



Exceptional Teaching and Learning Handbook

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Contents

Page No.

- 2.** Our teaching and learning ethos
- 2.** Key principles of Teaching and Learning at SWA
- 3.** What are our expected outcomes of learning?
- 3.** How do we support the development of our teaching staff?
- 4.** Effective teaching requirements at SWA
- 5.** Lesson Planning
- 5.** Effective teacher behaviours
- 8.** Effective learner behaviours
- 10.** Dale's Cone of Experience
- 11.** Assessment
- 12.** Formative Assessment
- 14.** Differentiation
- 15.** Learning Environment - The way the classroom works and feels
- 16.** Learning should reflect and be relevant to life
- 16.** Professional Development at SWA
- 17.** Glossary of terms used within SWA
- 19.** Notes Page
- 21.** Academy goals and further reading

Our Teaching and Learning Ethos

Through our teaching at SWA, we aim to provide all of our students with the best possible opportunities to succeed. We place utmost importance upon learning, teaching and achievement.

Our teachers aim to enthuse, engage, model and motivate pupils to learn, and foster their curiosity and enthusiasm for learning, through detailed planning and high quality delivery of lessons. We acknowledge that people learn in many different ways, and when planning our lessons, we will take this into account, ensuring challenge and differentiated learning to meet the needs of the diverse groups of learners we have.

We encourage our students to take responsibility for their own learning, teaching them to be resilient in overcoming set-backs and persist with achieving their goals; we aim to develop a growth mind-set amongst our students enabling them to raise their aspirations and exceed their potential.

When teaching, we focus on motivating our students and building on their skills, knowledge and understanding of the curriculum. Departments use subject specifications, learning objectives and exam guidance to plan and produce Schemes of Learning which in turn will guide our teaching, to provide opportunities for assessment of progress and review of learning. This reflects the aims, objectives and values of BEMAT.

Key Principles of Teaching and Learning at SWA

1. Lessons must be planned according to the phases within the 'Learning Cycle' and in accordance with subject specifications.
2. Assessment will be used effectively to inform teaching and planning.
3. All students will be challenged through differentiated activities / learning / teaching.
4. Teachers must promote student participation, active engagement within the underpinning principles.
5. Students must be enabled to take responsibility for their own learning.
6. Students will be taught how to learn and how to reflect on their learning.
7. Learning should reflect and be relevant to life.
8. A standard vocabulary will be used when discussing teaching and learning with teachers and students.
9. A purposeful learning environment must be created and maintained.

3.

What are our expected outcomes of learning?

Each student will develop:

- A sense of self as a learner (resilience; aspiration)
- The awareness to know when they have succeeded
- Ideas and strategies about learning
- A motivation to want learn more
- An ability to explain what they have learned
- Application skills
- A deep Knowledge and understanding of the subject
- The ability to teach it to someone else
- Pride and fulfilment of their achievements
- A sense of membership of a community

How do we support the development of our teaching staff?

We value the opportunities for developing and sharing the expertise within our teaching staff. Our teachers see their peers as a resource for continuous learning, so new teaching ideas come from colleagues and their own creative solutions. Maxwell and Greany (2015) suggest the participation in collaborative research and development has started to build our collective confidence and engagement in the process of open, honest and formative reflection as part of an action research approach.

Samuel Whitbread Academy Leaders will:

- Create 'The Menu' of opportunities to develop and share teaching and learning strategies (See 'The Menu' of Professional Development)
- Make learning a visible element
- Talk publicly about learning e.g. twitter account: @SWATandL, Teaching and Learning Anthecology blog
- Promote inquiry into learning through Academy Lesson Study, Department Lesson Study, Collaborative Inquiry in both the Academy and Departments and Laser Lesson Study.
- Support learning exchanges and forums Pedagogy Improvement Team (PIT), PIT-Stop
- Reward and support staff learning e.g. Exceptional Teaching Programme, Individual Support Programme, Post Cards of thanks, PIT
- Ask of every action, "What do we learn from this?" (e.g. Anthecology, The Market Place, Lesson Study)
- Regularly evaluate and encourage others to do the same: modelling learning on Training Days

