

# Teaching and Learning in Action

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# What are our core principles for Teaching and Learning in Action?

These documents are designed to help identify and provide guidance on the elements of teaching practice which make the most difference to student learning within the context of The Duston School. They exemplify the principles that are outlined in the Curriculum and Teaching Principles document.

These principles have developed from our school vision over the last five years, and from the quality assurance process identifying where the most impact on student learning can be made in the classroom. They are formed from the principle of deliberate practice as a means to ensure staff are highly intentional and technique-aware in order to maximise student learning and provide ongoing professional development for teachers, allowing staff to reflect on their practice and make effective improvements and refinements as a result.

**How do we monitor the effectiveness of the core principles?**

The quality assurance process looks at each department in the school at three points throughout the year, using learning walks to monitor the effectiveness of teaching and learning in action. Leaders will use these learning walks to evaluate how staff are employing the teaching and learning principles and where further training and development is required. Staff who require support to improve these principles can be placed on the **Raising Teacher Standards Program** (Appendix 1)

**How can core principles for Teaching and Learning be used practically in school?**

* Guidance provided in staff briefing
* Guidance provided for staff via the Bluesky system
* Through the QA process from feedback for learning walks
* Departmental CPD sessions

# Curriculum and Teaching and Learning Principles

# 2024 -2025

At The Duston School our core aim is to help students climb the tree of knowledge, so they can access University, Higher Education, Employment or an Apprenticeship.

* Our curriculum is embedded in a knowledge rich approach and we firmly believe that knowledge begets knowledge.
* Through the enacted curriculum there is an expectation that students retain what they have been taught in their long term memory (schema).
* There is a strong emphasis on retrieval practice, sequencing and interleaving, with the curriculum seen as a progression model.
* Powerful knowledge gives students the cultural literacy they need to become active citizens in society and further their personal aspirations and ambitions.

**Knowledge matters**

* There is a strong emphasis on the **core** (key knowledge) and the **hinterland** (the concepts, stories, techniques etc. to hang it on).
* We teach **rich** and **powerful knowledge** and language, which is specified, taught, assessed and securely learnt in the long term student schema.
* Coherent, **cumulative factual** knowledge is vital for reading comprehension, literacy and critical higher-order thinking skills.
* Knowledge **empowers** students to make informed choices.
* Desirable skills, such as analysis, explanation, creativity, evaluation, interpretations are only possible when a **wide knowledge base is secure**. Pupils can then connect the knowledge together.

**Sequence Matters**

* Careful and skilful curriculum sequencing and planning is essential if pupils are to secure and retain knowledge.
* Pre-determined misconceptions are planned for.
* When and how core concepts and core knowledge will be recursively-revisited form an integral part of our sequencing. Additionally, cross-curricular links are actively promoted.
* Exemplar responses are used to model the standard of response expected at TDS.
* Interweaving and interleaving of subject content through careful sequencing of topics and planned retrieval, aids better retention of knowledge in the long-term memory (Schema).

**Memory Matters**

* Rigorous planning of the subject curriculum ensures retrieval practice is frequent and perceived as low in stake.
* Careful consideration of questioning, and the powerful knowledge that we want to test, reinforces and links prior and new learning.
* Retrieval practice gives pupils the confidence in their own knowledge and therefore automaticity and fluency.
* Knowledge Organisers allow pupils to ‘see the bigger picture.’ This allows pupils to make explicit links in their learning, independently review knowledge and recite core knowledge to support retrieval practice.

**Assessment Matters**

* Effective teaching uses assessment and feedback appropriately within the classroom.
* Formative assessment plays a crucial role and formative assessments should be centrally planned, agreed and shared within each subject community.
* All assessments should provide pupils and teachers with meaningful and purposeful feedback.
* Low stake assessments are of critical importance, with a clear bias and emphasis on knowledge based retrieval practice.

**Teaching Matters**

* Teachers must possess a **deep knowledge** of their curriculum.
* Teachers must meet and greet their pupils at the classroom door, engage them with a **‘DO NOW’** retrieval practice starter and hinge their lessons around a **BIG QUESTION**.
* A significant proportion of a lesson should be **retrieval practice**.
* **New material** and **delivery** should be presented in a manner that best suits the class, the knowledge and the subject.
* Time should be spent to both **scaffold** and **model** the learning.
* The needs of all students should be met through careful **scaffolding**, **personalised support** and **targeted questioning**.

# What is the vision for Teaching?

The Duston School approach to teaching is research-informed, drawing on Rosenshine’s *Principles of Instruction* and making the teacher as the expert.

* Our curriculum is embedded in a knowledge rich approach and we firmly believe that knowledge begets knowledge.
* Through the enacted curriculum there is an expectation that students retain what they have been taught in their long term memory (schema).
* There is a strong emphasis on retrieval practice, sequencing and interleaving, with the curriculum seen as a progression model.
* Powerful knowledge gives students the cultural literacy they need to become active citizens in society and further their personal aspirations and ambitions.

**A knowledge rich approach**

1. Maintain deep and fluent knowledge of the curriculum content they teach
2. Use of long term planning including mapping against the National Curriculum, as well as curriculum end points in order to ensure knowledge is **sequential**.
3. Embed opportunities for students to widen their literacy repertoire to include disciplinary literacy, as well as academic language.
4. To anticipate common misconceptions and plan teaching in order to address these.

**The enacted curriculum**

1. Plan lessons with a single focus through the use of a Big Question – this is used as a hinge point through which students will access a range of deep knowledge to widen their thinking.
2. Use workbooks to ensure that content is well planned and delivered using direct instruction principles, so that the content is clear and every student can access the lesson and tasks.
3. Ensure all planned activities are high quality and teach to the top, with the use of “I do, We do and You do” modelling to ensure that all students are supported to achieve all tasks.
4. Avoid low-value or filler tasks, as these do not lead to the creation of deep knowledge.
5. Where appropriate technology such as visualisers should be used to allow students to receive live modelling of how to apply abstract knowledge to explicit contexts.
6. Ensure that high attaining students are effectively provided for, allowing opportunities for deeper thinking.
7. Ensure that SEND students are effectively provided for, through high quality teaching, and following strategies from the SEND profiles.
8. Include regular periods of silent, independent work during lessons. This is essential to help students to concentrate and manage distraction.

**Retrieval practice, sequencing and interleaving**

1. All lessons begin with an engage task, ideally consisting of 5 questions to activate prior knowledge and prepare students for the learning to come.
2. Use workbooks to ensure that lessons are sequenced to help students develop their schema and link prior knowledge with new knowledge.
3. Include regular low-stakes quizzing to assess where students have retained knowledge and where content needs to be revisited.
4. Ensure that once content is taught, it is revisited throughout the course to ensure that students have a deep and complete knowledge and can recall this when needed.
5. Assessment focuses on knowledge from across the course, not just that which has been recently learnt, to ensure that key knowledge has been retained.

**Powerful knowledge gives students the cultural literacy they need**

1. Lessons include a focus on knowledge from both the core and hinterland. Teachers enhance students’ understanding through a range of examples from the real world and stories in order to develop a more complete understanding.
2. Reading is prioritised across the curriculum. Opportunities to read high quality academic texts relevant to the subject are frequently provided with teachers carefully guiding students through the content to ensure understanding.
3. Students are expected to have their own reading book with them at all times and staff should encourage them to take opportunities to continue their own personal reading whenever possible and appropriate.
4. Character culture lessons are delivered to all students on a weekly basis with staff delivering content to engage students in the aspects of citizenship, RE, PSHE and literacy to help them build the cultural literacy needed for the wider world.

