



Huxlow Science College

Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
K Isaksen	SLT	May 2022	10 May 2022	Annual	May 2023

Teaching for Learning Policy

Policy Approver: Curriculum & Welfare Committee

Version Control

Version Number	Date of Change	Changes Made



Huxlow

Science College

Contents

1. Policy Name	3
2. Policy Introduction/Aims	3
3. Executive Summary of Policy	3
4. Principles of Excellence	5
5. Evaluation and Monitoring	13



1. Policy Name

Teaching for Learning Policy.

At Huxlow Science College, we believe that quality first teaching is the key to successful outcomes for all students.

To be read in conjunction with the following policies/procedures:

- Curriculum Policy
- SEN Policy
- Behaviour Policy
- More Able Procedure -being reviewed
- Homework Procedure -being reviewed
- Whole school Literacy Policy – being reviewed
- Developmental Drop ins and Learning Walk Procedure - being reviewed
- Assessment and Feedback policy -being reviewed

2. Policy Introduction/Aims

Introduction

At Huxlow Science College, Teaching for Learning (T4L) is at the heart of all we do. Continued and sustained improvement is dependent upon improving the quality of teaching for learning that is taking place on a daily basis. Our goal is that all students experience a rich curriculum through cycles of learning every lesson. We strive to create highly literate and numerate learners, with the resilience to problem solve both inside and outside the classroom. Successful learning is at Huxlow is underpinned by a highly effective Classroom Culture. Teachers are guided to continually develop their practice through ongoing Professional Learning and Development, to ensure that their practice is evidence-based and current.

Aims:

- To enable all students to access a rich and engaging curriculum, learning well in every lesson.
- To develop independent learners with the resilience and desire to try their best in every context.
- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To ensure effective links are made with learning outside the classroom.
- To prioritise continual raising standards of teaching for learning in the school, to inspire and motivate students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching for learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement for students

3. Executive Summary of Policy

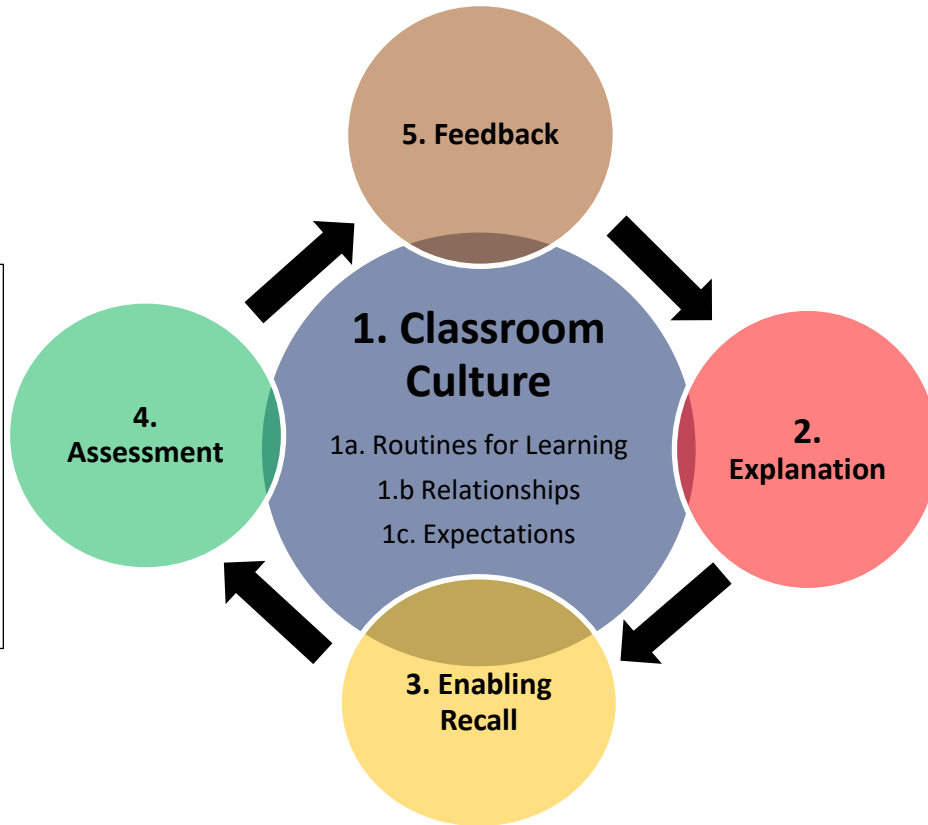
Derived from the work of Allison and Tharby (Making every Lesson Count) we have identified six centralised pedagogies which ensure highly effective Teaching for Learning. These 6 Core Principles of Excellence make up The Learning Cycle:

