



Tomlinscote
School

Learning and Teaching Policy

Policy Type:	Statutory/Mandatory
Approved By:	AQC
Effective From:	December 2022
Revision Date:	December 2024

Introduction & Purpose of Procedure

Tomlinscote School's mission is to provide an outstanding education for all learners. Our philosophy to Learning and Teaching has developed over the last 8 years, based on the research of Professor John Hattie and his Visible Learning MetaX.

https://www.visiblelearningmetax.com/research_methodology

There is an appendix at the back for families to access that outlines the acronyms used within this policy.

All teachers strive to contribute to the thoughtful development of our young people in terms of their character, dispositions, knowledge, skills and this is delivered through a broad curriculum and effective pedagogy. We work tirelessly to provide our students with a stimulating and engaging curriculum. Above all, we endeavour to instil in our students a life-long love of learning. We seek to achieve this through:

- building upon the knowledge, passion and skills developed throughout our local primary schools
- ensuring that our curriculum programme is coherently planned and sequenced appropriately
- understanding and meeting the individual learning needs of all students
- nurturing an inclusive school community where students' personal development is encouraged and supported
- empowering our students to become independent and collaborative learners, who relish opportunities to be challenged and have an enquiring mind
- promoting a wealth of learning opportunities inside and outside of the classroom
- creating a positive learning environment built on fantastic relationships
- developing our students so that they are ready for the next stage of their education, employment or for wider society

The Tomlinscote curriculum is influenced by our 5 Core Values – Excellence, Perseverance, Character, Community and Progression.

It is taken for granted that all staff are here with the same primary aim, to ensure that our students receive the best possible standard of Learning and Teaching, Pastoral care and Guidance that we can provide. As a learning community, we are reflective practitioners, outward looking and relentlessly challenging ourselves to improve the learning experience for all students.

Tomlinscote is an Apple Distinguished school as well as being home to The Prospect Trust Apple Regional Training centre. On joining Tomlinscote, all students have the opportunity to buy into a school wide leasing scheme. We view digital technology as being a deeply impactful supportive learning tool that enables students to design, participate and experience personalised learning on a daily basis.

How we aim to achieve this?

Rosenshine’s 10 Principles of Instruction and Mastery

Our specific approach to the pedagogical delivery of Learning and Teaching focuses on the work of Barak Rosenshine. Please find the link below to his original paper.

https://orientation94.org/uploaded/MakalatPdf/Manchurat/EdPractices_21.pdf

All Learning and Teaching professional development training is based upon his 10 Principles of Instruction. Over the next 3 years, we intend to develop our practice around these principles and as a school are philosophically committed to moving to a Mastery based approach to learning and teaching. Our 3 year plan involves ensuring that we consistently create classrooms learning environments where these Core elements are integral to each lesson:-

Inclusive classroom /Relationships
Strong relationships between teacher and class Passion for teaching and subject exhibited
High ambition, expectations and aspirations
Apple classroom on Clear behaviour expectations/routines/systems are in place Students show a pride in their learning Teacher and LSA work closely together High quality written feedback – WWW/EBI/Gold sheets.
Start of lessons
Retrieval “do now” starter activity Prior (background) knowledge needed is reviewed Challenging HLOs Students aware of gaps in their understanding
Teach in small bits, recall and improve breakdown
Limit amount of material/content students receive at one time Clear and detailed instructions and explanations
Check for understanding – whole class and individual
Variety of questioning techniques probe and challenges students Students write down learning individually in continuous prose Students are chosen to read out answers Students discuss, amend and make answers better Explicitly verbally praise excellent answers Material re-taught where appropriate Collaborative learning opportunities
Teacher models/students apply to exam style practice questions
Teacher thinks aloud and models steps

<p>Appropriate scaffolding provided</p> <p>A large number of questions asked including process questions</p> <p>High level of active practice for all students</p> <p>Students are guided through practice</p> <p>Collaborative learning opportunities</p> <p>Learning buzz</p> <p>Models of worked-out problems provided</p> <p>Students asked to explain what they have learned</p> <p>Teacher checks the responses of all students</p> <p>Systematic feedback and corrections throughout guided practice Misconceptions identified and time provided for explanations</p> <p>Teacher ensures a high success rate</p> <p>Examples provided for guided and then independent practice</p> <p>Students use similar material for independent practice as for guided</p> <p>Students are encouraged to use Positive Learning Behaviours/VESPA to get unstuck</p> <p>Students are monitored when they begin independent practice</p>
<p>Home learning is long and short term focused or independent practice</p>
<p>Home learning has a retrieval focus – long term recall practice/ filling in understanding gaps/independent practice</p>

The expectation is that all teachers follow the **Tomlinscote Ten**, which sets out our minimum expectations of teachers for each lesson that we teach. A yellow card with these listed on is stuck on every teacher desk across the school. Each lesson as a learning community, we strive to:-