# Homework

1. All homework is set through Knowledge Organisers which are available on the website and should be communicated to parents and students via ClassCharts.
2. We set homework in order to consolidate students learning outside of the classroom to allow deeper thinking around the subject and key knowledge.
3. Suitable homework activities will include reading, creation of notes, practicing of a specific area or skill in order to move learning to the long term memory.
4. Subjects should set open-ended research homework particularly KS3, nor tasks such as model making unless explicitly relevant to the subject e.g. Art or Design Technology
5. Reading is central to students’ personal development.  The aim is for students to read for pleasure which is inspired through our academic reads.
6. All homework will filter into the regular, low stakes retrieval tasks in order to establish the extent of students learning.

# Exemplification

For the exemplification of the principles outlined in this document, please see the **Teaching and Learning** in Action booklet. These principles are designed to provide identification and guidance for elements of teaching practice which make the most difference to student learning i.e. how this might look in the classroom.

These principles exemplify:

* Modelling
* Checking for understanding
* Developing student responses
* Classroom Management
* Homework
* Low-stakes testing
* Whole School CPD

# **Responsibilities**

* **All teachers** are responsible for delivering the curriculum coupled with the assessment in line with faculty planning.  Teachers are expected to have deep curriculum knowledge and are labelled as the ‘expert of the classroom’ for students to learn from.

* **All faculty / middle leaders** are responsible for ensuring the approach to curriculum and assessment are clearly planned, resourced and followed within each subject area.  This includes the upkeep of schemes of work, work booklets and knowledge organisers.  Faculty / middle leaders will ensure all teachers promote and permit the highest of standards and expectations in line with our Student Care approach.  The calm classroom environment within each subject area will allow teachers to successfully deliver the curriculum.
* **All Senior Leaders**are responsible for overseeing the successful implementation, constant refinement and evaluation of the schools approaches to Teaching and Learning.

# Appendix

**Implementing the Curriculum and Teaching Principles at a Faculty Level**

**Planning, documentation and organisation of curriculum**

In order to enact the terms of the Curriculum and Teaching Principles, the following documentation should be centrally provided to teachers in faculties and updated copies such as kept in the Governing Body room:

* Departmental Curriculum Vision through which the vision and curriculum intent is clearly defined, as well as the units for each year group is outlined.
* Key Stage Curriculum Overview in which the links between the key stages are identified, as well as links to other subjects or areas of study.
* KS3 National Curriculum Map outlining the curriculum content covered mapped against the National Curriculum expectations.
* Curriculum end points outlining the core knowledge and/or skills that students should have gained at the end of each year group
* Learning journey graphic outlining the programme of study for students
* Schemes of work for individual topic and units, which give a clear sense of what content teachers should know in order to deliver and what knowledge students should learn.
* Standardised high quality resources for students including:
  + Workbooks for each term/unit containing a glossary of key terms, specified banks of relevant and powerful knowledge which has been carefully sequenced.
  + Standardised model answers contained with the Knowledge Organisers, along with guidance of how to use these
  + Standardised formative assessments in the form of low stakes knowledge quizzes, mid-term tests and interim assessments. Further details can be found within the **Assessment Principles** document.
  + Standardised summative assessments including essays, end of unit tests and mock exam papers

# Core Principles: Classroom management

An essential part of the teacher’s role is to create and maintain the conditions for learning to take palace, therefore teachers are expected to take a highly intentional approach to classroom management. All classrooms are led by the expert in the room (the teacher).  To support both the teacher and the student each classroom is set up in the same way to support classroom management.  Each classroom will have the following displays -

* Classroom code of conduct
* The Duston School Mission Statement
* The Knowledge Tree

All teachers create a calm environment for learning to take place.  Students will be sat boy to girl with all tables in rows.  This is the same for all classrooms.

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| **Positive relationships** | * Everyone has the right to feel safe, respected and valued; to feel they belong. Staff should establish norms around clear roles and boundaries. * Focus on learning, free from distractions or emotional threats. Relationship with students should focus on the core purpose of achieving learning. * Communicate trustable feedback that students will act upon * Take the time to learn students names and their correct pronunciation * Combine assertiveness with warmth – staff should strongly enforce classroom expectation, whilst at the same time being warm, kin and caring when needed. Expectations should be applied consistently and fairly. |
| **Establish your expectations** | * What you permit, you promote. IF you tolerate low standards, you have established that this is the norm. * Staff should determine exactly what their expectations are for every aspect of running their lesson:   + How to listen when others are talking   + How to ask and answer questions   + How work should be completed   + How workbooks should be collected in and out * Walk through the routines rehearsing how they work and use visual reminders for clarification * Reinforce your expectations – if you weaken your commitment to your own expectations, this undermines their value * When expectations are not met, use positive correction to redirect e.g. if you have asked for silence, it must be truly silent. Be very precise and direct. |
| **Show me your best** | * All adults using exactly the same language with students across the school enables the routine to be effective. * A teacher instruction to a group of students to sit up straight, be silent, face the teacher and listen. * When addressing a group of students ask them to ‘show you’ their ‘best’. “Good morning Year 7, show me your best” |
| **Track Me** | * All adults using exactly the same language with students across the school enables the routine to be effective. * Making a clear request that students watch you is a reminder for them to pay attention to the learning. * It enables an efficient transition between activities “tracking me in 3,2,1”-students put down their pens and follow you. * Using the phrases “track me” or “track the text” to clearly request where pupils should pay attention. |

**An effective TDS classroom will have the following-**

* Promote and inspire students with the passion that the expert holds.
* The school behaviour policy will be consistently applied across all subjects through referencing the ‘Classroom Code of Conduct’.
* High expectations will be demonstrated and modelled to all students through the use of the core principles listed above.
* Upon the teacher speaking, all students will be silent.

**An ineffective TDS classroom will have the following-**

* The teacher is reluctant or unwilling to demonstrate a passion for the subject when interacting with students.
* The teacher is reluctant or unwilling to enforce the Classroom Code of Conduct.
* The teacher is forced to repeatedly ask students to ‘lower the noise level’ during the lesson.
* The classroom is disorganised or ineffective in ensuring that all students are working hard and on task.

**A classroom management check-list for observers-**

* Clean and professional looking classrooms (avoiding cognitive overload with the displays)
  + Classroom Code of Conduct
  + The Duston School Mission Statement
  + The Knowledge Tree
* Staff interact with students in a positive manner using student names to call upon individuals to interact
* Expectations are applied consistently and fairly
* When expectations are not met the teacher uses positive reinforcement to highlight this to students

# Core Principles: Checking for Understanding

A central idea in Rosenshine’s Principles is that more effective teachers systematically check for understanding from students. Teachers cannot assume students understand unless they receive feedback telling them that the student has understood. This information can then the used to inform the next steps in the learning sequence, as well as helping students to secure deeper understanding.

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| **Use cold call to gauge responses** | * Avoid asking questions to the whole class and only taking answers from those who put their hands up as these students will be the most likely to give a correct answer, creating an inaccurate picture of the understanding of the class. * Target questions at individual students to check their answers demonstrate a clear understanding of the concepts taught. * Avoid randomised questioning such as names on lollipop sticks or websites as this will avoid you targeting specific students as and when needed. |
| **No opt-out** | * When students are chosen to respond with cold call, ensure that they do not opt out with responses like, “I don’t know.” * Ensure this is done in a non-threatening but assertive way. * If students struggle with a response, scaffold their answers with lower-order questions to build up to an expected response. |
| **Ensure all students are included** | * Ensure there are opportunities throughout the lesson for you to check the understanding of every student in the class so that there are no opportunities for any students to be left with misconceptions. * This may mean planning opportunities for hinge questions (see below) or checking student results on low-stakes quizzes and engage tasks. |
| **Use hinge questions** | * Design questions to be asked at key points in the lesson where you can assess whether students have fully grasped the concepts taught. * Ensure that you can check the understanding of every student from the hinge question. * Address misconceptions arising from the responses to your hinge questions immediately before moving on. |
| **Use low-stakes quizzing** | * Plan for regular opportunities to assess students’ knowledge with low-stakes quizzing throughout a unit of work. * Answers should be self or peer assessed with no potential for grey-areas. * Questions should include a range of material from the topic currently studied, as well as reviewing prior learning. * Ensure that student responses to particular questions are used to inform future teaching and tackling misconceptions. |
| **Tackling misconceptions** | * Ensure that questioning and quizzing allows you to take note of where students have misconceptions or there are gaps in understanding. * Ideally, these misconceptions should be addressed immediately before moving on. * Plan for more activities in subsequent lessons where these misconceptions can be addressed to ensure a full understanding. * Be prepared to adapt the lesson to go back and re-teach previous material if necessary. |
| **Rejecting ‘self-report’** | * Even if a student says they have understood, there is no way of knowing unless students are able to answer a question correctly several times, that they have fully understood. * Avoid asking questions like, “Has everyone understood? Can I move on?” or asking “Does anyone have any questions?” as these are not likely to reflect a level of understanding. |