Effective teaching requirements at SWA

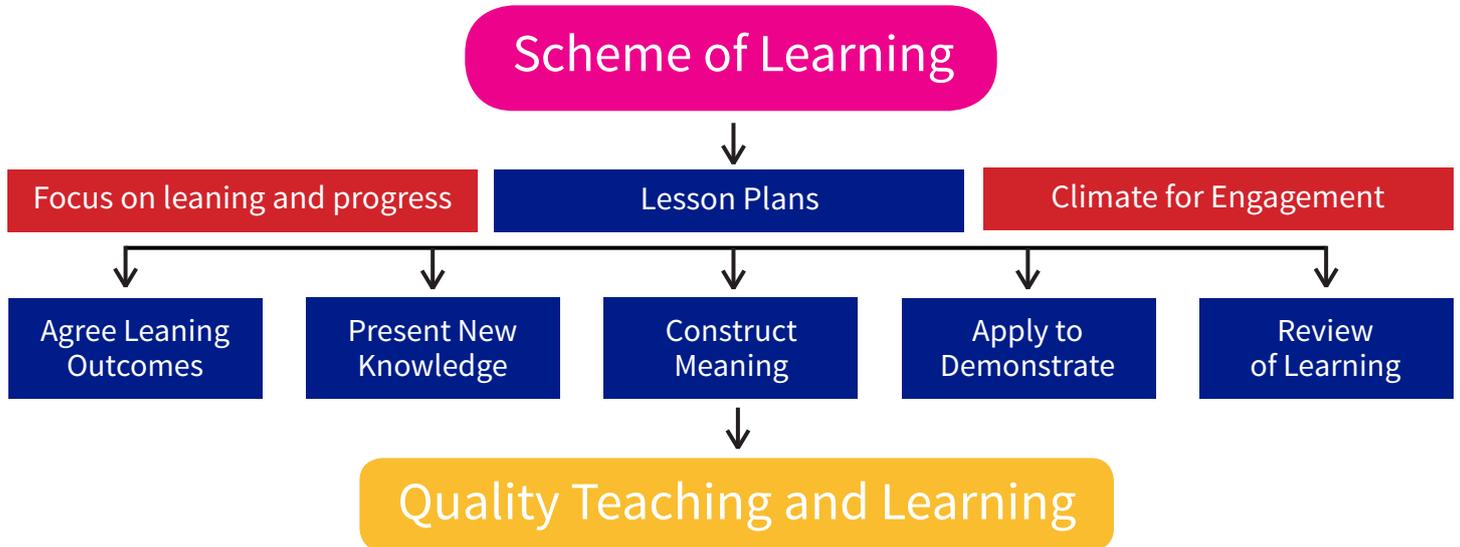
Good quality teaching will likely involve a combination of these attributes manifested at different times; the very best teachers are those that demonstrate all these features.

	<i>Teaching Standard</i>	<i>Attributes</i>
<i>TS1</i>	Set high expectations which inspire, motivate & challenge pupils	Deepening thinking, challenging expectations through the learning cycle.
<i>TS2</i>	Promote good progress & outcomes by pupils	Planned review points throughout lessons and schemes of learning (see learning cycle). Effective use of MRI – developing and modelling EBI
<i>TS3</i>	Demonstrate good subject and curriculum knowledge	Deep knowledge of the subject; be able to recognise students' misconceptions; understand the way students think about the content; inspiring ways to deliver the content. Use subject knowledge to stretch the most able in each group.
<i>TS4</i>	Plan & teach well-structured lessons	Learning outcomes and success criteria (linked to Blooms / HOTs); prepared, differentiated questioning; homework tasks which are challenging and relevant.
<i>TS5</i>	Adapt teaching to respond to the strengths & needs of all pupils	Differentiation by: learning outcomes, task, support, learning environment, time, seating. Challenge is effective and in line with a student's specific learning needs. Effective, targeted questioning.
<i>TS6</i>	Make accurate and productive use of assessment	See assessment policy for summative, formative and verbal feedback.
<i>TS7</i>	Manage behaviour effectively to ensure a good and safe learning environment	Praise, positive sanctions, positive climate for learning, build confidence and motivation, engage; using the Behaviour policy of Levels.
<i>TS8</i>	Fulfil wider professional responsibilities	Sharing effective practice with colleagues; creating a positive and effective learning climate; role modelling learning and professionalism.

5.

Lesson planning requirements

Each lesson must be planned according to the learning cycle. The five phases within the cycle are dictated to meeting, assessing and reviewing the learning outcome(s). It is the teacher's responsibility to ensure each student is challenged by the learning outcome. Within a learning cycle the key requirements of teaching must be implemented within the appropriate phases of the lesson.



A learning cycle could be equivalent to a one hour lesson or a series of lessons. The structure of a learning cycle should ensure that all key requirements of a good lesson are covered and will provide opportunities for assessment of progress and review of learning.

Effective Teacher Behaviours

Effective teachers at SWA will ensure students broaden their knowledge, deepen their understanding and develop sophisticated skills of interpretation, analysis and evaluation. Teachers will be concerned with each pupil's emotional and social needs.

i) **Effective teacher behaviours include:**

- Thoughtful planning, via the learning cycle, ensuring lessons have, structure, flow and pace
- Adopting a variety of teaching techniques which inspire and enable learners to identify, explain, make connections, analyse and evaluate ideas.
- Stretching all students by using effective follow-up or high order questioning.
- Creating an environment where students can make new discoveries, expecting them to give full answers and sharing their learning with others.
- Assessing learning both formatively and summatively, thus informing planning and progress.

ii) **Effective use of Questioning**

Questioning, used to promote learning, is an essential element of great teaching. Good questioning:

- Allows the teacher check understanding and 'pitch' the lesson
- Allows pupils to practise and feel mastery of the topic
- Allows pupils to verbalise their thinking by explaining their answers
- Allows pupils' understanding and thinking be stretched

Research shows that teachers tend to concentrate on 'knowledge recall' type questions (75 %+). Instead, BEMAT teachers will plan specific types of challenging questions that will be asked, during the lesson, using Bloom's Taxonomy. Gatsby Teacher Effectiveness Enhancement Programme (TEEP)

