

Plymstock School



Succeeding Together

**Our Expectations for Teaching and Learning
2017-2019**

Teaching at Plymstock School

As a teacher...

We want you to focus your time on planning and preparing great lessons and then we want you to inspire our children by delivering those great lessons. We want you to love what you do every day and never forget why you became a teacher.

We want you to work hard to make sure that all our children make fantastic progress and that their work is regularly marked, fed back on and assessed. We want to see this through children's own self-evaluation, their books, the quality of your lessons, and in the examination results.

In return you will get to work with amazing people and for amazing children and their communities. You will be invested in and will be given opportunities to develop your own practice and contribute to the learning and development of your peers at Plymstock school, across WeST, as well as regionally and nationally.

As a middle leader...

We want you to inspire and be inspired about your area of leadership. We want you to focus your time on developing the effectiveness of others and we want you to continue to develop your own great practice ensuring that all children make great progress.

This will involve facilitating, supporting, challenging and enabling your team, working with them individually but also collectively.

In return you will be developed, supported and challenged to think big and to think differently for your own development but also the development of others. You will have opportunities to work with colleagues in Plymstock School, across WeST and throughout our region, developing your leadership skills and preparing you for senior leadership.

As a senior leader...

We want you to focus your time on ensuring that all our children and all adults are making great progress. We want you to develop the effectiveness of others and we want you to inspire them as well.

This will involve: setting high expectations and aspirations and facilitating and enabling your team to deliver. You will have to hold people to account by supporting, challenging and if required having hard conversations to ensure that every child and adult in your team makes great progress and is ready for the next stage of their learning.

In return you will be developed, supported, challenged and enabled to become a better leader, having a direct impact on Plymstock School and schools across WeST. You will be expected to contribute to shaping and steering the organisation and you will be prepared for your next school or system wide leadership role.

High expectations for teaching and learning at Plymstock School

All teachers at Plymstock School will always have the highest expectations for every single child, regardless of background. We will never compromise on those high expectations. ***Every minute of every lesson counts – there is a sense of urgency in our classrooms – there is no place at the school for ‘time-filler’ activities – every activity in our classrooms has a clear purpose and moves learning forward, at an appropriately challenging pace.***

Whilst we do not have a prescribed structure or format for teaching (after all, you are the professional subject specialist – you know what works for your subject) we do have a few key non-negotiable aspects that contribute to effective teaching and learning in the school from Year 7 to 13 – specifically to ensure **high engagement, high challenge and high independence.**

The following are the evidence-based teaching and learning strategies prioritised on our School Improvement Plan (SIP):

1. Co-operative learning using Kagan structures (EEF +5)

- This has been a whole-school development focus since September 2016.
- A summary can be found in Appendix A.
- Please note - It is up to you as the professional to decide which Kagan structures you will use and when (it should never be all Kagan and never the ‘main thing’).

2. Metacognition (EEF +8)

- Building in ‘wait time’ will be standard during classroom questioning.
- Bloom’s Taxonomy used to appropriately challenge individual students/differentiate starting points.
- Trialling the use of learning journals at the back of exercise books.
- Use of the ‘wrapper technique’ during teacher instruction.
- PME (Plan, monitor, evaluate) approach to task.
- A summary of key strategies can be found in Appendix B.

3. High quality marking/feedback that move learning forward using laCT: Improvement and Correction Time (EEF +8)

- Build laCT time into lessons following feedback.
- All students must respond in detail – teachers will need to train their students to do this effectively (model how to respond).
- Literacy is everyone’s responsibility and all subjects will promote it.
- Follow the laCT Policy (A summary can be found in Appendix C)

4. Frequent and meaningful homework that builds on prior learning (EEF +5).

Key to all of this is knowing who your students are and which sub-group they belong to (have this on your seating plans). The key groups at Plymstock School that we can improve further are (there will be crossover):

- SEND/EHCP
- Disadvantaged
- Upper band

(Please note – in most cases it is the boys within these sub-groups that need to improve the most).

Examples of possible sub-group specific strategies can be found in Appendix D.

Planning

We expect teachers to **know their students and plan to challenge them in every lesson**. It is more than just using the schemes of learning – these are just the starting point that are then adapted for individuals.

