WOODBRIDGE HIGH SCHOOL

Pride in Achievement

Framework for Teaching

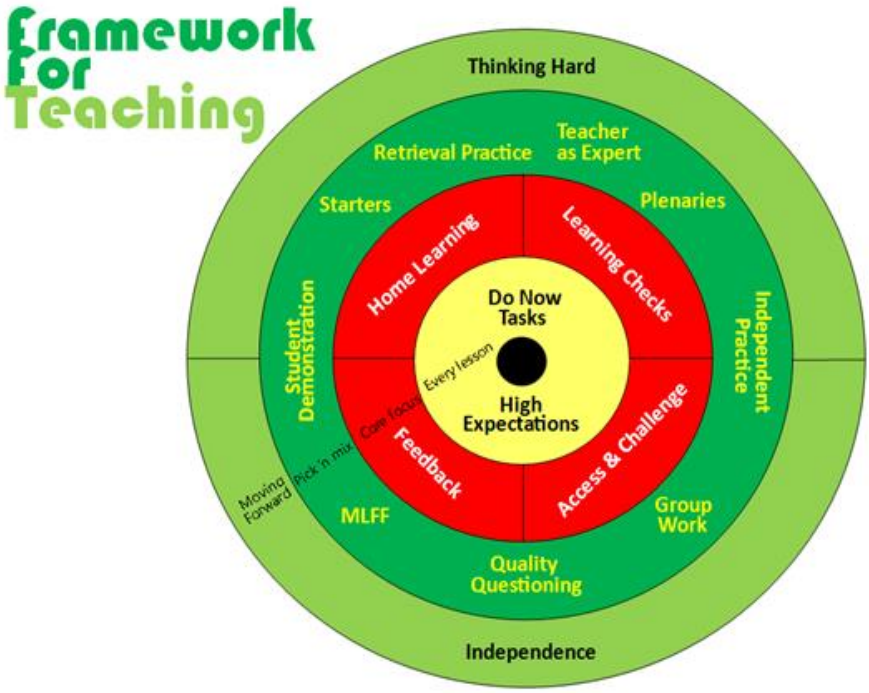
September 2019

Why a Framework?

The Framework for Teaching is a set of expectations that the school requires all teachers to follow in the planning and teaching of their lessons. These expectations give us the best possible platform, as autonomous practitioners, from which to deliver memorable and stretching lessons which will really make a difference to our students' outcomes and enthusiasm for learning.

We all adhere to these daily consistencies because by doing so we become more than the sum of our individual parts. But why stop there? Through continually seeking to develop and improve our practice, we inspire our students to achieve their very best. This Framework is our agreed starting point.

Our Framework?



Expectations and Consistencies

We expect all staff at Woodbridge to carry out these bottom line expectations as part of their approach to teaching and the wider school community.

Be a presence in the corridors during lesson changeovers

- ''One foot in– one foot out''

Framing lessons/sequences of lessons with clear objectives

- It should be clear to staff and students what the objectives of the lesson are, and how the learning connects to long term plans and wider synoptic context. This includes 'home learning'.

Tracking progress of students they teach

- Records of assessment grades should be produced and be available. This could be in the 'Teacher Planner' or in an Excel document for example

Comply with department feedback policies

- All feedback should be in line with the policies agreed by each department

Seating Plans

- Should be controlled by the teacher and used to offer 'Access and Challenge'

Plan all lessons and consider the way students learn

- Lessons must be planned using previous information from feedback and assessment. Staff could use the '5 Minute lesson Plan' or 'Mark-Plan-Teach' models. Lessons should consider 'Access and Challenge'

Consider how they deliver wider numeracy and literacy strategies within their teaching

- Lessons should be developing subject numeracy and literacy skills. Students could develop a glossary at the back of their books

Enforce school presentation expectations

- Students must use the 'Six Steps to Perfect Presentation' guidelines (right). Books must be free from graffiti, doodles, or scribbles. Any untidy or unfinished work must be redone. Students in all groups should be expected to **take their books home** and bring them to lessons.