- Meet and greet students at the door – uniform checked and challenged as necessary
- Clear and consistent high behaviour expectations, signals and routines are in place utilising the Rewards and Consequences ladder – always remain calm and rational
- Clear routines and systems are in place e.g. Apple classroom on, Learning Ambassadors, teacher and LSA work closely together
- Establish and reinforce your high expectations and aspirations for what students will achieve in class and for home learning e.g. quality of retrieval undertaken
- Strong positive relationships based on warmth, kindness and assertiveness between teacher and class build a safe and inclusive environment for all
- A real passion for teaching and subject exhibited
- Students show a pride in their learning – spoken and written
- High quality written feedback – WWW/EBI/Gold sheets
- Challenging HLOs are shared
- Learning buzz is evident

Subject knowledge and content masterclasses

Over the last few years, Faculties and Departments have regularly designed and run Subject specific Masterclasses. These provide individual teachers with an opportunity to enhance both

their subject knowledge and pedagogy. Subject Masterclasses are built into INSET and are part of our normal meeting calendar cycle throughout the academic year.

High quality planning and preparation - Accessibility

All lesson planning should begin with consideration of all student needs within a specific class. The range of prior attainment and specific learning needs within each class are carefully considered during the planning process. The question that we consider is “What does progress look like for these students?”

When planning, teachers reflect on:-

- What do I want them to learn?
- What activities enable them to achieve that learning?
- How do I measure that learning regularly within the lesson?
- How will I assess that learning during and after the lesson?

All lesson planning stems from Hierarchical Learning objectives or Outcomes. Learning activities should emanate from these. Activities and resources should be differentiated to ensure that students are both challenged and are able to access their learning. Extension learning activities should always be available for those students who master their learning more quickly. LSAs should be used to enhance the learning of all students within a lesson.

Inclusive classroom/Relationships

Our philosophy is to “Catch our students being good”. Tomlinscote is passionate about the use of praise and our school wide rewards are based around a House System. Students are recognised for any demonstration of any of our 5 core values. We believe that high self-esteem goes hand in hand with outstanding achievement. Excellent relationships exist between the differing members of Tomlinscote’s community, based on an ethos of mutual respect and collaboration. We constantly strive to instil a love of learning into each student.

High ambition, expectations and aspirations

All teachers have high and positive expectations of all each student. We make our behaviour and attitude expectations very clear from when first meeting a class, consistently following the Schools’ Behaviour for Learning Policy. Tomlinscote insists on high quality presentation as per the School’s “Presentation Rules” for students, which are found in student planner.

The expectation is that students will always:-

- write neatly
- have a title for their work
- underline with a ruler
- have the date on a piece of work
- have Home learning or Cwk for every piece of work

- cross out mistakes neatly with a horizontal line drawn with a ruler
- draw tables using a pencil and a ruler
- produce neat work – no graffiti or doodling
- using a green pen, SPAG check work before handing it in
- before submitting any work

Start of lessons

Lessons should start promptly with students engaged in learning as quickly as possible. Teachers use Apple Classroom to monitor and check whole class understanding as the lesson progresses. Learning objectives or and outcomes should be shared with the class. The lesson content should build on prior learning and students should understand the purpose. Once a week, students will complete a low stakes retrieval starter-based activity. The use of technology is inherent from the onset with starter “do now” retrieval-based learning activities using Apps such as Socrative, Quizlet and Google Forms.

Teach in small bits, recall and improve breakdown

At Tomlinscote, teachers are beginning to explore mastery as a methodology for teaching new subject content and skills. Teachers explain new content/skills and then ask students a series of differing questions to probe their understanding and seek out misconceptions. When misconceptions are identified, teachers will re teach the content/skill in a different way. Technology used includes augmented reality software which empowers teachers to effectively explain new content using models.

Check for understanding – whole class and individual

Teachers use a wide variety of strategies to check for understanding. Many of these involve the use of technology and our core suite of Apps such as Socrative. With regards to questioning, we utilise these key strategies advocated by Tom Sherrington. Please find a questioning techniques card utilised within Humanities.

Tom Sherrington's questioning techniques

Cold call	No hand up or calling out Ask everyone → select who answers
No opt out	If a student gets the answer wrong or doesn't know, go back to them to check that they now know the answer
Check for understanding	Ask a selection of students to relay back what they have understood about the question under discussion
Probing questioning	Make each question and answers exchange a mini dialogue, probing to explore students understanding
Think, pair share	Allocate talk partners, set a question with a time limit, ask student to think, then discuss, then report back
Say it again better	Accept students' first half-formed responses but then help them to reframe a better, more complete response
Whole class response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class

Collaborative Learning approaches

Students are provided with a range of opportunities to learn collaboratively within pairs and in groups.
E.g.