BLOOM'S TAXONOMY (1956) - TYPES OF QUESTIONS

<i>Evaluation</i>	Making value decisions Resolving different opinions and controversies Developing pupil's opinions	Examples: do you agree... what's the most important... put in priority order... what criteria...? To what extent is...
<i>Synthesis</i>	Creating a unique product Combining ideas to make a new whole	Examples: what would you predict...? To make a new...? What solutions could you find if...?
<i>Analysis</i>	Separating whole into parts Subdividing to show structure Finding underlying shape Identifying motives	Examples: list evidence, what are the parts of...? Classify...? Compare/contrast...
<i>Application</i>	Problem solving Applying information to get results Using facts, rules, principles	Examples: How is...and example of...? Drawing on x how might...?
<i>Comprehension</i>	Interpreting Translating between media Describing in own words Organising/selecting/facts/ideas	Examples: Can you tell us that in your own words...?
<i>Knowledge</i>	Remembering, memorising Recognising Recalling identification Recalling information	Examples: who, what, when, where, how...? Describe...

The importance of questioning is to encourage students to use their 'thinking skills', encourage cognitive busyness and cause new learning; it is not about hoping the student gives the answer the teacher wants. Productive questions require pupils to use what they know and extend their knowledge and understanding.

1. Wait time is a period of silence after a teacher asks a question (teacher waits for an answer from pupils) or after a pupil's response (before the teacher asks the next question). It can be beneficial to increase wait-time, especially when asking higher order questions. If the teacher waits for 3 -5 seconds, many benefits are found:

- The length and correctness of responses increases
- The number of pupils who volunteer to answer increases
- The number of pupils responding 'I don't know' or not answering decreases
- Teachers questioning becomes more varied
- Teachers ask more higher order questions
- Teachers ask more follow-up questions, and these are more complex
- It has also been found if the teacher gives the pupil 3 seconds when he or she gives a hesitated response it will often result in his or her coming up with more complex answers.

7.

2. **Socratic Questioning** is an effective way to explore ideas in depth; it can be used at all levels. It explores ideas in depth and breadth, it is about reasoning not recall, and evidence not answers. It promotes independent thinking and gives students ownership of what they are learning. Higher-level thinking skills are present while students think, discuss, debate, evaluate, and analyse content through their own thinking and the thinking of those around them. This is something you would plan to use. Plan your questions in advance. Could you teach your students to think in this way?
3. **Pose, Pause, Pounce, Bounce** begins by asking a question, giving wait time, collecting a response which is then passed to another student. If a pupil gives an answer that needs improvement, don't respond directly. Take the answer around the class by saying, 'Wait there until we see what others think' and gather more answers. Always bring these answers back to the first pupil and ask, 'Which answer do you like best?'
4. **No hands up questioning** is a combination of wait time with no hands up when a teacher asks a question. Under this system everyone is expected to be ready to answer the question.
5. **Probing questions to search for more information** requires more precise questions to unpick a pupil's train of thought and encourage them to explore it more deeply. These questions not only help pupils to think but to articulate and share their thinking with you. Some examples are:
 - Can you explain what you mean by...?
 - Can you show me what you mean by...?
 - Can you tell me more about...?
 - Are you sure?
 - Why do you think that?
 - Are you saying that?
 - What is the evidence for that?
 - How do you know?
 - How do you know?
 - How did you work that out?
6. **Hinge point questions** - A hinge point question is based on a concept in a lesson that is important for students to understand before the teacher moves on in the lesson. The lesson is planned to go one of two ways depending on student understanding, which is made clear from the students' answers to the hinge point question. A hinge point question falls about half way through a lesson. A hinge point question can take any format as long as:
 - It takes no longer than a minute to ask
 - It takes no longer than two minutes for students to respond
 - All students can respond to it simultaneously. The teacher can collect and interpret the responses in less than 30 seconds
 - Students who get the answer right get it right for the right reason

7. **Feedback through Chunking** - a simple questioning technique for determining varying levels of detail with two phases:

When a student response is accurate, but too general: Chunking down getting more detail by probing for more information:

- How did you do that? - Tell me more about...
- Why did that happen? - What is the cause of ...?
- What happened when ...? - What, specifically, ...?

When a student response is accurate, but too narrow: Chunking up looking for more generalised understanding:

- What does ... mean? - How does that relate to...?
- What are we trying to achieve? - Let's look at the bigger picture...
- Who is this for? - What do we really want?

Effective Learner Behaviours

Teaching within the school will encourage students to have high levels of engagement, interest, resilience, confidence and independence in order for them to make rapid and sustained progress.