**What are some typical features of effective checking for understanding?**

* Cold-call to gauge understanding of specific students
* Hinge questions to check understanding of the whole class and identify areas of misconception
* Low-stakes quizzing to check understanding of the whole class and identify areas for re-teaching
* Student responses are scaffolded to help them access prior knowledge and form a response if they struggle to answer the initial question.

**How might we recognise ineffective checking for understanding?**

* Only those students with their hands up are chosen to respond to questions.
* Student understanding is checked with self-report
* Students are allowed to opt-out of responding to questions with answers like, “I don’t know.”
* Teachers move on to new material when students still have misconceptions about the material which has previously been taught.

**A checking for understanding checklist for observers**

1. Is cold-call used?
2. Has the teacher provided opportunities to check for understanding of all members of the class?
3. Are misconceptions addressed before moving on?

# Core Principles: Modelling

Modelling is fundamental to clear, effective teaching and means explicitly demonstrating to students how to be successful in important learning activities. However, different subject disciplines and tasks require different approaches and there are many different ways to model. The principles below represent the core of an evidence based approach.

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| **Model for clarity when setting tasks** | * When setting tasks or activities, teachers should model exactly what students are expected to do * Telling students what to do is not normally adequate * Use of the I do, We do, You do approach will clarify for students the expectations of an activity. |
| **Model for quality in all open-ended tasks** | * Open-ended tasks should follow the I do, We do, You do, allowing graduated reduction in support when accessing extended writing tasks. * Modelling should bring attention to key features of the work that represent quality. |
| **Model writing** | * For effective instructional teaching, teachers need to walk through a learning process themselves, highlighting key procedures and the thinking that underpins them. * Use pre-prepared written modelswhich cover the bandwidth of writing ability so that students are exposed to a range of work. * Some models of writing used in school s are too basic. Models of writing should use advanced, academic writing an expression throughout secondary school. |
| **Model processes** | * Model practice or mental processes through the use of clear, logical sequences of instructions, which are demonstrated to students * Worked examples should be chosen to provide clear and efficient guidance as to how to complete the process. |

**What are some of the typical features of effective modelling?**

* Tasks will be clearly explained and all students will be able to complete them
* Where appropriate, emphasis will be put on quality in work “to do this really well, you need to…..”
* Lessons will contain a limited number of tasks, to allow time for teachers to explore models with students in depth
* Even small tasks e.g. a set of comprehension questions will include an element of modelling which promotes access and excellence
* There will be a constant sense of high value and challenge in the tasks set
* Students will be required to think and work hard to apply what they have learnt
* Feedback on student work, e.g. at the end of the lesson, will refer back to the qualities exposed in the modelling stage

**How might we recognise ineffective or absent modelling?**

* Once the teacher has set the task, weaker students will be unable to get started
* Higher attaining students may be able to complete the work, but it will not be challenging or difficult
* Written models will be of limited quality, using a limited range of language and vocabulary
* Models may be given to students but not referred to in detail; students will not be guided to explore the quality in the modelled work
* Modelling may be understood as only for extended writing or exam answers

**A modelling check-list for observers**

1. Are students shown clearly how to access the task?
2. Are students shown clearly how to achieve excellence in the completion of the task?
3. Are models/examples being used to demonstrate the process as clearly as possible?

# Core Principles: Developing Student Responses

Dylan Wiliam suggests that, in approaching a learning goal, unless we know where we are going we will never get there. Teachers should therefore engage students in a process of clarifying the learning goals and to establish the expected standard of work. Through continuous teacher intervention be that verbal or written, student responses can become more concrete and demonstrate deeper understanding and application of disciplinary content.

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| **Shaping your answers** | * The ability to speak confidently in complete sentence is necessary for life. * Insist on correct syntax, usage and grammar. Challenge any errors by using the interrogative to allow pupils to self-correct “we *was* walking down the street?” If they can’t self-correct with this prompt, begin the correction for them “We were…” * Complete sentences format: insist on pupils speaking in full sentences. * Audible format: insist that answers are delivered in a loud clear voice. |
| **Say it again better** | * This supports students to produce high quality verbal responses * If you accept shallow responses without further development students will assume half-formed answers are the norm * However, unless you allow students to offer their more basic ideas, you can deter them from trying in future * With say it again better, you accept initial responses but develop them each time |
| **Probing questions** | * It is important to ask questions that make students probe their schema for the ideas being discussed * Well-chosen questions can support students to make links between ideas, to rehearse explanations to support long-term memory, to connect abstract and concrete examples and to identify knowledge gaps and misconceptions * Teachers should follow up with probing questions e.g. what’s the connections between A and B? It that always true or just in this instance? What would be the most important factor? |
| **Feedback that moves forward** | * Feedback plays a central role in securing student’s learning, supporting them to know how to deepen knowledge and understanding or improve performance * Effective feedback needs to be understood and accept and to be actionable so that students can use it to secure improvements * Teachers should use assessments to identify gaps for improvement in performance or gaps in understanding. * Feedback should largely be framed in language that is positive and encouraging. * Feedback should be as specific as possible e.g. rather than suggesting a student should ‘write a better conclusion’, specify how the conclusion could be improved. |

**What are some of the typical features of developing student responses?**

* Teachers will select well-chosen questions that enable students to make links between ideas
* Teachers will follow up with probing questions to enable students to probe their schema
* Feedback is given to students that is specific allowing students to take action to improve their responses
* Teachers will correct syntax, usage and grammar to ensure the correct grammatical format
* Students will respond to questions in full sentences
* Students will respond in a loud clear voice

**How might we recognise ineffective or absent developing of student responses?**

* Students will respond with one word responses
* Students will not be audible to everyone in the room
* Teachers will pose questions that are on the whole surface responses i.e. what date did this happen? What was the name of?
* There will be limited feedback to students, or the feedback will be too broad and therefore students do not understand what steps to take to improve

**A modelling check-list for observers**

1. Does the teacher ask a range of questions aimed to stretch and deepen the understanding of students?
2. Is the feedback (verbal/written) specific enough to allow students to take action to improve?
3. Are students grammatical errors picked up and corrected by the teacher?
4. Does the teacher ask the student to raise the level of their voice if it is inaudible?
5. Does the teacher insist that students respond in full sentences?

