pedagogy

Our entire teaching & learning model has been written based upon Deans for Impact: The Science of Learning.

<https://www.deansforimpact.org/files/assets/thescienceoflearning.pdf>

Our main principles:

- All learning should be carefully designed in a sequential way which builds upon their prior knowledge and prepares them for future learning.
- Content should be made explicit through concise and clear explanation and modelling of adults.
- Teaching should work to activate both the working memory and long-term memory to ensure that learning sticks. Adults should actively aim to reduce cognitive overload.
- Teaching should be skills and knowledge led rather than activity led to ensure that the residue of thought is of the learning rather than an activity.



- A multi-media and sensory approach can be used to embed concepts and helps students to learn challenging content
- Retrieval is used within each lesson to help embed concepts into the working memory
- Teachers should interleave contexts and content of learning in order for children to retain learning
- Effective feedback is essential to acquiring new knowledge and skills (see feedback policy)
- CPA (concrete, pictorial & abstract) approach is used, particularly in maths, to help students to recognise the underlying structure of problems.
- Teachers must explicitly model the process of breaking tasks into multi-step problems to assign competence to the children
- All teachers need to be aware that pupil beliefs about intelligence are predictors of student behaviour and therefore can impact academic attainment and progress
- Teachers should plan and prepare for opportunities where children can monitor their own learning to identify what they do and do not know.

Planning

- All subjects follow a cumulative and rigorous progression of skills document which is designed and overseen by the subject lead. This ensures that all pupils develop detailed knowledge and skills across the curriculum.
- All planning must be focused on an end point, both for the lesson and the sequence.
- We recognise that planning is the thinking process of the teacher. Planning must be clear and easily understood by other teaching staff who may be following it. Therefore, it must always include the following:

Medium term plan

For each sequence of learning (in every subject apart from maths), there is an VKaS model to identify vocabulary, substantive knowledge (knowledge) and disciplinary knowledge (skills) which must build towards the end point. In each unit of work, the end point must present pupils the opportunity to showcase and apply their newly acquired knowledge and skills.

Maths: teachers must make the steps of learning explicit. These will be reflected on with the children throughout the sequence of learning.

English: teachers must produce an 'S plan' for each sequence to demonstrate the building of skills and knowledge towards the end point. It must follow the agreed structure of learning: imitate, innovate & invent. Once completed for each unit, this must be sent to the English lead.

The VKaS model must include:

- Clear final outcome or 'end point'.
- The disciplinary and substantive knowledge taught and applied throughout the unit.
- Clear vocabulary for the unit linked to tier 3 (subject specific) and tier 2 (academic, high-frequency) language.

Science: Electricity

Year 3/4
Spring 1

Big Question: How do circuits work, and how can we use materials and power to change the brightness of a bulb?

Vocabulary	Knowledge (Substantive knowledge)	Skills (Disciplinary knowledge)
 circuit  current  observe  insulation  conductor  alternating current  A/C  battery  resistance  bulb  voltage  component  experiment	1. L.I. To understand what a circuit is and identify and describe its different components. 2. L.I. To explain the differences between mains-powered and battery-powered devices and how they operate. 3. L.I. To recognize which materials are conductors or insulators and know that metals are effective conductors. 4. L.I. To describe the purposes of insulating and conducting materials and explain how they are used to create switches. 5. L.I. To show my knowledge of how materials and power sources influence the brightness of a bulb in a circuit.	To assemble components (battery, wires, bulb) to create a working circuit and identify the role of each part. To sort and classify devices based on their power source and explain my reasoning. To record findings. To conduct practical investigations to test materials for conductivity and record and present observations. To explain how the properties of materials affect their use in switches and circuits. To form predictions about the relationship between power sources, materials, and bulb brightness. To plan fair tests, analyze results, draw conclusions and suggest new questions or experiments based on findings and observations.

Final Outcome: To design and carry out an experiment to investigate how to change the brightness of a bulb and explain the results.

Delivery

Rosenshine believed that teachers should model their thought process when presenting new material to students. By breaking down a task and showing students how to complete it, teachers can help students learn more effectively. Rosenshine believes that if you want students to actively engage with their learning and develop a fundamental understanding of how to develop a skill, you need to show them how to do it. Not only does it make the topic easier to understand, using visual examples reduces their confusion as well.