Inputting and analysing student progress data is not an admin task or 'box to be ticked'. It helps teachers and leaders at all levels, build up a clear picture of strengths and weaknesses for every student, every class and every year group. These strengths and weaknesses should then inform and guide planning.

Planning should start from the curriculum to be taught not the activities – i.e. what is being taught today, not 'what are we doing today' – and high quality resources can aid this.

Every activity or task in a lesson should have a clear purpose. Activities/tasks should be **challenging and move learning forward**. There should be no 'time-filler' activities.

There seems to be an underlying mistrust of textbooks, related to notions of professionalism, which assume it is more professional to trust a random resource, downloaded from the internet after many hours of searching, rather than a carefully curated, fully researched textbook. **This is not a view that leaders at Plymstock School share – High quality textbooks are not incompatible with high quality pedagogy** – they are supportive of sensitive and effective approaches to high attainment, high equity and high enjoyment of learning. **Don't forget – you should attempt to differentiate starting points in a lesson – some students might start at Question 1 whereas others might start at Question 5.**

Share resources and materials between colleagues in the department – share these at department meetings wherever possible. Further opportunities to share between departments across the different schools in WeST will exist from September 2017 onwards.

In the words of John Hattie – *“Planning can be done in many ways, **but the most powerful way is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcome**”*

What we don't expect...

- Planning does **not refer to the production of daily written lesson plans**. These often function as proxy evidence for an accountability 'paper trail' rather than the process of effective planning for student progress and attainment.
- Teachers do not need to produce a written lesson plan for any observation, learning walk or external inspection. All that we require, is an annotated seating plan.

Seating plans

All teachers are expected to have an annotated seating plan for every class. It should contain:

1. Student name
2. Sub-group (e.g. PP / SEND / SP etc...)
3. Target pathway/grade

We are happy for staff to choose whatever method they like for seating plans (be that online, handwritten etc...). The only thing that we ask, is that it can be clearly viewed in paper form with all the appropriate information (or printable if produced electronically). A hard copy of your seating plan must be stored centrally within your department.

How will we evaluate the quality and effectiveness of teaching and learning at Plymstock School?

'Striking the balance between trust and accountability'

Firstly – we do trust you all as professionals and have no intention to micro-manage everything you do in the classroom. Expectations in every classroom should be universally high and teachers should use the four key evidence-based strategies to enable students to succeed.

An important role of middle and senior leaders is to support and ensure that those high expectations, along with all school policies are being met, as well as evaluating the effectiveness and impact of what we do.

Unlike many schools, we do not believe that formal 'make or break' lesson observations tell us anything useful about the quality of teaching over time and its impact. Therefore, apart from initial observations for new staff or those engaged in the NQT induction programme, leaders will not undertake formal full-lesson observations.

We will evaluate the effectiveness of teaching and learning in the school by asking the following questions at both a department and whole-school level:

1. Are expectations universally high regardless of background or set?
2. Are all groups of students being challenged sufficiently in every classroom?
3. Are all groups of students actively engaged in their learning?
4. Is the laCT policy being followed consistently for all groups of students? What is the impact on learning and progress?
5. Is the Ready to Learn policy being followed consistently for all groups of students? What is the impact on learning and progress?
6. Are staff planning opportunities for metacognition? What is the impact on learning and progress?
7. Are staff promoting cooperative learning using Kagan structures? What is the impact on learning and progress?
8. Do staff have appropriate training to do their jobs well, and support their career aspirations?

These questions will be answered by triangulating data from a wide variety of sources including:

- Minutes from department meetings.
- Actions from fortnightly triad improvement meetings.
- The QAs of Teaching and Learning – Autumn and Spring terms.
- Challenge Partners review / MAT reviews.
- On-going learning walks.
- On-going work scrutiny.
- On-going student voice.
- Progress check data / external examination results.

Career Professional Development (CPD) for 2017-18

Monday meeting sessions

From September 2017, the Monday meeting slots are almost exclusively devolved to departments for subject teams to work together on improving teaching and learning, including analysing, and acting upon, student-level progress data. Please note that there will be approx. six Monday sessions over the course of the academic year where Curriculum Leaders meetings will take place. The rest of the department will continue to meet/work on improving department teaching and learning during that time.