Qualities and Attitudes of Effective Learners

<i>Effective Learners are</i>	<i>Teachers can develop learner qualities by:</i>
<i>Determined</i>	Modelling good learner behaviours e.g. saying out loud, " This looks difficult, I will come back to it in 5 minutes when I have given it some thought."
<i>Willing to give it a go</i>	Providing opportunities to practise, e.g. encourage students to try something new. Creating a culture of error, excavate error.
<i>Able to learn in different ways</i>	Planning for students to learn in different ways, e.g. when planning lessons ensure that a variety of activities is planned.
<i>Open to different ideas</i>	Stimulating interest by asking good questions.
<i>Curious</i>	Engaging with other students' points of view, e.g. by summarising-" What you seem to be saying is ..." and by offering alternative views and explanations. Creating habits of discussion.
<i>Confident</i>	Making links to prior learning and experiences. Allowing learners to fail and providing opportunities to explore errors and promote rational reasoning. Using whole school Literacy initiatives to develop the art of communication to create resilient and effective writers and orators.
<i>Cooperative</i>	Developing and using a shared vocabulary of learning which includes: •Names of procedures (e.g. fact-file, standard operating procedure, semantic map, Venn diagram) •Skills of learning (linking, questioning, decision making) •Learning words (e.g. independence, collaboration, reflection, analysis) •Classroom sayings ("Let's have think time". "What does effective collaboration look like?" "What do effective listeners do?" "Review your learning by...")
<i>Collaborative</i>	Collaborative learning is an approach to teaching and learning that involves groups of students working and learning together to complete a task, solve a problem or create a product.

9.

ii) Learners and Metacognition

The Sutton Trust (2015) state that metacognitive and self-regulation approaches help pupils make an average of 8 months additional progress. The evidence indicates that teaching these strategies has been positively associated with academic performance, helping students improve their learning, leading to better outcomes.

Pillars of metacognition promoted at SWA:

1. Growth mindset – being aware that ability is not fixed, go out and improve it.
2. Goal setting – set goals and monitor them
3. Evaluation – reflect on your performance and adjust

How do we promote awareness of learning amongst our students?

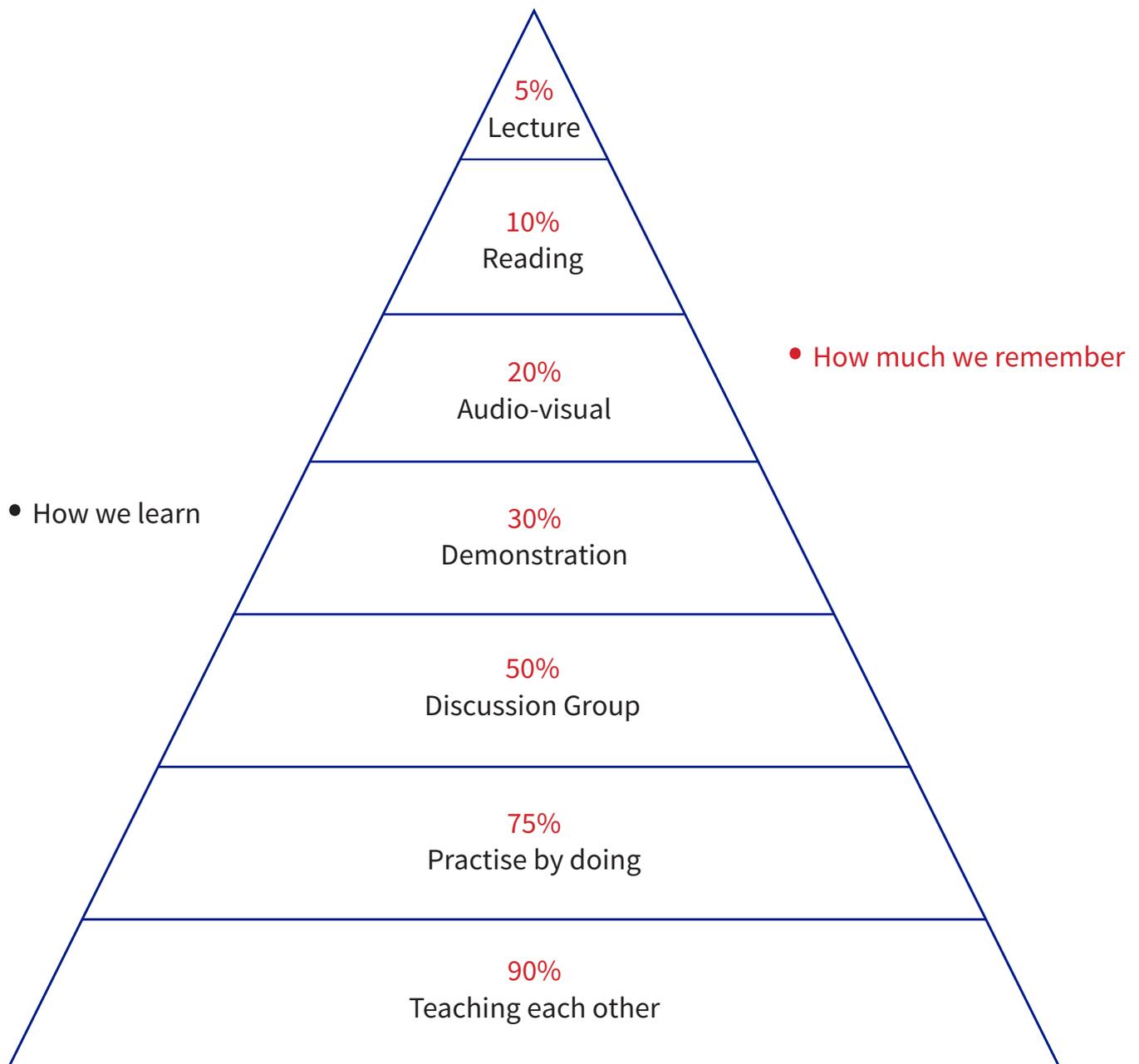
1. Through effective feedback and MRI
2. Modelling challenge
3. Creating classroom climates where mistakes are good
4. Generating positive classroom climate
5. By creating opportunities for effective peer and self assessment
6. Participating in school CPD Lesson Study