1. Effective Classroom Culture
2. High quality Explanations
3. Enabling Recall
4. Timely Assessment
5. Regular Feedback
6. Adaptive Teach

The Learning Cycle



- 5a. Strategies motivate students
- 5b. Effective teacher, self, and peer feedback
- 5c. Time to reflect and act upon feedback
- 5d. Gaps in learning are clearly identified



- 4a. Formative and summative assessment used effectively
- 4b. Self and peer assessment is promoted in lessons
- 4c. Spaced practice ensures students revisit prior learning

- 2a. Precise and concise explanations
- 2b. Clearly defined outcomes
- 2c. Teachers model excellence and scaffold learning
- 2d. Teachers use effective strategies to question and gain responses from students
- 2e. Teachers utilise clear subject knowledge
- 2f. Vocabulary is taught explicitly

- 3a. Learning is reinforced, through effective questioning and retrieval
- 3b. Opportunities to 'deliberately practice'
- 3c. Opportunities to make connections between concepts
- 3d. Learning is challenging and 'Think hard' strategies are evident

- 6. Adaptive Teaching**
- 6a. All groups of students are supported, enabled and challenged
- 6b. All lessons are pitched high
- 6c. Teaching adapts as needs emerge
- 6d. Homework is well-planned and effective

4. Principles of Excellence

4.1. The Learning Cycle

At Huxlow Science College, we believe effective learning is dependent on 6 Principles of Excellence, with a highly effective **Classroom Culture** at the centre of all we do. Within this environment, a continuous cycle of **Explanation**, opportunities for new learning to become embedded (**Enabling Recall**), quality **Assessment** and regular **Feedback** promotes highly effective learning. Teachers knowing their students well enables **Adaptive Teaching** to meet the needs of all students and sure each student can access their curriculum entitlement.



All curriculum implementation should be planned using **The Learning Cycle**.

4.2. 6 Core Principles of Excellence

4.2.1. Core Principle 1: Classroom Culture

	Key Element	Ensures that.....
1a.	Routines for Learning	Minimal lesson time is wasted dealing with low-level disruption
1b.	Relationships	Students and staff feel safe, supported and empowered to learn.
1c.	Expectations	Students understand the connection between achievement and good learning attitudes and skills

An effective **Classroom Culture** relies upon routines, relationships and expectations being upheld consistently across subject departments. Clear routines are in place for the start, end and during lessons.

Start of Lesson Routines	During Lesson Routines	End of Lesson Routines (no more than 5 minutes before the end)
<ul style="list-style-type: none"> Line up and enter silently and sensibly Sit in allocated seat – remove bags and coats and placing under the table immediately Be prepared to learn – have equipment out ready Complete the Starter activity 	<ul style="list-style-type: none"> Be polite – hands up and speak at the correct times Be proactive - attempt all work set with a 'can do' attitude. Respect DFL 	<ul style="list-style-type: none"> Pack away quickly and quietly Ensure the classroom is neat and tidy Tuck in your chairs and stand behind them silently. Wait to be dismissed

Relationships play a key role in creating a highly effective classroom culture. When we get this right, students feel supported, safe and empowered, creating the most conducive learning environment.

Features of positive relationships:

- *Establish norms around clear roles and boundaries* – through your interactions and verbal messages. Ensure relationships focus on a shared purpose of learning.
- *Communicate Kindness* – what you say and how you say it, irrespective of the context.