Wednesday meeting sessions

From September 2017, there will no longer be a compulsory 'directed time' T&L meeting slot, for most staff. The only exception is four Year team meetings will occur over the year on a Wednesday.

Please note – Parents' evenings will continue to run on a Wednesday from 3:45-6:15pm.

Bespoke professional development

(This will be driven by the staff CPD questionnaire during summer term 2017)

Over the course of the year a variety of voluntary career professional development (CPD) sessions will be on offer. This will account for most of our CPD and will be linked to individual staff requests, plus emerging needs as the year progresses. These will take place fortnightly after school on a Thursday (45 mins + refreshments provided) and on some Friday lunchtimes (30 mins + lunch provided). These opportunities will be published to staff at the start of each half term. In addition, we will be offering the Ofsted accredited Improving Teacher Programme (ITP) for anyone who is within their first four years of teaching and the Outstanding Teacher Programme (OTP) for anyone who is five years + or a middle leader. There will also be a wide range of additional opportunities through WeST, including middle and senior leader development, as well as Masters Degree programmes, facilitated through the Teaching and Learning Institute (in partnership with the University of Worcester).

Pedagogical directory

A staff directory is available where individuals have a particular strength in their practice that they would be willing to share with others to support them to develop that area too. This could be through an arranged discussion or an informal developmental observation. This will be entirely brokered between individuals.

Monday morning 'staff briefing CPD bites'

We will continue to offer one minute CPD bites from colleagues across the school during our Monday morning staff briefings.

Whole-school training days

01 September 2017:	Setting expectations and T&L priorities
04 September 2017:	Department time (embedding T&L priorities and action planning)
27 September 2017:	WeST launch event (Plymouth Guildhall: 4:30-6:00pm)
20 October 2017:	SWTSA/PLT day (individual choice linked to personal CPD needs)
30 October 2017:	Kagan Cooperative Learning (Day 3)
23 July 2018:	Devolved for Safeguarding/Prevent training

Appendix A – Cooperative Learning using Kagan Structures

Setting up your classroom

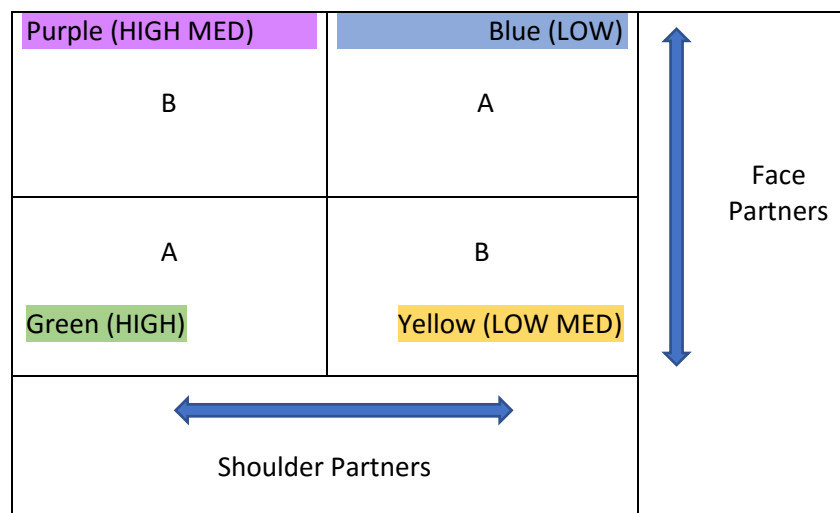
Put your class into a spreadsheet and rank them in order of target grade or working at grade. Using the spreadsheet divide the class up into 4 roughly equally sized group based on target grade or working at grade

- The top quarter are HIGH (Colour code Green)
- The next quarter are HIGH MEDIUM (Colour code Purple)
- The next quarter are LOW MEDIUM (Colour code YELLOW)
- The bottom quarter are LOW (Colour code BLUE)

You will now form groups of 4. We would recommend that you do it the following way:

	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
Green								
Purple								
Yellow								
Blue								

If you can, arrange your tables into groups of 4 (however, it is best to avoid students having their backs to you by putting the students side-on to the board). The students should be configured the following way:



Make sure each student knows their:

- team number (1-8)
- colour (Green, purple, yellow or blue)
- letter (A or B)
- who their face and shoulder partners are

They could record this information inside the front cover of their books.