iii) Promoting Active Engagement - Active Learning

Active learning is any learning in which pupils are engaged in regulating, and taking ownership over, at least some of their learning. That is, it need not be about pupils being physically active, but it should involve them being mentally active. Active learning might involve inquiry-based learning and collaboration which involves pupils in the use of subject specific language and higher order thinking, especially: reasoning, particularly in group work settings involving effective group talk; visualisation which involves pupils in organising their thoughts, and artefacts (digital or otherwise) to work through problems, and work with other pupils to solve problems and reason together.

Active learning refers to attempting ‘to ensure our students are cognitively busy in our lessons.’ ’to try to structure the lesson in a way that provides opportunities for semantic processing and elaboration, encourages optimal cognitive effort (i.e. within limitations of working memory) and makes the lesson and the ideas as distinctive as possible (but without diverting attention). This isn’t easy to do – and even harder to assess, however a good starting point is to simply avoid activities which encourage superficial processing of the core knowledge and ideas. ‘(Evidence into Practice 2014)

Dale's Cone of Experience



Dale's Cone of Experience shows us that the most effective learning takes place when students are active and when they have opportunities to teach each other. Teachers will aim to vary activities constantly, to develop new skills and keep learning fresh and appealing to all – ultimately, to ensure students are cognitively busy throughout the lesson.

Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the students. It is the teacher's duty to challenge all pupils educationally, but at the same time keep them safe.

Our classrooms are attractive learning environments. It is the responsibility of the Head of Department to ensure displays are changed regularly to ensure that the classroom reflects the learning made by the students. We ensure that all students have the opportunity to display their work at some time during the year.

11.

We aim for our learning environment to:

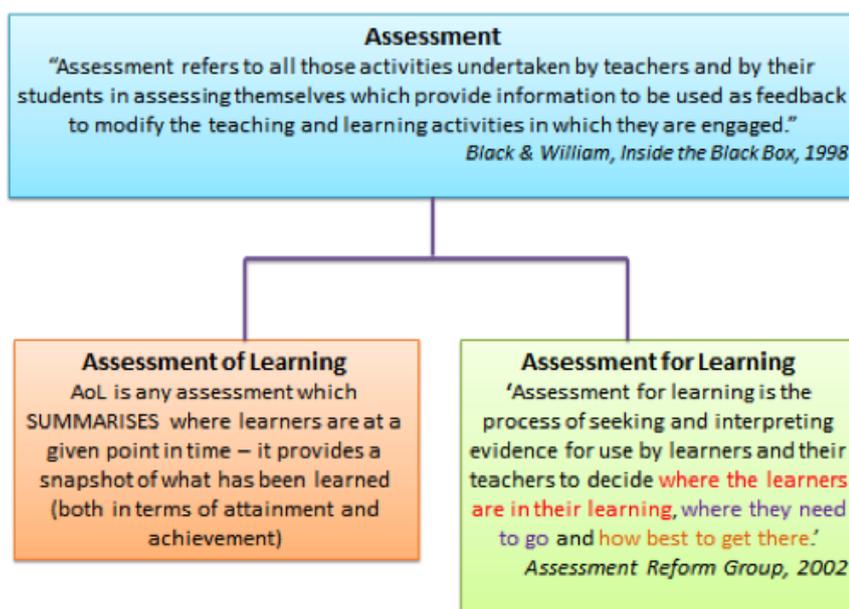
- Be welcoming
- Be challenging and stimulating
- Be peaceful and calm
- Be well resourced
- Make learning accessible
- Be encouraging and appreciative
- Provide for equal opportunities
- Provide for a working atmosphere
- Support the development of independent learners.

Research (for example Brophy and Good, 1986, and Wang et al, 1997) links a warm, positive classroom climate with achievement and good self-esteem.

The classroom features:

- Supportive and warm relationships between the teacher and pupils (teacher perceived as helpful, good humoured, enthusiastic, can lead)
- Teacher genuineness (having the same attitude away from pupils)
- High expectations of teacher (value pupils' work, enthuses about curriculum)
- Teacher encourages pupil interaction
- A cheerful and inviting learning space

Assessment to inform teaching, planning and progress (see Assessment Policy)



Teachers at SWA will assess both formatively and summatively, providing both verbal and written feedback where appropriate.