Do Now Tasks [Every Lesson]

- **Every** lesson should begin with a 'Do Now' task
- This should be displayed on the board, or placed on the table , or verbally communicated to students whilst the teacher is performing their 'One foot in– one foot out' duties
- The task could review learning from the previous lesson, or a previous topic
- Low stakes quizzes, 'Buzan' mind-maps or Cornell notes questions could be utilised

Access & Challenge [Central Expectation]

- Teachers must know the **individual learning needs** of each student in their class, and act on these needs
- Lessons should be appropriately **differentiated** to suit students' needs. They should liaise with LSAs if present to achieve this
- The More-Less-First-Finest (MLFF) process is one method to ensure **all** students are suitably challenged

Home Learning [Central Expectation]

- Home learning must be **set according to the frequency schedule** which your department has agreed
- Home Learning should improve a student's knowledge, skills +/or their interest in the subject. The **purpose** of the Home Learning should be shared with students
- Home learning must be set **near the beginning** of the lesson and placed on SMHW
- If your home learning consists of continuing with coursework or a longer-term project, a letter must be emailed to parents to explain this. Sam Cushing will facilitate this. Students should also be told to regularly record in their planner that home learning is to continue with their project or coursework.
- Home learning must be **checked in the lesson** when it is due, and marked either in class or by the teacher, with feedback given as appropriate.

Learning Checks [C/Expectation]

- Learning checks must be a regular feature of all teaching in all key stages
- Checks should occur at least every 6-8 lessons, and perhaps more frequently
- Learning checks can take the form of **low-stakes quizzes** or multiple choice tests, as well as more **formal assessments** with a formative element
- The technique involves a pattern of teaching some defined content from your specification or scheme of work and then **checking that learning has occurred**
- Teachers should **analyse the outcomes** of the learning check and then put in place activities to close any 'learning gaps' or misunderstandings

Feedback & Marking [Central Expectation]

Departments will have a policy and schedule for feedback to each year group. Staff **must** follow this policy. Teachers should use their professional judgement and make pragmatic decisions about marking frequency. It is expected that students will receive some form of feedback in the majority of their lessons using the agreed 'feedback formats'

- All feedback, whether written feedback by the teacher, peer or self-assessment or electronic feedback to KS3 and KS4, should be in the format of '**What Went Well' (WWW) and 'Even Better If' (EBI).** Students should be able to talk about their 'EBIs' after every piece of feedback. All teachers must use this system
- Students must be required to engage with feedback by using their **tracker sheet to note EBIs** or track progress against **milestones for KS3,** and have an opportunity to complete future tasks to achieve the EBI
- Written feedback should be easily accessible to both students and staff
- Staff should use information from feedback or marking to inform future teaching

Learning Toolkit (Pick N' Mix)

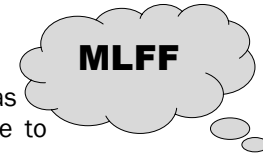
Our Teacher Toolkit (next ring). Our agreed strategies that we have developed, trialled and reviewed that all teachers can incorporate into their lessons using their professional judgement.

Starter

The aim of the starter is to be high impact and to get the students hooked into the lesson. Here are some things to consider:

- The climate for learning (display, use of language / humour, organisation, manners and calm) should all be in place to make for an effective start.
- The starter could review the last lesson and / or home learning tasks
- It sets the aims for the lesson ahead – objectives are shared and explained
- Home learning and 'key words' should be written down early on in the lesson
- Applied or vocational courses might involve lesson starters which involve setting individual targets for assignments to be completed in that lesson.
- The starter should start quickly and not overrun – fast-paced, brief, interesting.

MLFF



The '**More...Less...First...Finest**' model should be used as differentiation for HAP students; the aim being for all to aspire to achievement at the highest level.

- **More:** More able students should be challenged to live up to the mantra of 'more'. This can be in quality or quantity, but it might also represent an opportunity to undertake more leadership within the group or class, or to improve work by adding more of something, or to become more independent.

- **Less:** Assess whether more able students can produce the same quality of work in a pressured environment: with less time, with less support, with less scaffolding.