If you teach in a classroom with a fixed table arrangement (i.e. a Science Lab) then moving the furniture will not be an option BUT you can get students to move into pairs and groups for cooperative learning activities – as long as the students know their team number, colour and letter.

Please do not tell the students whether they are HIGH, HIGH MED, LOW MED or LOW.
Kagan structures

The Kagan structures we will all use are:

1. Mix-Pair-Share
2. Timed Pair Share
3. Rally Robin
4. Round Robin
5. Think-Write Round Robin
6. All Write Round Robin
7. Stand-N-Share
8. Rally Coach

There will be a second co-operative learning training day in October 2016, where more structures will be introduced. Additionally, you can try any of the structures covered in your Kagan book.

1: Mix-Pair-Share (this takes place in pairs)

1. Students stand up and silently mix around the room.
2. Teacher says, "Pair".
3. Students pair up with the person closest to them. If they don't have a partner, they keep their hand up until they do.
4. Teacher asks a question and gives "think time".
5. Partners share using one of the following structures:
 - RallyRobin
 - Timed Pair Share
 - RallyCoach

2: Timed-Pair-Share (this takes place in pairs)

1. The teacher announces the topic/question and tells the students how long each of them will have.
2. The teacher gives "think time".
3. In pairs, Partner A shares, as Partner B listens.
4. The teacher calls "time".
5. Partner B thanks and praises Partner A.
6. Partners switch roles.

3: RallyRobin (this takes place in pairs)

1. Using the topic/question given, the partner that (e.g. has the most pets; is tallest etc...) goes first.
2. After the first partner shares one thing, partner two shares one thing; repeat.
3. The students "Rally" the topic like this until the teacher calls time.

4: RoundRobin (this takes in groups – usually the allocated team of four)

1. The teacher announces a topic/question and gives "think time".
2. Team mate 1 begins with a clockwise rotation through team mates 2-4.
3. Each teammate gives his/her short answer to the topic/question.
4. Sharing is over after each team mate has spoken.

5: Think-Write RoundRobin (this takes place in pairs and then in teams of four)

1. The teacher announces the topics/questions/problems (you need more than one)
2. The teacher gives "think time".
3. In shoulder pairs, Partner A writes an answer to topic/question one. Partner B writes an answer to topic two.
4. The partners switch papers, read, then add on to the answer.
5. Steps 3 and 4 continue until the teacher calls "time".
6. Pairs compare their list with other team pair.

6: AllWrite RoundRobin (this takes in groups – usually the allocated team of four)

1. Each team mate has paper and pen.
2. The teacher announces the topic/question and gives “think time”.
3. Team mate 1 begins with a clockwise rotation through team mates 2-4.
4. As each team mate says his/her short answer to the topic, each team mate writes the answers on own paper.
5. Sharing continues in a clockwise rotation and is over when teacher says stop.

7: Stand-N-Share

1. All students stand with their own list (or with a team-generated list) of answers to a question/discussion points/terms and definitions etc...
2. The teacher calls on one student to share their list.
3. Students add the shared item to their list if they don't have it, or check it off if they do.
4. Students sit when all of their items are shared, continuing to add each new item on their list.
5. When all students are seated, Stand-N-Share is complete.

8: RallyCoach (this takes place in pairs through shoulder partners)

Shoulder partners take turns, one solving a problem while the other coaches.

1. Partner A solves or answers first problem – they talk it through out loud.
2. Partner B watches, listens, coaches, and praises.
3. Partner B solves next problem.
4. Partner A watches, listens, coaches, and praises.
5. Repeat.

Appendix B – Metacognition

What is metacognition?

Meta-cognition aims to help learners think about their own learning more explicitly. This is usually by teaching students specific strategies to set goals, and monitor and evaluate their own academic development. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

What does the research/evidence show?

EEF +8

Meta-cognition approaches have consistently high levels of impact, with students making an average of eight months' additional progress. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. A number of systematic reviews and meta-analyses have consistently found high levels of impact for strategies related to meta-cognition.

How we will promote metacognition in our classrooms?