- Our key role in helping our students to learn is to support, structure, mediate and scaffold their learning by helping them to work in the gap between what they already know, understand or can do at the moment and what they will want or need to know, understand or be able to do in the future.

Feedback is only formative if it is successful in helping learners to bridge that gap themselves.

When you are trying to learn FEEDBACK has 3 crucial elements:

1. Evidence on your present condition

2. The desired goal

3. some understanding of a way to close the gap between the two

How do we make productive use of formative assessment?:

1. Know and understand how to assess the relevant subject area
2. Through effective questioning strategies
3. Planning effective review moments to model good work and address misconceptions
4. Modelling effective use of success criteria and mark schemes
5. Providing dedicated time for students to reflect upon their own strengths and weaknesses and support them in creating new goals
6. Complete regular and thorough diagnostic marking using www/ebi/mri; through mri students are provided with fix-it time to help make improvements and learn 'how' to make progress.
7. Use of peer and self-assessment where students are taught how to use mark schemes effectively.
8. Effective use of language for feedback – avoiding value judgements without quantification and using questioning to inspire students to think and self reflect.

How to make your marking count:

- Be aware our mindsets (fixed mindset v learning mindset) can affect the way we respond to feedback. Carol Dweck (American psychologist), concluded that some people think it is changeable and others think not. Whichever view we take of our own ability to learn, something can radically influence how we respond to feedback.
- Ensure that pupils **can** respond to your comments - if students cannot follow up your marking, then it is unlikely to be formative. How well they are able to do this will depend on: Are your comments legible? Can the students read them? Have you provided sufficient time for the student to read them? Have you provided the time, the opportunity and the circumstances to allow the student to respond to them?

13.

- Ensure that pupils will respond to your comments: build in fix-it time to lesson planning; facilitate learning of areas needed to be developed
- Have a 'two-thirds of the way through topic' tests - End of topic tests come too late for pupil to do anything to correct misunderstandings that have arisen during the topic. Setting the test earlier can identify any learning needs and allow time to do something about them.
- Separate comments from grades - Pupils do need to know where they stand, but they do not need to be reminded where they stand on every piece of work that they do.

Effective Verbal feedback

- **Focus on the task not the person** - when giving feedback about a difficulty, don't discourage a student by focusing on the person more than the task. Comments like:
 - 'This seems to be causing you a bit of bother' or 'This is difficult, isn't it?' carry the message that the task itself is troublesome.
- **Use less praise and more encouragement** - sometimes encouragement can work better than praise. Praise often comes at the end of a task, while encouragement can be given at any time. There is usually an expectation that praise has to be earned. There is no such expectation with encouragement - you can give it freely - just for making an effort. Some examples:
 - you're doing really well
 - you're beginning to get the hang of this
 - I'm impressed with how much thought you've put into this.
- **Use reflective listening when appropriate** - a reflective listener restates the feeling and/or content of what a speaker has said in a way that demonstrates understanding and acceptance. Reflective listening should be non-judgemental, accurate and concise. It involves paraphrasing the essence of what has been said and reflecting that back to the speaker. Some examples:
 - 'So you think that...'
 - 'You seem to be saying that...'
 - 'It seems to me that you feel...'
- **Praise, effort and technique** - Research (Carol Dweck) suggests that telling students that they are clever and praising them for their achievement might buoy them up in the short term, but it can also instil beliefs that make them vulnerable. Such praise can lead pupils to fear failure, avoid risks, to doubt themselves when they fail and cope poorly with setbacks. Focus your feedback on the effort that is placed on the techniques and strategies they used to be successful. For example:
 - You pushed off with both feet there
 - A good choice of adjectives here to describe the person
 - You remembered what happens when you multiply two negative numbers
- **Make feedback reflect why you set the work** - feedback should articulate well with the learning outcomes and success criteria set as the start of an activity. This helps to ensure that the learning process is coherent for the learner. It also maintains the focus on improving learning that is central to formative assessment.

Challenging students through differentiated learning

'Differentiation is the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning. We used to teach subjects and classes - now we teach students.' (Petty)

Differentiation:

Learning Outcomes

1. Should be shared and discussed with students, and referred to throughout the lesson via mini-reviews to check for progress.
2. It is in crafting the learning outcomes that we plan the content, skills development, level of thinking and transference of thinking skills, and importantly how will we connect our students with the learning. And it is when sharing and talking about the outcomes with students that they find out what they will be able to do by the end of the learning experience that they could not do before.
3. When thinking about the wording of your learning outcomes as well as the bands of students you need to differentiate for, use Bloom's Taxonomy (Higher Order Thinking Skills) to challenge your students (linking to the AOs).
4. It may mean that you introduce two or more Learning Outcomes at the start of the lesson.
5. Additionally teachers can differentiate the strategies/teaching methods used in the lesson in order for students to achieve their outcome.

Task

- Prefacing the outcomes with 'must', 'should', 'could' may fall into this category and at times there may be a need for this form of differentiation, but we should always be aiming to challenge our students as often as possible, but understandably there will be times when this will be required.
- Students should see modelled examples of every technique, skill, or answer which they are required to use or produce in their assessment. Modelling is a key strategy to use within lessons in order for students to successfully achieve their learning outcome. If we produce modelled examples of what we expect our students to produce, create, write etc, in every lesson at Key stage 4 and 5 students will always know what is expected of them (i.e. differentiated modelled tasks can be produced for specific bands of meaning or apply to demonstrate students.)