- **First:** Are they able to complete tasks to a high quality quickly? Are they able to then lead a group? Can they be the first in the class to achieve something? Or extend their knowledge further?

- **Finest:** Can students refine work into a masterpiece? Can they be analytical and critical of their own performance to know how to improve it? Can they use mark schemes or success criteria to evaluate their work and then further improve it? Can they surpass their Key Stage?

Teacher as Expert

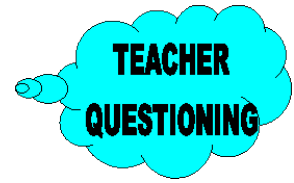
This technique will often start off the main teaching phase.

- It should employ a good range of resources – presentation, video clips, texts, books, etc.
- Teachers should 'commentate' on their thinking when explaining or modelling. They should expect students to listen and perhaps comment.
- New language / spellings should be 'flagged up'. Students may note these in a glossary.
- Trying to get students to guess what you are trying to teach them does not help them to learn. Teachers should make exposition clear.
- It should be made clear that students will have a chance to ask questions at the end of each 'chunk' of learning.
- Language used by the teacher should be challenging and cause students to reflect. Teachers should model the precision in language expected of the students. Teachers should use standard English.
- Students should not be expected to copy notes from books or boards / screens during lesson time; either notes should be provided or students should be asked to complete tasks which, as a result, produce appropriate revision notes.

Pair / Group Discussion Work

- This is a very good way of ensuring all students are engaged in the lesson, and provides excellent opportunities for students to think for themselves in a less pressurised setting than whole-class questioning.
- It provides a good link between teacher exposition and structured whole-class questioning or student demonstration.
- Clear timescales and expected outcomes need to be set by the teacher.
- Teachers should not be worried about all students 'reporting back'. The main aim of this technique is to allow opportunities for all students to engage with the learning.
- Students should develop their skills of debate and discussion.

Structured Questioning



This provides opportunities to develop understanding. Consider the following:

- Ensure a range of questions are asked from low to high order ('descriptive, reflective, speculative'). A useful guide is to use starters such as: 'when', 'where,' 'who', 'what', 'which', 'why', 'how' and 'what if'. The SOLO taxonomy can be a useful guide to structuring questioning.
- Rarely use hands up - much better to select students to answer. This enables teachers to ensure students have had adequate 'thinking time', and means questions can be targeted to push more able students.
- Teachers should not be afraid to ask the same student a series of progressively more challenging questions, or challenge their answer.
- Teachers should not repeat a student's answer. This encourages students to mumble. If a student is too quiet, he / she should be encouraged to repeat the answer more audibly.
- If a student is reluctant to answer, then give them time to respond. If this fails, rephrase the question or ask another instead. Never move on to another student until you have gained a response and praised it, but avoid the temptation to 'over-praise' as this can make it lose its value for students.
- Teachers should use the 'mini-white board' where appropriate to gain responses from a large number of students.
- Teachers should make use of mediational phrases and questions which are more about 'wondering' than asking. Examples include: 'I wonder how you knew that' or 'Let me tell you something you may not have thought of yet…what do you think of that?'. Whilst not directly questioning a student, they can often act as a prompt or challenge to deeper thinking and responses.

Student Demonstration

This is perhaps the hardest technique to introduce, but the one which can contribute the most to learning when successfully implemented. It is very dependent on the creation of the right classroom ethos, and the teacher needs to train students in the routines:

- It is best used towards the end of the main teaching phase.
- The teacher should model an explanation, followed by a confident student.
- When students are at the front, the teacher should consider moving to the side of the room.
- Listening students should be encouraged to give feedback, and ask questions of the student at the front.