# Homework

As students mature they are increasingly expected to prepare for assessments, some with high stakes such as public examinations. Homework can train students to learn the skills and habits needed to be successful. Students are therefore expected to complete homework that exposes them to a programme of student that deepens their knowledge, improves their fluency and confidence so that they are able to demonstrate their knowledge and understanding

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| **Make homework efficient re workload** | * Teachers should avoid setting homework that generates lots of marking * Teachers should use the whole-class feedback pro-forma to ensure that students are receiving regularly feedback whist reducing workload |
| **Use homework to deepen student understanding** | * Use homework time to commit content to memory * Include an accountability tasks to ensure that it is complete e.g. make revision cards or made (modelled) notes * Follow up with a low-stakes test to check learning and retention |
| **Use homework for practice** | * Use homework time to apply the learning from class * However, avoid generating lots of marking from homework where possible |
| **Use homework for pre-reading or preparation** | * Provide or specify the resource/article/website you want students to read * Include an accountability task to ensure that it’s completed e.g. make revision cards or made (modelled) notes |
| **Avoid ‘find out about’ homeworks** | * Outcomes from ‘research’ homeworks are often very erratic, particularly for vulnerable students * These types of homework also assume access to resources e.g. computers/internet that may not be freely available for all students * Instead specify the knowledge that it is most helpful for students to retain about a topic – specific this knowledge in the knowledge organiser |
| **Avoid time-consuming gimmicks** | * Avoid setting elaborate and time-consuming “fun” tasks, such as making models. Instead, set these tasks as optional competitions. * Low-value ‘filler’ tasks such as needlessly making posters or leaflets should be avoided |

# Whole School CPD

Staff at all levels should be committed to continuously developing their own knowledge. We recognise that running effective CPD/training sessions for all teaching staff is a challenge because of the range of CPD needs varies across individuals, and across subject areas. However, CPD can be a powerful took in ensuring that teachers are equipped to develop their subject knowledge in an ever evolving curriculum field.

Our understanding of the underpinning principles for a strong curriculum ensure that we form and engage with professional goals that enable us to continue to improve the quality of teaching and learning. In the words of Dylan Wiliam, “Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

The Duston School CPD provides staff with a range of deliberately selected professional development that is tailored to individual staff needs and in alignment with the school improvement plan, in response to one-to-one discussions undertaken by the Principal.

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| **Subject Level professional development** | * A programme of subject-specific CPD, designed by Subject Leaders and pulling upon the expertise of the team. |
| **CPD Pathways** | * Staff can opt into a range of pathways which aim to provide access to a range of knowledge and experience of potential future roles: * Early Career Pathway   **Pathway 1: Practice and Retrieval** – Led by Katie Shires (AP for T&L)   * **Make everyone think:** routines to engage all students * **FACE it revision model:** a strategy for structuring revision * **Quizzing**: steps for running effective quizzing routines * **Consolidation**: ensuring a high success rate and building confidence   **Pathway 2: Checking for Understanding** – Led by Becky King (AAP for T&L)   * **Check for understanding:** A key question: What have you understood? * **Show me boards**: An effective all student response technique * **Think, Pair, Share:** A routine for structured discussion * **Class discussion**: Organising a discussion so everyone participates   **Pathway 3: Classroom Management** – Led by Craig Nelson (AP for KS3)   * **Positive relationships:** Blending warmth, kindness and assertiveness * **Rehearse Routines:** Designing, rehearsing and reinforcing common classroom routines * **Positive framing:** Creating a positive atmosphere through affirmative language * **Keeping on task:** Sustaining students’ effort and attention   **Pathway 4: Explaining and Modelling** – Led by Natalie Adams (SVP – Director of Education   * **Set the standard:** What does excellence look like? * **Head on misconceptions**: anticipating common errors and misconceptions * **Live-modelling:** showing how to complete tasks and solve problems * **Abstract models from concrete ideas**: making the concrete-abstract connection explicit |
| **External CPD** | * A range of external accredited courses to further develop all staff e.g. NPQLTD, NPQLT, NPQLBC and Masters. |
| **Operation Programme** | * A series of compulsory sessions that expose all staff to their legal obligations e.g. Annual safeguarding update, Prevent training etc |
| **Deliberate Instruction Briefings** | These sessions will be delivered to all staff through the Teaching and Learning briefings as they are fundamental to the approach of TDS.   * **Using knowledge organisers:** resources to support students’ knowledge checking * **Independent practice**: letting students go to practise on their own * **Cold Call Variations:** This includes pre-calling, batched calling, writing preparation, pair-share preparation and scaffold responses * **Probing Questions:** Asking questions that probe the student’s schema * **Scaffolding:** Providing temporary supports for learning * **SEND:** Aim High, Plan Support   This information will be disseminated to staff via:   * + Whole-school staff briefings   + Wider reading and resources found on BlueSky   + Podcasts for wider engagement |

# Appendix 1: Raising teacher standards program

# Phase 1 of Teacher support process: HOS/HOF

This first phase is led by the HOF/HOS and should look to address concerns raised during climate checks/subject reviews or workbook reviews.

# Phase 2 of Teacher support process: Raising Teacher standards Informal Support

This second phase is led by the Teaching and Learning Team at the APP/AP layer. Here additional support is put in place as outlined below:

Teachers who are unable/unwilling to meet the expectations established by the Duston School and in line with the teaching standards are expected to participate in an intensive support system to raise their standards.

• 4-week programme

• Reduced timetable to 20 hours for a FT teacher

• Peer observations

• Lesson observation x2 (these are announced observations)

• CPD internal/external

The line manager and assigned T+L team member will then meet to decide whether the member of staff has made sufficient and sustained progress. If there is evidence of this, the member of staff will successfully complete the program. However, if there are still concerns the member of staff will move to Phase 3: formal support.

# Phase 3 of Teacher support process: Raising Teacher standards formal Support

The second phase is led by the Director of Education and involves teachers who have demonstrated insufficient or inconsistent progress over the course of the Phase 3: Informal support.

* 12-week programme
* Reduced timetable to 20 hours for a FT teacher
* Formal mentor assigned at the direction of the Director of Education
* Directed CPD sessions
* Lesson observations x 4 conducted by the Director of Education or a member of the Teaching and Learning team. (these are both announced and unannounced observations)

At the end of the 12-week program the Principal will decide regarding the progress of the member of staff over the course of the program. If satisfactory progress has been made, the member of staff will come off the program but will be informally monitored over the course of 4 weeks to ensure standards are maintained.

If the member of staff is deemed to have made unsatisfactory or inconsistent progress the outcomes of the formal programme will form the basis of a move towards capability procedures.

# Feedback Guidelines

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# Aims of the Feedback guidelines

The aims are to:

* Provide clear guidelines on The Duston School’s approach to feedback
* Establish a coherent approach to feedback across all subjects
* Provide a system which is clear to students, staff and parents
* Establish a consistent approach to marking learners’ work so that students feel valued and have a clear understanding of how well they are doing and how they can improve their learning to reach their potential

# What does the research say about marking?

These feedback guidelines are underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving students’ learning. The studies produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year (EEF 2016).

* Feedback is a ‘consequence’ of performance (Hattie & Timperley, 2007). If we consider this in relation to our core values at The Duston School, as well as our mission statement …to help students to climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves, then feedback has to contribute to this process.
* This policy also recognises that ‘feedback’ is central to a teacher’s role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide students with clear and specific information, ‘a conversation with the child about what they have done well and what they need to do to improve …makes a difference to learning’ (M. Myatt 2013). Providing plenty of feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that the student takes.
* At The Duston School we will ensure that students get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and identify to them what they need to do next to improve.
* As part of quality assurance cycles we will look at workbooks to uphold a high standard of presentation and to maintain our high expectations for developing literacy across the school.

# Teachers’ standards

* Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback (MPS)
* Model best practice in giving feedback to deepen learning both orally and through accurate marking and encourage students to respond to the feedback (UPS)

# Ofsted recommendations

* Teachers should provide pupils with incisive feedback, in line with the school’s Assessment & Reporting Policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils should use this feedback effectively.
* Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
* Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the Academy to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
* While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
* If it is necessary for inspectors to identify marking as an area for improvement for the Academy, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

# Managing Teachers’ workload

Outcomes from the Eliminating unnecessary workload by the Independent Teacher Workload 2016 Review Group, March 2016 states:

* “determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers”.
* “help restore the work-life balance, passion and energy of teachers in this country”.
* “marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop”
* “help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice”.