Modelling thought processes in the classroom is a branch of Vygotskian 'scaffolding'. When modelling how to complete a problem-solving task, the teacher describes which steps they are taking to solve the problem and why they're taking those steps. By breaking the task down and explaining each step, you're guiding student learning.

For more information on Rosenshine's fourth principle- Models and Examples- please follow the link.

<https://www.innerdrive.co.uk/blog/rosenshines-fourth-principle-of-instruction/>

We follow the process of 'I do, we do, you do' when delivering content within a lesson. This enables teachers to model the thought process through the 'I do' stage, joint thinking during 'we do' stages before children are ready to be independent at the 'you do' stage. For more information on the I do, we do, you do method, follow this link: <https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/>

The EEF found that metacognition (when used correctly) can lead up to 7 months progress.



LI- to be able to understand and use the passive voice

Let's rewrite these active sentences in the passive

I do Romeo attended the ball.

We do The Montagues hated the Capulets.

You do Torridge Class studied Romeo & Juliet.

- 1- identify subject and object
- 2- change the position
- 3- was ___ by

Theory

Collaborative (or co-operative) learning is assigning a task that students work on together in a group – it may be that they are given separate tasks to contribute to an overall goal, or they may be working together.

Ultimately, although collaborative learning can be fun for students, it is important to determine when it is in the students' best interests to work in a group rather than learn individually. Also, remember to consider the Ringelmann effect; the idea that individuals become less productive as the size of the group they are working in increases.



Examples

According to Tom Sherrington, the basic requirements of collaborative learning are as follows:

- 1) Everyone in the group must be able to make a contribution – groups sizes and roles must be taken into consideration.
- 2) The learning outcomes need to dominate over the group dynamics.
- 3) The activity must deliver a learning experience that depends on interaction with others in order to achieve the learning aims e.g. based around discussion to evaluate the relative strength of different ideas.

Chapter 9 – The Learning Rainforest

Collaborative Learning

#tenminutePD



Quick Quotes

- "If co-operative learning is implemented effectively, the likelihood of positive results is quite high." (Johnson et al)
- "Effective collaborative learning requires much more than just sitting pupils together...structured approaches with well-designed tasks lead to the greatest learning gains." (EEF)
- "The question we should be asking is: what are the circumstances in which it is in the students' best interests to work in a group in order to enhance their learning relative to working individually?" (Sherrington)

References

Education Endowment Fund (2018) Collaborative Learning

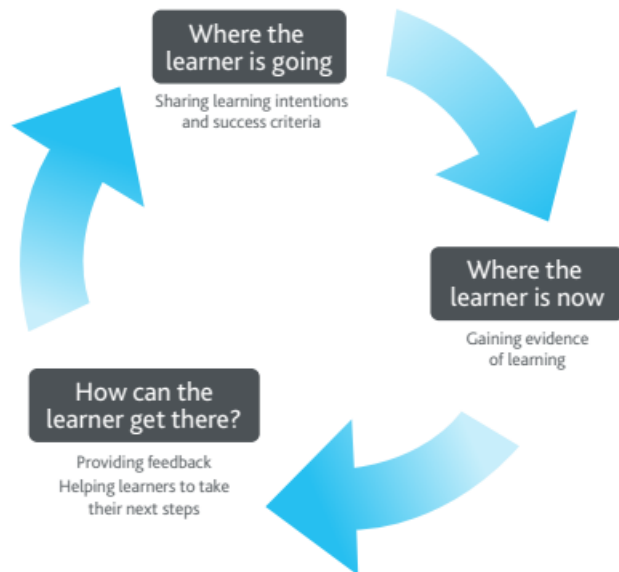
Johnson, D, Johnson, R and Stanne, M (2000) Co-operative Learning Methods: A Meta-Analysis

Sherrington, T (2017) The Learning Rainforest

- Collaborative learning is used as an approach.
- Whether or not you have planned the lesson, you must adapt the planning to meet the needs of your class.
- Teachers will reflect after each lesson on the understanding levels of the children in their class, and adapt the planning for the following lesson to meet the needs of pupils.

Assessment

- All teachers need to use assessment for learning (AFL) and reflect and adapt planning daily. This can be used to consider the adaptations needed for the following day, but also needs to be used throughout the lesson to gauge children's level of understanding.



Read more about AFL here: <https://cambridge-community.org.uk/professional-development/gswafl/index.html>