15.

Time

Time can be differentiated to particular bands of students in the construct or apply to demonstrate phase of the lesson.

- Teachers can further differentiate through the time given for students to complete or achieve a learning outcome or task. This would work particularly well when developing the skill of answering exam questions.
- Rather than giving students the whole paper to complete in a lesson give them a question or two to complete within the required amount of time for that question.
- Bands of students could be split into exam papers-higher/foundation or sections within the paper. Ideally students could then self or peer assess using the exam criteria.

Support

We can differentiate the support we provide in the classroom for students through the use of IEPs, LSAs, flexible groupings and collaborative learning. Flexible groupings, [Tomlinson, 1995, 1999].

1. Grouping students should be supported by considered data tracking including any information on underperformance.

Learning Environment - The way the classroom works and feels

Teachers may highlight bands of students who struggle to work in particular situations. Differentiating their 'learning environment' where possible may be an option to consider:

- Provide places in the classroom to work quietly without distraction and places for student collaboration.
- Provide materials that reflect a variety of cultures and home settings.
- Set out clear guidelines for independent work that match individual needs.

Also

- Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately.
- Have seating plans for every group.
- Set students up with 'learning partners' at the start of term. Learning partners need to be clear about their role and the ground rules for working together which can be produced as a class. The rules should be designed to encourage dialogue rather than each pupil taking turns to be teacher. When a student needs guidance in class their 'learning partner' is the first person they turn to. Consider how long-term partnerships may change over time.

Learning should reflect and be relevant to life

Students must understand the significance of their learning and the purpose it will serve in the real world if they are to be motivated to participate to learn.

Teachers must look for opportunities to:

- relate what they are doing in the classroom with the outside world at all times;
- allow students to learn by giving them a role in the process;
- provide a real purpose for what they are doing (campaigns, exhibitions, events, products, collaborative work, team projects).
- Source an audience for whom the learning process will be of interest, (peers, other year groups, other colleges, parents, teachers, community and businesses).

Professional Development at SWA

Teachers at the academy will have the opportunity, throughout the academic year, to participate in CPD. Suiting their PM targets, a 'menu' of developmental opportunities are offered. Such involvement can be used as evidence during the appraisal process. Teachers at SWA are encouraged to research their PM targets, read new pedagogical research and evidence and use it to test new ideas and contextualise their PM goals. CPD 'the menu' at the academy:

- Academy Lesson Study – working collaboratively teachers will plan, observe, teach and interact with students to help develop a personal pedagogical goal;
- Department Lesson Study – working collaboratively with members of departments teachers will develop a departmental pedagogical goal.
- Collaborative Inquiry Academy-wide – teachers will 'open' their classrooms modelling exceptional teaching.
- Collaborative Inquiry Department-wide – teachers will 'open' their classrooms for their department and others to visit and observe exceptional teaching.
- Exceptional Teaching Programme – good teachers will have the opportunity to join a 6 session programme on what 'exceptional' teaching involves. This is a research-centred programme.
- PIT – teachers at SWA have the opportunity to self-request support / dialogue with our pedagogical team

Glossary of terms used within SWA

Using a standard vocabulary with colleagues, students and parents will assist with the knowledge and awareness of pedagogy and practice and avoid any confusion across the college. It is important that we have a shared understanding of the terminology we use.

<i>Vocabulary</i>	<i>Definition</i>
<i>Scheme of Learning (SOL)</i>	A series of learning cycles, with individual Power Points, which make up a unit/topic, identified from the specification. Each SOL will provide assessment opportunities which are in line with the assessment calendar. Each learning cycle will include Power Points which include visually the, Learning Outcome(s), Success criteria for self/peer/teacher assessment, visual diagrams, key questions and practical guidelines/methods/equipment.
<i>Long Term Plan (LTP)</i>	Identifies the units/topics, for exam, end of unit test being taught across the year, and in which term.
<i>Medium Term Plan (MTP)</i>	Identifies the units of work over a half term of full term, amount of hours, controlled assessments/exam, which texts, Learning Outcomes
<i>Short Term Plan/ Lesson Plan</i>	Individual teachers plan what they will be teaching in order for students to achieve their learning outcome. Teachers will refer to the key requirements, using the learning cycle.
<i>My Response Is (M.R.I) (WWW) (EBI)</i>	Students respond to teachers formative feedback, written or spoken which gives a clear evaluation of performance against stated success criteria. Students will edit/develop their work during 'fix-it' time facilitated by the teacher, to show progression within their work
<i>Learning Cycle</i>	One lesson or a series of lessons which includes some or all of the 5 phases; agree learning outcomes, present new information through all the senses, construct, apply to demonstrate new understanding, review.
<i>Learning Outcomes</i>	What the students will have learnt by the end of the lesson which they didn't know at the start.
<i>Higher Order Thinking skills (HOTS)</i>	According to Bloom's Taxonomy, these thinking tasks can be divided into six levels of increasing cognitive demand. The highest levels of his model represent the most sophisticated and meaningful thought processes, or higher-order thinking (knowledge, comprehension, application, analysis, synthesis, evaluation)
<i>Present New Knowledge</i>	The new information that is provided for the students by the teacher which will allow the students to achieve their learning outcome.