# In Summary

* Feedback should only be used to promote learning (Feed up, Feedback and Feed forward (Hattie & Timperley 2007).
* Written feedback is useful but there are many other forms of feedback which can be more effective.
* “Feedback should be more work for the recipient than the donor” (D William, 2005)
* It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to traditional marked work.
* But this does not mean you will not look at students’ workbooks. Immediate, fast and effectively planned feedback activities should result in you being able to review more work, more often, in a timelier way.

In light of these recommendations The Duston School has adopted a whole class feedback strategy in order to reduce teachers’ workload and this document outlined how this should be applied.

# Principles of Feedback

* To deepen learning and allow students to make good progress
* To be rapid and immediate within lessons wherever possible.
* To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment which could be formal data points or regular low stakes testing / checks. This is to ensure feedback is always effective in developing student learning (see below for examples)
* Whole class feedback allows students to receive detailed feedback which includes strengths, addresses misconceptions and gives students’ next steps for further development. In addition to this, written feedback is employed when necessary and meaningful, as part of live marking during learning.
* Teachers regularly look at students’ books to help ‘feedforward’ and plan effectively for lessons.
* Time is built in to develop student reflection through effective use of self and peer assessment.

# What does feedback look like at The Duston School?

1. **Live marking (LM)**

* Immediate marking of the work by the teacher. Students act immediately on this during in-class feedback.
* Teacher giving verbal feedback during lessons to small group, whole class or individuals. Students act upon this feedback.
* Consistent high-quality learning dialogue between teacher and student during the lesson. Students act upon this feedback in green pen.
* The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class. Students act upon this feedback in green pen.

1. **Self-assessment – (SA)**

A supportive classroom environment lends itself to pupils feeling confident to read their work out in lessons and receive praise and feedback in front of their peers. For this to work in a meaningful way, teachers need to model good learning and fully share success criteria in language which students understand.

* Whenever possible, for example during low-stakes quizzing, the teacher provides students with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.
* Students make corrections in green pen allowing them to recognise areas they have misconceptions with and need further support.
* Providing students with success criteria so they are able to identify the key components that they have achieved and where they require further development.

1. **Verbal feedback (VF)**

In practical subjects such as art, DT, drama, music and PE, there is a recognition of the importance of verbal feedback, which can have a significant impact on progress and attainment. It is the responsibility of subject leaders to ensure that effective systems are in place to promote verbal feedback and to monitor its effectiveness.

1. **Whole class feedback (WCF)**

Use of written feedback should be recorded on the whole-class feedback sheet as designed by the subject/faculty (see Appendix 1-3 for examples from a range of subject areas). This should include the following areas:

* **Areas of strength** i.e. specific examples of what students have done well on the piece of work being reviewed
* **Misconceptions** i.e. areas where students have developed a key misunderstanding or misapplication of a concept which need to be addressed by the teacher before it embeds in their schema.
* **Examples of good practice** i.e. Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work.
* **Literacy** i.e. addressing of common misspellings of tier one and tier 2 vocabulary
* **Next steps/feed it forward** i.e. activities that student should undertake as a consequence of the feedback in order to improve their understanding or application of knowledge.

The Duston School recognises that teachers may feel it is more effective to provide 1-1 personalised feedback to students in Key stage 4 and 5 given the exam-based nature of the outcomes for these students. However, the principles of feedback should include the features outlined above.

**Frequency of whole- class feedback**

There is an expectation that subjects adhere to the following frequency in whole-class feedback

|  |  |  |
| --- | --- | --- |
| **Subject area** | **Number of hours taught per week** | **Frequency of whole class feedback** |
| Core Subjects e.g. English, Maths and Science | 5 | Once per fortnight |
| Subjects with 2 hours per week e.g. Humanities, Languages | 2 | Once every 3 weeks |
| Other subjects with 1 hour per week e.g. music, drama, art, RE | 1 | Once every 4 weeks |

# Leadership monitoring & Quality assurance

Within each unit of work, subject areas should identify key points within unit when lend itself to students’ receiving whole class feedback.

* Leaders at all levels will monitor the work in students’ workbooks to check the quality of education and the feedback that is being provided by the department/key stage.
* The scrutiny of marking and feedback should be carried out during a faculty meeting **once per full term using the feedback template** (see below).
* The Senior Leadership team will conduct a workbook scrutiny at least once per full term as indicated on the school calendar as part of the Subject Review cycles.
* Any feedback that is not in line in with the Feedback for Learning guidance must be tackled immediately with clear support, deadlines and expectations given for when this will need to be addressed.
* If this is not addressed or improvements are not seen, a plan should be in place to support the member of staff.

# Work scrutiny – Example RAG

|  |  |  |
| --- | --- | --- |
| **Focus** | **RAG** | **Comment (needed for amber or red)** |
| Is feedback in line with the frequency expectations of the feedback guidelines? |  |  |
| Is there evidence of peer and/or self-assessment? |  |  |
| Is work completed and of a high quality? Is there enough work in work books? |  |  |
| Are they addressing misconceptions in green pen? |  |  |
| Are whole class feedback sheets being used? Do they contain all aspects outlined in the feedback guidance? |  |  |

On completion of the work scrutiny proforma above this should be sent to the Director of Education so that a clear overview of all subjects is constantly updated.

# Student voice

* As part of the Subject Reviews, leaders will meet a group of students to talk to them about their experiences in their subjects.
* Students will be expected to bring their books along so that they can talk through their experiences, the progress they are making and how the quality of feedback supports learning.

# Appendix 1: Examples of Whole-class feedback: English

|  |  |
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| **Class: 9XEN1 Date: December 22** | **Unit of Work: Summative Assessment 1** |
| **Task:**   **How is identity presented in *Two Scavengers…* and a poem of your choice?** | |
| **Responses were best when:**  You used high level terminology to describe the techniques the poets used (e.g. juxtaposition, symbolism, etc.)  You explored individual words and phrases in the quotations you had chosen to think about why the poet had used those ideas to represent ideas around identity.  You thought about what the poet’s message was – what do they want the audience to think/question/challenge/explore?  You explored a big idea relating to the question in each section (e.g. identities revolve around stereotypes, identities can be judgemental)  **Literacy Feedback:**  Capital letters for titles of poems  Spelling: **professional** (one ‘f’ two ‘s’)  Make sure you are clear who/what you are discussing – don’t state ‘*they* are shown to be…’ unless you’ve explained who *they* are. | **Areas for Development:**  **Writer’s purpose and intentions**  Always try to think about why the writer has presented something in the way they have – what message are they trying to convey?  Make sure your ideas are clearly explained – who is stereotyping the garbagemen in the poem? Is it the poet? The reader? Society? Explore this idea.  **Writer’s methods**  Remember to talk about the methods/techniques used. E.g. When you include the quotation, “like some gargoyle Quasimodo,” go on to say, “the use of this simile creates the image that …”  **Zoom in on key words and discuss effect**  Explore and unpick the quotations – what is the technique and what connotations do the words have? (Don’t forget WHAT HOW WHY just because you are writing a whole essay.)    **Response to Feedback:**     1. Complete your SPEC corrections 2. Read and annotate the model paragraph, exploring where it has met the requirements of the mark scheme. |
| **Some excellent responses from your work:**  This moment of them next to each other encapsulates the inequalities in society and how we identify how someone appears.  Through both poems, the idea that identity is given to others, and they are separated by it comes to light. This is shown in ‘Two Scavengers…’ when the two garbagemen who are “grungy from their route” are described as looking “like some gargoyle Quasimodo.” The reader may infer this is because of their job as bin men, hence why society looks down and degrades them because of it. Their appearance is further degraded when they are compared to “an elegant couple.” The reader may believe Ferlinghetti does this to incapsulate the inequality by putting them side by side because their looks and status in society are nowhere close.  **House points:** | |