Independent Practice

The aim is to reinforce and develop learning from the interactive parts of the main teaching phase, and will often be the last part of the main teaching phase. Independent practice will usually involve students working as individuals, but in some practical subjects it may be more appropriate to work in groups:

- Time is provided for the teacher to support less able students.
- Tasks can be set to develop further more able students' thinking and understanding
- Independent practice provides opportunities to check understanding
- The teacher needs to explain very clearly:
  - how written or practical work should be presented;
  - where it should be done;
  - the importance of handwriting, spelling, punctuation and grammar;
  - any health and safety considerations.
- Where appropriate, students should mark or evaluate their own or each others' work at the end of the phase— this enables students to gain early feedback on their progress and understanding.
- For some practical and vocational / applied subjects, more time may well need to be given to independent practice than is suggested in the broad guidelines.
- Teachers can also check students' work during this phase.
- Teachers should ensure that students receive feedback regularly according to the school's policy.

Plenary / Conclusion

- An opportunity for reflection & consolidation.
- A chance for the teacher to make the learning stick.
- A chance for students to express what they've learnt, and for the teacher to check for understanding.
- The teacher should summarise key learning points.
- Home learning tasks can be explained or demonstrated
- Opportunity to praise the group on how they are working.
- It is important for the teacher to protect this time and for a routine to be followed for every lesson.

Evolving Pedagogy R&D

As a school we are always engaging with new ideas and research around pedagogy. As professionals we should be seeking to constantly improve and develop. Each year we will be engaging and trialling new initiatives in a measured way that allows for appropriate research, review of impact and consideration of workload. This year we will work developing our knowledge and experience of 'Thinking Hard' and 'Independence'.

Thinking Hard

"Learning happens when people have to think hard" Prof. Robert Coe

Thinking Hard Classic

Thinking Hard is a set of tools, known as 'devices', to use to help students to think harder about the content that they need to learn, catering to the rigour of the new linear exams. They are designed to be high challenge, low preparation and adaptable to a range of subjects. The 12 devices are set into three categories:

Knowledge and Understanding: Reduce, Transform, Deconstruct, Derive

Analysis and Application: Prioritise, Categorise, Criticise, Trends and Patterns, Practice

Flexibility of Thinking: Make connections, Compare, Extend and Create

Teachers should plan to use thinking hard devices regularly within a sequence of lessons to help students to remember more content at the point of first delivery. When doing so, use the *Thinking Hard* image on your powerpoints.

Thinking Talk

Thinking talk is about making thinking visible and audible through expert questioning which is carefully planned and prepared. Research tells us that high quality classroom dialogue can have a huge impact on pupil progress, but that often, students' responses to questions are short and do not unlock the extent of their thinking.

Questions that unlock thinking ask for evidence, clarification, explanation, linking and extending. They ask students to hypothesis, summarise and synthesise and to think about metacognition. High order questions promote learning because these types of questions require pupils to apply, analyse, synthesise and evaluate information instead of simply recalling facts. These questions and tasks tend to be open and encourage divergent thinking.

Independence

Students need help to foster **independence.** Empowering students to become independent can be difficult for the teacher who likes to be in control! There is an overlap in practice between students becoming independent and being able to retrieve as previously described above. Suggestions to help to develop students' independence:

- Staff could use 'C3B4ME' or 'Brain-Book-Buddy-Boss' to foster independence
- Ask students to regularly evaluate their work using WWW.EBI
- Students should become familiar with mark schemes and develop their ability to identity areas of improvement. Students will need effective training and support to do this
- Students should not let a topic pass without understanding it and seeking to address any concepts that they do not understand. Teachers may wish to spend time developing students' ability to self-assess and self-improve and quality assure this ahead of spending a lot of time marking which may involve the student less in their assessment
- Students should be trained where they can find further materials to help them to bridge any gaps in their knowledge. PIXL have produced several resources to help, specifically PIXL Independence booklets (available in pigeon holes as well as on their website) an their Know-It, Grasp It, Think It Independence Templates (IT)
- Students should be informed where useful extension materials can be found, so that they can develop a deeper understanding of a subject. MOOCs (Massive Online Open Courses), which are online courses developed by universities should be encouraged. The school has a subscription with Futurelearn, an online provider of MOOCs
- Students in Key Stages 4 and 5 should be directed how to use their study time, particularly in Key Stage 5. Students should be guided how best to develop habits per subject to enhance their independence (e.g. read three articles a week in French)