Questioning

- We will always build in wait time when questioning
- Bloom's Taxonomy – differentiate starting points in a lesson

Learning journal

- What was easiest for me to learn this week? Why?
- What was most challenging for me to learn? Why?

- What study strategies worked well as I prepared for my exam?
- What strategies for exam preparation didn't work well? What will I do differently next time?
- What study habits worked best for me? How?
- What study habit will I try or improve upon next week?

During 'teacher talk' we will use the Wrapper Technique

- A "wrapper" is a short intervention that *surrounds* an existing activity and integrates a metacognitive practice. Before a lecture, for example, give a few tips about active listening. Following the lecture, ask students to write down three key ideas from the lecture. Afterward, share what you believe to be the three key ideas and ask students to self-check how closely theirs matched your intended goals. When used often, this activity not only increases learning, but also improves metacognitive monitoring skills.

Seek opportunities to allow students to plan, monitor and evaluate tasks

- **During the planning phase**, learners can ask, *What am I supposed to learn? What prior knowledge will help me with this task? What should I do first? What should I look for in this reading? How much time do I have to complete this? In what direction do I want my thinking to take me?*
- **During the monitoring phase**, learners can ask, *How am I doing? Am I on the right track? How should I proceed? What information is important to remember? Should I move in a different direction? Should I adjust the pace because of the difficulty? What can I do if I do not understand?*
- **During the evaluation phase**, learners can ask, *How well did I do? What did I learn? Did I get the results I expected? What could I have done differently? Can I apply this way of thinking to other problems or situations? Is there anything I don't understand—any gaps in my knowledge? Do I need to go back through the task to fill in any gaps in understanding? How might I apply this line of thinking to other problems?*

Appendix B – Bloom's Taxonomy questions

Specifically use higher order stretch and challenge questions for upper band and disadvantaged students

Remembering questions (LOWER ORDER)

- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Can you name ...?
- Find the definition of...
- Describe what happened after...
- Who spoke to...?
- Which is true or false...?

Understanding questions (LOWER ORDER)

- Can you explain why...?
- Can you write in your own words?
- How would you explain...?
- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?

- Can you illustrate...?
- Does everyone act in the way that..?

Applying questions (LOWER ORDER)

- Do you know of another instance where...?
- Can you group by characteristics such as...?
- Which factors would you change if...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?

Analysing questions (HIGHER ORDER)

- Which events could not have happened?
- If...happened, what might the ending have been?
- How is...similar to...?
- What do you see as other possible outcomes?
- Why did...changes occur?
- Can you explain what must have happened when...?
- What are some of the problems of...?
- Can you distinguish between...?
- What were some of the motives behind..?
- What was the turning point?
- What was the problem with...?

Evaluating questions (HIGHER ORDER)

- Is there a better solution to...?
- Judge the value of... What do you think about...?
- Can you defend your position about...?
- Do you think...is a good or bad thing?
- How would you have handled...?
- What changes to.. would you recommend?
- Do you believe...? How would you feel if. ...?
- How effective are. ...?
- What are the consequences..?
- What influence will....have on our lives?
- What are the pros and cons of....?
- Why isof value?
- What are the alternatives?
- Who will gain & who will lose?

Creating questions (HIGHER ORDER)

- Can you design a...to...?
- Can you see a possible solution to...?
- If you had access to all resources, how would you deal with...?
- Why don't you devise your own way to...?
- What would happen if ...?
- How many ways can you...?
- Can you create new and unusual uses for...?
- Can you develop a proposal which would...?

Appendix C – laCT (Improvement and Correction Time)

What is laCT?

laCT refers to **Improvement and Correction Time**. It is a new approach to marking which:

- Maximises the impact of feedback on student outcomes
- Focuses on student independence (hence the play on words – **laCT**)
- A smart approach for teachers
- Creates opportunities for thinking and meaningful improvement

How does it work?

- Focuses on students' response to feedback to effect immediate improvement in their work.
- Builds time into lessons to allow students to think, respond and improve.
- Contains minimal comments, but give very focused instructions or questions so that students can improve their work or extend their knowledge and understanding.

The process...