|  |  |
| --- | --- |
| **Class: 11YEN2 Unit of Work: English Language Paper 2 Date: November 22** | |
| **Task:**   **Paper 2 Question 2 Extended Writing** | |
| **Responses were best when:**  You had used clear examples.  You had focused on inference and really tried to think deeply – what can the reader interpret about the people/place/activities from what the writer has said?  You had compared – an overall comparative statement at the start is helpful before looking at each text individually, then comparing back as you look at the second text.  You had included enough examples – those people who had looked at two or more points of comparison tended to get the higher marks.  **Literacy Feedback:**  Use comparative connectives and phrases to make it clear to the examiner that is what you are doing.  E.g. *Both texts ….. however.*  *They are similar in that ….*  *Although they both….* | **Areas for Development:**  Develop your inference. Use phrases like:   * This implies to the reader… * From this, the reader can interpret… * The writer may be trying to suggest …. * We can infer that …   Thinking about the writer’s purpose and perspective will help you with inference.  Follow the paragraph structure:   * Comparative statement (linked to the purpose) * Source A – how London is described, evidence, inference * Source B – difference in how London is described, evidence, inference     **Response to Feedback:**    Stick in the example paragraph and annotate to understand the structure.  Write a further analysis based on comparing how:   * Source A looks at lots of individual characters who make up London life * Source B looks at stereotypes of typical London people |
| **Some excellent responses from your work:**  Another thing is we can see the devalue of the British economy as we can see in the older text about how a man gave him a “half sovereign” which was more described as a “mine of wealth to the boy” showing the power of the British currency. However this is contradicted with the modern text with one of the key points being “the value of the British pound has dipped” this shows a deep contrast within the texts where the British money was once some of the best in the world now being seen as a advantage to other people when the price has dropped so people will be able to go down. | |

# Appendix 2: Examples of Whole-class feedback: Maths

A maths paper with numbers and symbols

Description automatically generated with medium confidenceA screenshot of a math test

Description automatically generated

A screenshot of a white sheet

Description automatically generatedA screenshot of a paper

Description automatically generated

A group of people standing together

Description automatically generated**A close-up of a logo

Description automatically generated**

**CPD Pathways 2023-2025**

At The Duston School, staff are allocated twilight training time to engage with a range of CPD opportunities. The CPD programme for 2023-2025 has been inspired by **The Extended Mind** book created by Annie Murphy Paul and subsequently reviewed as part of the **In Action Series** by Emma Turner, David Goodwin and Oliver Caviglioli. The Teaching and Learning Team have undertaken four intensive days of training in the Extended Mind approach and have based the CPD pathways around the four core principles of improvement that the school has been driving forward with since September 2022.

These core principles are:

* Checking for understanding and
* Classroom management
* Modelling
* Developing student responses

From these the CPD Pathways have been focused around using the Teaching **WalkThrus** designed by Oliver Caviglioli and Tom Sherrington:

1. Pathway 1: Practice and Retrieval – Led by Katie Shires (AP for T&L)
2. Pathway 2: Checking for Understanding – Led by Jen Giles (AP)
3. Pathway 3: Classroom Management – Led by Simon Beal (AP for KS3)
4. Pathway 4: Explaining and Modelling – Led by Natalie Adams (VP – Director of Education

Each pathway consists of four key areas with a taught component delivered by the led of the pathway followed by staff enacting and trialling the strategy in their own classroom practice. Staff then reflect upon this is in a follow up session as shown below:

Staff can access the CPD pathways in two main ways. Firstly, they can opt to follow a Pathway for the full course of the year, or they can pick and mix the sessions across the pathways that best suit their needs.

**2023-2024 Briefing foci**: These sessions will be delivered to all staff through the Teaching and Learning briefings as they are fundamental to the approach of TDS.

|  |  |
| --- | --- |
| **Term 1**  **Using knowledge organisers:** resources to support students’ knowledge checking  A graphic of a person with different poses  Description automatically generated with medium confidenceA diagram of a heart with different symbols  Description automatically generated with medium confidence | The purpose of a knowledge organiser is to provide students with accessible guidance about knowledge that they can study on their own; a secure schema with strong recall. They are intended as a summary, not a comprehensive, exhaustive list of all that could be known. They only serve a purpose if they are used effectively, linked to retrieval techniques. |
| **Independent practice**: letting students go to practise on their own  A person holding mazes and a sign  Description automatically generated with medium confidenceImage  **Term 2** | For students to apply learning independently with a level of fluency it requires extensive practice. Independent practice supports the overlearning essential to develop the automaticity needed for fluent application and recall in future. Moving from guided to independent practice is a continuum as teachers gradually reduce the level of guidance. |
| A group of people talking to a person  Description automatically generated**Cold Call Variations:** This includes pre-calling, batched calling, writing preparation, pair-share preparation and scaffold responses. Image | Cold Calling is a central strategy for creating an inclusive classroom where teachers are seeking to Make Everyone Think. A key element of several related questioning strategies is to normalise the expectation that students contribute when asked, motivating and supporting them to engage with all the explanation and classroom dialogue. However, at times students need time, preparation and reassurance to build confidence in answering in class so that Cold Calling can involve them without inducing anxiety or limiting the depth of responses. |
| **Probing Questions:** Asking questions that probe the student’s schema  A group of people standing in a circle with question marks around them  Description automatically generatedImage | It is important to ask questions that make students probe their schema for the n ideas being discussed. Well-chosen questions can support students to make links between ideas, to rehearse explanations to support long-term memory, to connect abstract and concrete examples and to identify knowledge gaps and misconceptions. |

|  |  |
| --- | --- |
| **Term 3**  **Scaffolding:** Providing temporary supports for learning  A group of people sitting at desks with a helicopter and checklist  Description automatically generatedA diagram of a heart with different symbols  Description automatically generated with medium confidence | Rosenshine suggests that more effective teachers successfully provide scaffolds for difficult tasks. Rather than setting lower expectations for students, they support them to reach ambitious goals using a range of scaffolding processes that guide them forward. Crucially, the metaphor embeds the idea that, when ready, scaffolding always comes down. |
| **SEND:** Aim High, Plan Support  A blue and white puzzle with people and text  Description automatically generated with medium confidenceImage | Send pupils are entitled to expect their needs to be fully addressed by all teachers consistently. This is not only required by law but is a moral obligation of every teacher. This means supporting students to meet high standards and not to lower expectations or project assumptions as to what they can and cannot do |

**Pathway 1: Practice and Retrieval (KSH)**

**Year 1**

|  |  |
| --- | --- |
| 1. **Make everyone think:** routines to engage all students   A couple of people holding signs  Description automatically generated A diagram of a heart with different symbols  Description automatically generated with medium confidence | A central idea about learning in Daniel Willingham’s *Why Students Don’t like School* is that *memory is the residue of thought*. Willingham suggests teachers should review lessons by considering what students will think about as this is what they will be learning. It requires routines that involve all students, requiring them to think, activating their prior knowledge, deliberately connecting new ideas to what they already know. |
| 1. **FACE it revision model:** a strategy for structuring revision   A person in blue outfit  Description automatically generatedImage | It’s common for students, faced with a large amount of material to revise ahead of examinations, to feel overwhelmed, not knowing where to begin. The FACE it approach has a neat double meaning in the acronym. It is designed to provide encouragement as well as structured guidance. The method is supported by good home study resources and in-class retrieval practice techniques. |
| 1. **Quizzing**: steps for running effective quizzing routines   **A person with many hands out  Description automatically generated with medium confidence**Image | A routine quiz helps check that students have learnt the material. Quizzing provides information to student and teacher about where gaps exist. It reinforces the retrieval strength of the material so it’s easier to remember later. Quizzing is a form of practice; the more it is done, the more fluently students remember. |
| 1. **Consolidation**: ensuring a high success rate and building confidence   **A person sitting on a platform with a computer  Description automatically generated**Image | In Rosenshine’s Principles of Instruction, he suggests teachers should aim for a high success rate of at least 80%. This means students are practising getting things right. Secure schema are formed by repeatedly strengthening connections, forming and recalling chunks of knowledge and developing more secure understanding. |