Key Stage 3 Assessment Framework

- Each department has published a framework defining what they expect each student to be able to do at the end of each year within key stage 3.
- The framework identifies specific knowledge and skills within the subject area and is published to parents on the school website. It is important that all KS3 teachers familiarise themselves with the framework for their subject.
- At the end of each academic year teacher will be reporting students' progress using one of the following four levels:

E	**Exploring**	Students have engaged with the knowledge and skills expected at the end of the year. It is likely that the students have had considerable difficulty with the expected content.
D	**Developing**	Students have developed the expected knowledge and skills at the end of the year. It is likely that they have had difficulty with some aspects at the end of the year.
M	**Mastering**	Students have mastered the knowledge and skills expected at the end of the year. It is likely that there has been no difficulties with the expected content.
EX	**Exceeding**	Students have exceeded the expected level of knowledge and skills at the end of the year. They have mastered the content and have begun to go beyond.

- At the end of each term, each student is going to receive a colour coded progress check in each subject on their organisation and study skills, behaviour for learning, motivation and focus in lessons and completion and quality of home learning.
- At the end of the academic year each student is assessed against this framework and given a level to indicate where they currently are.
- The framework for each year of KS3 is separate—and so if a student is Exceeding at the end of Y7, they may well be Mastering at the end of year 8. This is normal, as the content expected for Y8 is at a higher level than Y7.
- These levels should not be seen as four grades on a scale. You must not link them to boundaries (such as 50% in a test = Developing) or mark individual pieces of work using them.

Feedback Formats

The feedback given to students in KS3 and KS4 can be in **any of the following formats**, although there must be a balance in the types of feedback given, with around half of the feedback being written feedback by the teacher. Teachers may use the code to indicate the type of feedback:

WF	Written feedback by the teacher (red pen)	Students should be told **'what went well' (WWW) and subject-specific, next-steps 'even better if' (EBI) advice** should be given when work is marked by the teacher and this advice must be bespoke to the student concerned. It should be indicated with 'EBI'. EBI advice could be in the form of a question or a short task to complete so that the student understands a weakness. The student should respond as appropriate in **green pen.** Teachers may also edit written work, depending on the subject. There is an **editing code** for this. **Grades** should be given as appropriate to the key stage and course. KS3 students should not receive levels or grades on their work, and the KS3 framework should not be used to grade individual pieces of work. About half of feedback should be WF.
VF	Verbal feedback by the teacher	This should be **subject-specific** and **students should respond** to it or record the advice given as '**WWW**' and '**EBI**'. If verbal feedback is a regular part of the department's practice, students should have a sheet to note and track their EBIs based on this.
EF	Electronic feedback, such as on Google Docs	If students are given **feedback electronically**, this should be part of the department's policy. The department should have a system for students to store their electronic work and note the **EBIs** given. The most important element of Electronic Feedback is that students are able to use it effectively. This should not completely replace WF.
SA	Self-assessment or redrafting (green pen)	Students should be given regular opportunities to **edit or improve their work** using a framework or list of criteria. They should do this in green pen, noting their **WWW and EBI** based on the criteria. They should be given guidance or feedback to enable them to redraft or improve their work themselves. They could **apply mark schemes** or check their work against an answer sheet.
PF	Peer feedback or assessment	Students should be given the opportunity to **edit or improve others' work**, or mark their work with the use of a mark scheme. The should use the **WWW and EBI** format for this.

Formal Assessment

- Each year group will have several formal assessment points each year as set out in the department's feedback policy.
- Formal assessments should include a formative outcome as well as a summative percentage or grade.
- All students in KS3 will have end-of-year exams in the Summer term.
- All KS4 and KS5 students have formal internal examinations at set points in the year.

End of Year Examinations (KS3)

- All KS3 students take end of year examinations over a period of four weeks in the Summer term.
- Examinations are based on knowledge and skills acquired over the last academic year(s) and encourage students to review their work and revise throughout the academic year.
- Examinations take places in all subjects studied and under examination conditions.
- Results are given in sealed envelopes as they would be for public examinations.

My Teaching and Learning Targets

My CPD requirements

My Notes