- Collaborating with a teacher in a shared doc
- Collaborating with each other on a shared project
- Collaborating in class using a digital whiteboard
- Collaborating on a multimodal presentation – video or podcast
- Collaborating or communicating with students across the world using video technology
- Sharing/publishing work online where it can be viewed by peers and the wider community

Teacher models/students apply to exam style practice questions

Technology enables teachers to be able to think aloud and model practice in the form of guided practice such as using Explain Everything, OneNote or providing feedback on Mote. Teachers then project live modelling onto the classroom whiteboard using AirServer. As students complete guided practice, they do so using scaffolded documents located on Google Docs. The teacher can project student best examples onto the board. Students can complete independent practice using a further variety of Apps such as GarageBand, Clips and iMovie. Please follow this link for more detail regarding this aspect of our approach <https://www.tomlincoteschool.com/page/?title=iPad&pid=465>.

Home learning/Long term recall

Teachers should ensure that home learning is set as per the timetable and that is appropriate for the prior attainment and age of the student. All students are taught about the most effective ways to approach long term recall. Our approach is based on the work of The Learning Scientists. <https://www.learningscientists.org/>

On a weekly basis, each subject set long term retrieval low stakes starter activities. In Key stage 4 the vast majority of set home learning will be focused on long term recall and exam practice.

Positive Learning Behaviours and VESPA

Within each student planner, students can see our school wide Learning behaviours. These are the behaviours that we seek to engender in students during their time at Tomlinscote. The learning behaviours are linked to 4 out of the 5 core school values.

Tomlinscote subscribes to the VESPA Academy which is the online portal from VESPA Mindset. The School has developed links with co-authors Steve Oakes and Martin Griffin. Teachers have received training in VESPA metacognition and self-regulation tools. All Faculties/Departments have initially devised a Curriculum map that illustrates how they intend to develop these within lessons over the course of an academic year.

Careers in the curriculum

At Tomlinscote, we recognise that young people are making career decisions about their futures in education, training and work in a challenging and complex environment. It is more important than ever that they receive high quality, impartial careers education, information, advice and guidance (CEIAG) as they transition through different stages of their education with us. Careers Education is one of the main threads that run through our curriculum, both at Key Stage 3 and Key Stage 4 and is aligned with meeting Gatsby Benchmark 4.

We aim to give the students the knowledge, skills and understanding to plan and manage their progression and to understand how the 'what' of their learning corresponds with the 'why'. It is our mission to ensure that students are equipped with knowledge of how their curriculum learning is directly linked with careers and post-16 progression and this is evidenced in a number of ways:

- All departmental and curriculum areas have 'careers and post-16 progression' display boards linking their curriculum areas to information regarding careers, post-16 courses and skills related to their subjects
- Each department has a 'careers curriculum map' which ensures that each year group (7-11) has at least one careers related activity/lesson per half term, directly linked to their curriculum learning at that time.

High quality regular feedback

Staff will follow the School's Feedback policy. Students should be able to understand exactly what they need to do to make progress in their learning.

Teachers include a WWW and an EBI in the form of an action. Peer and self-assessment should normally be undertaken in green pen. Follow up action and DIRT (Dedicated Improvement Reflection Time). Students are expected to act on teacher or peer feedback during DIRT time, and typically using a purple pen.

Literacy and Numeracy

Students are encouraged to apply their literacy and numeracy across the curriculum in order to support and enhance their understanding of all subjects. Using grammatical structures that are learnt in English, and consistent methods from maths, students will draw links between common expectations, thereby supporting their learning in other subjects. As such, it is expected that good literacy habits, such as using capital letters for names and using paragraphs for extended pieces of writing, should be adopted and showcased throughout students' work. Likewise, we would expect that all graphs, regardless of subject, are drawn in pencil with their axes labelled. All Years 7 and 8 students follow the Accelerated Reader programme. Once a week, students in Years 7 and 8 take part in DEAR (Drop Everything and Read) for 20 minutes at the start of a lesson. This takes place as part of a rolling programme.

Student voice

The expectation is that subject leads undertake a variety of differing student voice activities each year. Teachers undertake student voice using technology such as Google Forms. There is an expectation that each Faculty/Department will undertake some form of student voice activity each term.

Appendix

VESPA	Vison, Effort, System, Practice, Attitude V – Vision (Does the learner know what they want to achieve or progress to) E – Effort (How much effort does the learner put into their studies) S – System (How well does the learner organise their resources) P – Practice (How well does the learner develop their own skills to progress) A – Attitude (How well does the learner respond to feedback and setbacks) https://www.vespa.academy/#next
WWW	What went well
EBI	Even Better If
LSA	Learning Support Assistant
HLO	Hierarchical Learning Objectives
Cwk	Classwork