- *Learn names and use them* – Refer to students by name when you question or challenge.
- *Combine assertiveness with warmth* – expect compliance without demanding respect. Your tone of voice and body language should be firm but warm. Consistency is key.
- *Always be the adult* – when challenged by a student behaving inappropriately, always remain calm and avoid using idle threats. Listen to the student, use adult language and Positive Framing.

Reference: Sherrington and Caviglioli (2020)

4.2.2. Core Principle 2: Explanation

	Key Element	Ensures that....
2a.	Precise and concise explanations	Students quickly grasp key ideas
2b.	Clearly defined outcomes	Students are clear about what they are learning and what success looks like
2c.	Teachers model excellence and scaffold learning	Students know what excellence looks like as well as how to achieve it
2d.	Teachers use effective strategies to question and gain responses from students	Students can contribute to class discussion
2e.	Teachers utilise clear subject knowledge	Students learn core content effectively
2f.	Vocabulary is taught explicitly	Can access learning and build on what they know

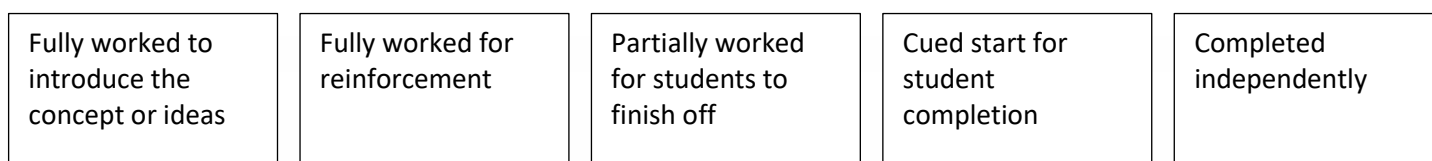
Explaining content, new concepts and ideas is at the centre of excellent teaching. Teachers are expected to hone the craft of effective explanation as part of their classroom pedagogy. This relies on developing excellent subject knowledge. Each half term there are opportunities for teachers to develop their subject knowledge and plan collaboratively within their subject teams.

Tom Sherrington states:

‘As teachers, for high quality explanations to be habitual, we need to know our subjects, taking time to develop our own capacity to explain the key concepts simply. I think departmental CPD time would be well spent with colleagues rehearsing the ways they explain the more difficult material. Too often we assume we can do this but, over the years, I’ve found this is a key area for improvement and experimentation, for me personally and for others.’ (Sherrington, 2020)

Within **‘Explanation’**, effective practice will incorporate **Modelling and Scaffolding**. Teachers are experts in the classroom and need to use this expertise to support learners. Evidence from Cognitive Load Theory tells us that people learn more effectively by studying worked examples, than by trying to independently problem solve. Our cognitive load is significantly reduced if we attempt to understand a modelled example before trying to apply it.

- **Worked examples and backwards fading (Sherrington and Caviglioli, 2020)**





Allison and Tharby (Making Every Lesson Count) sets out the purpose of modelling:

- set a **benchmark for excellence**, by showing students the quality they should be aspiring to.
- make **abstract success criteria concrete**. Simply telling students what the success criteria are or writing them down can be relatively meaningless for students. They need to be able to see what they are aiming for.
- **excavates the thought processes of experts** – ‘what to do’ and ‘how to think’ (metacognition). Modelling our thinking with them, helps them to develop their thinking e.g. by them seeing us overcoming struggles, it makes it OK for them to struggle.
- **Induct students into academic genres of writing**. Many of our students live in a household where academic language is not routinely used – so we need to model this for them.