1. The **teacher marks a key piece of work identified at a departmental level** and in line with the agreed departmental frequency. There may be times where a grade or mark is given as well.
2. The teacher **identifies explicitly what students have done well** e.g. *'Excellent explanation - well done'*. This can be written in the margin as the teacher goes or appear at the end of a piece of work. It should be brief.
3. The teacher then **identifies a clear laCT task(s)**.
4. The teacher **uses the laCT symbol** at the end of the piece of work to focus students' attention on the laCT task. **This will be ONE question that moves learning forward**. This could be an extension question (particularly for upper band students) or it could be a question to revisit a misunderstanding or knowledge/skill gap identified in the piece of work.
5. **SPaG errors** are also identified in the same key piece of work, **using the SPaG symbol** next to the error(s) in the body of text. **The number of errors should be capped at five**. Students will be expected to correct that error – either by using a dictionary or asking the teacher.
6. **Students must respond to their laCT and SPaG tasks thoroughly** – teachers must give students time in class to do this – teachers will need to guide students as to what a good quality response looks like.
7. **Teachers will not be expected to 'mark' the students' laCT response** (there is no evidence base to support triple impact marking) – **instead, teachers can circulate the room whilst students are completing the task** to check responses / additionally a Kagan structure could be used to get students to share their written laCT responses with each other.

laCT symbol: ⊕

SPaG symbol: ©

It is imperative that the symbols are used consistently by all staff

Appendix D – Possible sub-group strategies

Students with SEND/EHCP

- Know who your SEND students are – check the SEND register carefully and individual IEPs. Identify the students in your mark books and on seating plans and have extremely high expectations for them.
- Less is more! Keep language simple and to the point. Slow down your speech / language - processing time takes longer for many SEND students, so if you talk too quickly they might not get it. Try not to rephrase questions too quickly - give them time to think about what you've asked.
- Copying from board is extremely difficult for many SEND students. A large number of SEND students are unable to listen to you at the same time as copying. Printing out PowerPoints and giving them to students is good strategy. Consider tick sheets with learning objectives on - students can tick what they've achieved.
- **Key words:** SEND students often find word retrieval/recall very difficult. Visual prompts are really helpful. Give a phonic clue – It begins with...
- Praise the progress made. Many SEND students feel as though they are failures because they struggle with their work. Help to boost their self-esteem and confidence.
- Talk to the Teaching Assistants in your class - use their excellent knowledge on the students (all SEND, not just statemented / EHC).

Disadvantaged students

- Know who your disadvantaged students are (identify them in your mark books and on seating plans) and have extremely high expectations for them – never, ever compromise on those expectations. Being eligible for the Pupil Premium does not make a student less able. Adopting upper band strategies is useful for disadvantaged students.
- Talk to the students about their personal interests at the start and end of lessons – get to know them as individuals. This is key to building a good relationship.
- When circulating the classroom always check that disadvantaged students understand the task and are fully engaged. These may be some of the first students you check on in a lesson. When talking to the students use prompts and questions to help refocus and challenge. It is better for the student to resolve a problem or difficulty than the teacher.
- When collecting in work for feedback, put the books of the disadvantaged students to the top of the pile and mark them first (whilst your still fresh!).
- Ensure all disadvantaged students have the necessary revision resources to succeed in your subject (e.g. revision guides, past papers etc...). There should be no additional charge for these resources. Please contact the relevant Assistant Head of Year as each student who is eligible for the Pupil Premium has a support fund to cover these costs (although please be aware that there are limits!).

Upper band students

Key point: Giving an upper band student the same level of work throughout the lesson will not stretch them, neither will 'more of the same'.

- Know who your upper band students are (identify them in your mark books and on seating plans) and have extremely high expectations for them – never, ever compromise on those expectations.
- Teach to the top end and support through the middle and lower abilities, including opportunities for metacognition.
- Use higher level questioning from Bloom's Taxonomy and target those questions at upper band students. Always probe beyond the first question in order to make them really think: 'Why do you think that?' 'How did you come to that conclusion?'
- Always have an activity/task specifically aimed at pushing/stretching the upper band students in your class. Start upper band students at an appropriate level of difficulty on tasks - allow them to decide: 'Try starting at qu.5, if that's too easy try going to qu. 10...'
- Use Kagan structures to design seating and learning activities that ensure all upper band students are fully engaged in every lesson.