**Year 2**

|  |  |
| --- | --- |
| 1. **Concrete examples:** Linking concrete examples to abstract ideas   A person with his arms crossed  Description automatically generatedA diagram of a heart with different symbols  Description automatically generated with medium confidence | An important step in forming detailed schema, is students’ capacity to link a set of specific concrete examples to some general rules or abstract ideas. Students should illustrate abstract ideas with specific concrete examples. If material is studied and can be recalled both ways around, students from more secure schema and become more fluent. |
| 1. **Building fluency**: Building from drills into more complex tasks   **A drawing of a person pointing at a ruler  Description automatically generated**A diagram of a heart with different symbols  Description automatically generated with medium confidence | Fluency suggests recall from memory with minimal effort and a level of automaticity. E.g. physical aspects of playing sport or an instrument; performing a manual task; reading and using language; performing computational tasks; retrieving factual knowledge. Fluency is secured through repeated practice with high success rate. |
| 1. **Practise explaining**: Repeating and improving the quality of explanations   **A diagram of a diagram of a person  Description automatically generated**A diagram of a heart with different symbols  Description automatically generated with medium confidence | A powerful way for a student to develop their understanding of a concept is to formulate and communicate a coherent extended explanation. Doing this from memory requires them to have developed a secure schema for the key ideas and the capacity to sequence the ideas in a way that makes sense. Students will need practice – the opportunity to repeat the process, with feedback cycles built in, to strengthen the depth and fluency of their explanations. |
| 1. **Dual-coding – mapping**: supporting learning with graphic organisation   **A diagram of a medical procedure  Description automatically generated**A diagram of a heart with different symbols  Description automatically generated with medium confidence | A form of dual coding is to match words with images for retrieval. But when the content to be learned is more complex, mapping comes into its own. Often inaccurately termed ‘mind mapping’, these *word diagrams* make the connections that make a concept explicit and meaningful. Mind maps are one tool among many: flow chart, concept map, fishbone diagram, relations map, Venn diagram. Choosing the appropriate tool is key to success. |

**Pathway 2: Checking for Understanding (SWA)**

**Year 1**

|  |  |
| --- | --- |
|  |  |
| 1. **Check for understanding:** A key question: What have you understood?   A person talking to a person  Description automatically generatedA close-up of a logo  Description automatically generated | A central idea in Rosenshine’s Principles is that more effective teachers systematically check for understanding from students. We can’t assume students understand unless we get feedback telling us what they have understood. The information we receive informs the next steps in a learning sequence. The checking process itself also helps students to secure deeper understanding. |
| 1. **Show me boards**: An effective all student response technique   A yellow background with a person and pencil  Description automatically generated with medium confidenceA close-up of a map  Description automatically generated | Sample responses from a whole class using mini-whiteboards. Students write on boards in response to questions and simultaneously show their responses. This gives feedback to the teacher about the range of student responses. They also help where students generate ideas or practise making diagrams or short sentences. |
| 1. **Think, Pair, Share:** A routine for structured discussion   A person pointing at a picture  Description automatically generated with medium confidenceA close-up of a logo  Description automatically generated | There are many times when it is beneficial for students to engage in a structured discussion. Pairs are a powerful way to involve all students in rehearsing and sharing ideas. In conjunction with Signal, Pause, Insist, teachers can switch from whole-class listening and back to paired discussion in a dynamic orderly manner. |
| 1. **Class discussion**: Organising a discussion so everyone participates   A person with his arms crossed  Description automatically generatedA close-up of a logo  Description automatically generated | Good class discussion is structured with a teacher orchestrating student exchanges, allowing ideas to be explored in the public classroom arena. This has many benefits: students rehearse their ideas, practise using concepts and forming arguments, students learn from each other, hearing different points of view, depth of thinking is being modelled. This is a rich form of checking for understanding. The challenge is to ensure all students benefit, maximising engagement in the verbal exchanges and schema-building. |

**Year 2**

|  |  |
| --- | --- |
| 1. **Strategies to check for understanding:** Specific forms of checking for understanding scenarios   A graphic of a couple of women  Description automatically generatedA close-up of a logo  Description automatically generated | In Rosenshineʼs Principles of Instruction, he stresses the vital importance of Checking for Understanding. This session emphasises the need to ask students what they’ve understood, not if they’ve understood, engaging two or more of them in short probing dialogues. However, Rosenshine suggests several other specific ways that effective teachers might check for understanding. A repertoire of methods will support teachers to be more responsive, adapting and revisiting as needed. |
| 1. **Say it again better:** Generating improved verbal responses   A person standing on a letter  Description automatically generatedA close-up of a logo  Description automatically generated | This supports students to produce high quality verbal responses. If you accept shallow responses without further development, students will assume half-formed answers are the norm. However, unless you allow students to offer their more basic ideas, you can deter them from trying in future. With Say It Again Better, you accept initial responses but develop them each time. |
| 1. **Spot your mistakes:** Helping students generate their own feedback   A graphic of a group of people  Description automatically generatedA close-up of a map  Description automatically generated | An important principle in providing feedback is that the students have to absorb the information, make sense of it and act on it. If real learning has taken place, they would also be able to apply this feedback at a later time – not merely in response at the time, as if responding to a satnav system. If students can generate their own feedback, spotting errors and identifying areas for improvement, they are more likely to understand it, act and apply it. |
| 1. **Redrafting:** Opportunities to repeat and improve   A person holding papers with text above her  Description automatically generatedA close-up of a map  Description automatically generated | In Ron Berger’s *An Ethic of Excellence*, he asks: ‘What could you produce of quality in a single draft?’ Giving students opportunities to produce multiple drafts of some pieces of work supports them to gain experience of producing excellent work. This builds their esteem through accomplishments, setting standards and teaching them the process of self-directed improvement. |

**Pathway 3: Classroom Management (SBE)**

**Year 1**

|  |  |
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| 1. **Positive relationships:** Blending warmth, kindness and assertiveness   A yellow figure with yellow speech bubbles  Description automatically generated | Everyone has the right to feel safe, respected and valued; to feel they belong. The focus should remain on learning, be free from distractions or emotional threats.  There should be communicate trustable feedback that students will act on. |
| 1. **Rehearse Routines:** Designing, rehearsing and reinforcing common classroom routines   A person with his arms up and a question mark above his head  Description automatically generated | Routines are the bedrock of a positive behaviour management system. If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning. Establish them and rehearse them so that they are known, understood and enacted consistently. |
| 1. **Positive framing:** Creating a positive atmosphere through affirmative language   A yellow figure with white text  Description automatically generated with medium confidence | This technique is used for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language. Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame. |
| 1. **Keeping on task:** Sustaining students’ effort and attention   A person standing in front of a blue background  Description automatically generated | A common behaviour management challenge is keeping students focused on a task with the required effort, intensity and independence, for a sustained period. This is easier when the task is a form of guided or independent practice and harder when students continually struggle. It is also easier when students have good habits and stamina built around a familiarity with the experience of working hard for an extended time. |