<i>Construct Meaning</i>	Students are given the time and opportunity to develop an understanding of the new information and to practice using their developing skills.
<i>Apply to demonstrate</i>	“How do I know the students know?” Students are participating in a task or tasks that will allow them to demonstrate their developing understanding of the content that was presented. This should provide an opportunity to give individual written feedback or self/peer assessment
<i>Success Criteria</i>	What the students will have achieved/completed, by the end of the lesson which will allow them to recognise that they have achieved their learning outcome.
<i>Review</i>	Students make their learning explicit for themselves and the teacher. This can appear during any phase of the lesson.
<i>ALS = Academy Lesson Study</i>	Using Lesson Study, teachers Develop quality of aspects of pedagogy across the Academy in line with academy pedagogical goals.
<i>DLS = Department Lesson Study</i>	Using Lesson Study, teachers develop quality of aspects of pedagogy across departments in line with departmental goals identified on Development Plans.
<i>DLS = Department Lesson Study</i>	Using Lesson Study, teachers develop quality of aspects of their individual classroom practice in line with their own goals as part of ‘experiment and risk’ ethos.
<i>CIA = Collaborative Inquiry Academy</i>	In line with academy goals, teachers ‘open their doors’ to share and review pedagogy as a whole Academy staff team.
<i>CID = Collaborative Inquiry Department</i>	In line with academy and departmental goals, teachers ‘open their doors’ to share and review pedagogy within department teams.
<i>PIT = Pedagogical Improvement Team</i>	A team of teachers who, in response to Teachers requesting support (in agreement with HoDs) or identified by HoDs as needing support from members of the PIT are matched with the most appropriate member(s) to work on an aspect of pedagogy that needs developing.
<i>ETP = Exceptional Teaching Programme</i>	A six week programme aimed at developing consistently exceptional practice, sharing innovative ideas with their peers and developing new and exciting strategies for learning.

2014-2015 PM Reflection

<i>PM1</i>	<i>PM2</i>
<p>WWW</p>	
<p>EBI</p>	

2015-2016 PM Targets

PM1

PM2

My Response Is...



21.

Academy goals and further reading:

Challenge and Differentiation

1. Black and Wiliam, 'Inside the Black Box', 2001
2. Bates and Munday, 'Able, Gifted and Talented', 2005
3. Tomlinson, 'Differentiation for Gifted and Talented Students', 2004
4. Tomlinson, 'The hallmarks of differentiated classrooms'.
5. Evidence into Practice, 'The Dangers of Differentiation'.

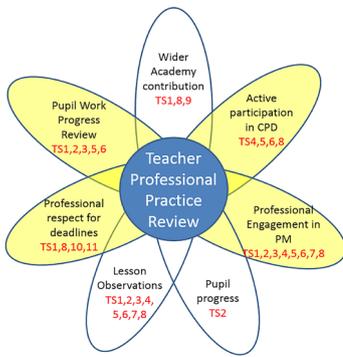
Active Engagement

1. Evidence into Practice: 'What is Active Learning'.
2. Ken Robinson, 'Out of our minds, learning to be creative'. 2001
3. Ken Robinson, 'Finding your element', 2013
4. Gatsby Teacher Effectiveness Enhancement Programme (TEEP)

Effective Feedback and MRI

1. Blanchard, 'Learning awareness: constructing formative assessment in the classroom, in the school and across schools', 2008
2. Wiggins, 'Seven keys to effective feedback'.
3. Black and Wiliam, 'Inside the Black Box', 2001
4. Assessment Reform Group (1999) Assessment for learning: beyond the black box. University of Cambridge, Faculty of Education.
5. Ian Smith, A Practical guide for secondary teachers , Cambridge Education
6. Dylan William, Embedded formative assessment, 2011 by Solution Tree Press.

CPD 2015-2016



CPD

Date

How does this Support my Pedagogy/ PM Target?

<i>CPD</i>	<i>Date</i>	<i>How does this Support my Pedagogy/ PM Target?</i>
1) Lesson Study 1	Wednesday 30th September	
2) CIA	Week Beginning Monday 12th October - 23rd October	
3) Lesson Study 2 (ALL STAFF)	Tuesday 13th October	
4) Lesson Study 3 (ALL STAFF)	Monday 2nd November	
5) CID	Week Beginning Monday 23rd November - Friday 27th November	
6) Lesson Study 1	Wednesday 6th January	
7) Lesson Study 2 (ALL STAFF)	Tuesday 19th January	
8) Lesson Study 3 (ALL STAFF)	Monday 25th January	
9) CIA	Week Beginning Monday 1st February - Friday 1th February	
10) CIA (Revision Focus)	Week Beginning Monday 25th April - Friday 29th April	



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