(Tharby, 2018)

Questioning is a key element of Quality First Teaching, and should be evident throughout the **Explanation** stage of The Learning Cycle. Effective questioning secures deeper learning. A teacher’s ability to adjust questioning to respond to students maximises the impact on the learning of all students in a classroom. At Huxlow we encourage staff to use a range of questioning techniques to stretch, challenge and support all learners. Examples of effective questioning techniques:


- **Cold calling**- encourages all students to ‘think hard’ and gives the teacher instant feedback.
- **Think-pair-share** – structured discussion enables students to rehearse ideas with their peers before sharing with the class
- **Mini-whiteboards** – simultaneous showing of answers gives teachers a temperature check of learning within the classroom.
- **Probing Questions** – well planned and precise questions encourage students to ‘think hard’. Following these up with probing questions encourages them to make connections, give examples and rehearse explanations.
- **Process Questions** – effective teachers focus on questions which promote metacognitive thought. For example students are asked ‘how do we know?’ or ‘how do we work it out?’. Modelling ensures that students think this way.

(Sherrington and Caviglioli, 2020)

Carefully planned use of Vocabulary is also an important element of the Explanation phase of The Learning Cycle. Teacher instruction must carefully consider the explicit teaching of subject specific (Tier 3) vocabulary as well as high frequency cross-subject vocabulary (Tier 2). Deliberately teaching vocabulary is an important part of every lesson at Huxlow Science College and the following strategies are utilised:



Further details can be found in the Whole School Literacy Policy.

Strategy	Explanation
<p>Frayer Models – students complete a definition, characteristics, examples and non-examples to deepen their understanding of key words. Frayer models can be scaffolded to support learning. This is an effective tool for developing vocabulary across the entire curriculum.</p>	 <p>Completing Frayer models in lessons encourages students to make connections which improve vocabulary development. These can be used as starter activities, or during lessons.</p>
Specifying and defining words	Providing glossaries, encouraging highlighting of key vocabulary and verbally emphasising the language when it is encountered.
Say the words	<p>Chorally – collectively students repeat words in a call and response style. Particularly helpful for pronunciation.</p> <p>In pairs – structured discussions engineered to utilise key vocabulary.</p> <p>Rapid fire – Individual questioning</p>
Read words in context	Ensure the target vocabulary is embedded in text to be accessed by students. This gives context to the word and promotes effective recall. Interrupt reading to explore new words for meaning.
Practise using the words verbally or in writing	Students use the words in writing and structured discussions, with the teacher reinforcing the use of these words.
Engage in word-based retrieval practice	Regular retrieval practice should utilise glossaries and knowledge organisers to focus on the target vocabulary. Students need to remember the key words. Ensure retrieval opportunities happen frequently at first, and then weekly and monthly.

4.2.3. Core Principle 3: Enabling Recall

	Key Element	Ensures that . . .
3a	Learning is reinforced, through effective questioning and retrieval	Students can embed learning into their long-term memory
3b	Opportunities to ‘deliberately practice’	Students can develop fluency and accuracy in their learning



3c	Opportunities to make connections between concepts	Students revisit learning in a way which promotes long term memory
3d	Learning is challenging and 'Think Hard' strategies are evident	Students can demonstrate deeper learning

Retrieval Practice is about 'bringing information to mind' should be built in to lessons to ensure students have opportunities to recall and rehearse prior knowledge. It can be conducted using a variety of approaches:

- Peer supported retrieval
- Retrieval grids
- Quick fire questions
- Summarising topics
- Labelling activities
- Elaborate interrogation
- Map and compare

Ingredients of effective retrieval practice should include:

- All students being involved so that their understanding can be checked.
- Strategies designed to give rapid feedback.
- Activities which are not time consuming
- Self-marking to ensure sustainable workload

(Tom Sherrington, 2019)

Opportunities for **Deliberate Practice** must be available throughout lessons to support the active application of new knowledge and skills. Deliberate Practice promotes fluency in retrieving information from long-term memory. Strategies include:

- Quizzing
- Rehearsal
- Guided practice
- Independent practice
- Building fluency

In Allison and Tharby's book, 'Making Every Lesson Count' the Practice Continuum highlights the journey to autonomous learning. Opportunities for Deliberate Practice will ensure that students move from being highly dependent on the teacher, to more autonomous in their learning. Tasks designed to promote Deliberate Practice should aim for the 'Autonomy' phase as a demonstration of embedded learning.

Practice Continuum



Dependence

Teacher explains and models content. Students are mainly listening, watching and taking notes.