**Year 2**

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| 1. **Perspective:** Affirming good behaviour – keeping poor behaviour in perspective   A couple of people pointing at a square  Description automatically generated | Keep behaviour that falls below expectations in perspective. Don’t take excellent behaviour for granted, letting it pass without comment, while always addressing poor behaviour and low standards. This risks creating an excessively negative atmosphere, where discipline feels heavy and the teacher seems continually critical. Bill Rogers, the Australian behaviour expert, suggests the dot in a square technique as an antidote to this habit. |
| 1. **Front loading:** Pre-emptive strategies for securing excellent behaviour   A group of people working at computers  Description automatically generated | Confronting students behaving poorly is emotionally exhausting and a waste of other students’ time. Drawing on Lemov, these steps from Adam Boxer, help to prevent issues from arising in the first place. Students won’t even notice you executing them, but their response will be to exhibit better learning behaviours. These are complementary tools; sometimes one will work, sometimes the other. Often they are best executed as a series, with one following the next. |
| 1. **Lesson Disruption:** Managing difficult behaviour situations   A person with her hand up  Description automatically generated | Disruption happens when students’ behaviour exceeds agreed boundaries, interrupts the teaching and learning process or prevents it from proceeding. It can be mild – easily and swiftly resolved. Or, it can be severe, requiring students to be removed from the class. The frequency and severity of these scenarios will vary between contexts. It’s important to know how school systems support teachers in each circumstance. |
| 1. **Ending Lessons:** Ending lessons in a productive and orderly manner   A person pointing at a clock  Description automatically generated | Concluding lessons in a calm, organised manner is important for several reasons:   * Helping students regulate task completion during the lesson, supported by time cues. * Supporting review and consolidation, with time to emphasise key learning points. * Creating calm ahead of the movement or transition between lessons. * Supporting homework-setting, linking the lesson to the overall unit of work. |

**Pathway 4: Explaining and Modelling (NAD)**

**Year 1**

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| 1. **Set the standard:** What does excellence look like?   A person standing in front of a diagram  Description automatically generatedA close-up of a map  Description automatically generated | *Dylan William* suggests that, in approaching a learning goal, unless we know where we are going we will never get there. Teachers should engage students in a process of clarifying the learning goals and part of this is to set the standard for the work that will be completed. If students are not aiming for a high standard, they are unlikely to reach it. |
| 1. **Head on misconceptions**: anticipating common errors and misconceptions   A drawing of a person standing on a bridge  Description automatically generatedA close-up of a logo  Description automatically generated | In many subjects several errors and misconceptions crop up repeatedly. If students have developed a schema around a misconception, it is not sufficient to continually re-teach the correct version because, unless the faulty schema is unpicked, it will remain to surface later. This ‘re-wiring’ needs effort and deliberate re-thinking. |
| 1. **Live-modelling:** showing how to complete tasks and solve problems   A person sitting at a desk  Description automatically generatedA close-up of a map  Description automatically generated | For effective instructional teaching, teachers need to walk through a learning process themselves, highlighting key procedures and the thinking that underpins them. The metacognitive aspect is important, making implicit decision-making explicit. Teachers should provide examples of completed work that can serve as scaffolds for students. |
| 1. **Abstract models from concrete ideas**: making the concrete-abstract connection explicit   A person standing in front of a bed  Description automatically generatedA close-up of a logo  Description automatically generated | Students need to make connections between concrete examples and abstract conceptualisations. For example, how material properties relate to their particle structures; how simplified diagrams relate to the complex real world. Teachers can help through linking examples and models deliberately and explicitly. |

**Year 2**

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| 1. **Deliberate vocabulary development:** Routines for securing fluency and confidence with words   A graphic of a couple of women  Description automatically generatedA close-up of a logo  Description automatically generated | The process of learning new words needs to be considered deliberately and explicitly as part of teacher instruction. Students with the weakest prior knowledge and most limited vocabulary will find this more difficult as new words do not just ‘sink in’. Without deliberate practice, new words are likely to be forgotten easily. These steps support a deliberate vocabulary development process for all learners. |
| 1. **Chunking:** Learning with sets of tightly connected ideas   A person sitting on a chair with a computer  Description automatically generatedA close-up of a map  Description automatically generated | A crucial feature of the memory model is the phenomenon that we often connect related ideas to form a chunk of knowledge. Each chunk can be manipulated in working memory and retrieved from long-term memory as a whole, not just as a set of discrete elements e.g. speech and writing typically involve recalling language in phases, not word by word. Teachers can use this concept to sequence concepts in small steps, aiding learning and retrieval. |
| 1. **Dual-coding:** Using images to support conceptual understanding   A person sitting at a computer  Description automatically generatedA close-up of a map  Description automatically generated | *Paivio’s Dual Coding Theory* dealt only with the recall of cognitively simple material. Later, others developed his work to cover more complex content. This method allows teachers to share their schema visually and with words. Using drawing and tracing bypasses many constraints of working memory. Understanding is strengthened through peer explanation and provides a superb opportunity for oral rehearsal. |
| 1. **Kernel sentences:** An example using graphic organisers to clarify ideas   A person with a sign on a yellow background  Description automatically generated with medium confidenceA close-up of a map  Description automatically generated | *Allan Paivio’s* dual coding theory is sound but is based on encoding and retrieval of lists of simple words. Graphic organisers reveal links, helping students to make meaning from complex content, but students are overwhelmed when the network of connections is too intricate. Pithy enough to be recalled, kernel sentences are a midpoint between simple lists and rich knowledge structures. |

**Pathway 5: DART (RKI)**

**Year 1**



The aim of the Duston Action Research Team is to foster a culture of reflective teaching. Practitioners are supported to engage with research, trial ideas and share their findings with each other and the wider staff base. DART members will be supported to achieve Chartered Teacher Status over the course of the next 12-24 months. At the end of the programme, DART members will demonstrate their knowledge of assessment and pedagogy through three professional knowledge examinations designed to assess their understanding of general and subject/phase/specialism-specific approaches before submitting their application for Chartered status.

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| 1. Academic Inquiry 2. Accessing and interpreting high-quality research 3. Development of teaching practice award 4. Education Research and Inquiry Certificate | In this initial phase, DART members will familiarise themselves with the Chartered Teacher Professional Principles and explore the evidence around effective CPD.  As part of Unit 1 of the CTS programme, teachers will learn how to navigate education research, build their understanding of key themes and debates within current education research, and consider implications for classroom practice.  DART members will explore the development of teacher expertise as they choose an area of their teaching practice to refine and develop, engaging in cycles of deliberate practice to implement and embed evidence-informed teaching approaches.  Teachers will learn about the process of practitioner inquiry as a powerful mechanism for professional development and undertake an evidence-informed inquiry project in their classroom, focusing on an area of their choosing (linked to TDS SIP and/or personal PM targets) |

# Directory of expertise

At The Duston School we operate an open-door policy where staff are encouraged to share their expertise with others within their departments and across the school.

Throughout the year, we have ongoing coaching conversations to support performance management. Through these conversations, staff are encouraged to arrange lesson drop-ins to see other staff teaching in areas which might be beneficial to progressing towards their own targets.

A number of departments organise ‘Watch Others Work’ (WOW Walks) where all staff in the department will visit other members of the team with a clear focus in mind, which is then fed back to the rest of the department.

We encourage all staff to take the opportunity to benefit from sharing the expertise we have within the school; to help with this, we have compiled the following directory of staff whose teaching practice demonstrates considerable expertise in the key areas of teaching and learning and who have agreed to other staff visiting their lessons to see these principles in actions.

If you would like to arrange a lesson visit, please contact the member of staff from the directory in advance and arrange the lesson focus and when would be the best time to drop in.

# Classroom Management

Simon Beal – Geography

Sonia Fadal – English

Peter Dewes – CBI

Donna Gioia – English

Sarah Malia – Geography

# Modelling

Simon Bowman – History

Sarah Malia – Geography

Samantha Holden-Smith – Maths

Kirsty Britten – Art and Design

Ellen Honer – MFL

Kate DiCarlo – English

# Checking for Understanding

Georgia Perry – History

Katie Shires – English

Becky King – English

Natalie Adams – Geography

Michelle Jones – English

# Developing Student Repsonses

Donna Gioia – English

Kate DiCarlo - English