Heavy guidance

Teacher leads practice through questioning, discussion and supports. Students' cognitive work is shared with the teacher

Light guidance

Students are doing cognitive work on their own with regular teacher feedback and fewer supports

Independence

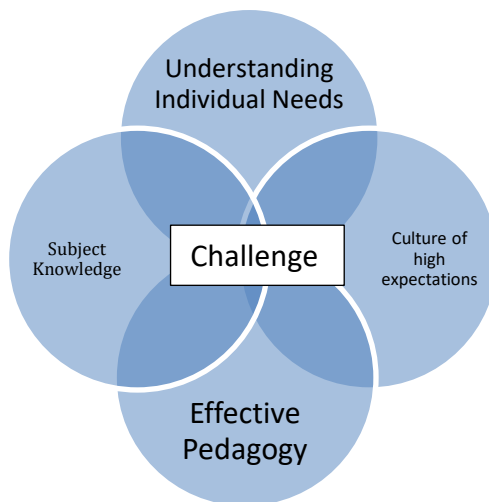
Students work with and apply new knowledge for an extended period without teacher support. All cognitive work has been passed to the student.

Autonomy

Students fluently manipulate knowledge and skills independently by applying them to new contexts

Allison and Tharby (2015)

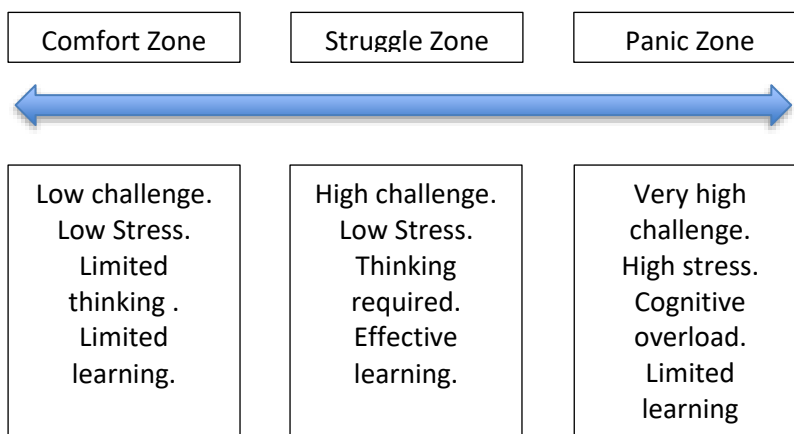
Challenge also plays a huge role in The Learning Cycle, and **Enabling Recall**. Challenge is created by understanding an individual's needs, ensuring secure teacher subject knowledge, effective pedagogy and a culture of high expectations. This creates a purposeful learning environment where lessons are pitched high and stretch all students.



In their book, 'Making every lesson count', Allison and Tharby (2015) state that effective learning happens in the 'struggle zone'. If tasks are pitched at the comfort zone, thinking hard simply doesn't happen and information is not retained. Equally, if the lesson is pitched too high, students reach the panic zone due to cognitive overload. All planning should aim to be pitched to this 'struggle zone'.



Pitching to the struggle Zone



Allison and Tharby (2015)

Effective Strategies for creating challenge within the classroom could include:

- Prioritising learning over performance
- Spacing learning out and keep coming back
- Setting single challenging objectives
- Getting students thinking hard
- 'Knowing the subject'
- Using challenging vocabulary
- Setting the benchmark early
- Sharing excellence

(Durrington Research School)

Additional details can be found in the More Able Policy/Procedure.

4.2.4. Core Principle 4: Assessment

	Key Element	Ensures that . . .
4a	Formative and summative assessment used effectively	Teachers know which topics to re-visit
4b.	Self and peer assessment is promoted in lessons	Students can independently identify next steps to learning
4c.	Spaced practice ensures students revisit prior learning	

Teachers should assess student work regularly, according to the school and department's Assessment and Feedback policy.

Judgements made from formative assessments and analysis of summative assessments should be used to inform teaching as well as assess student progress.

In the classroom, effective Assessment for Learning strategies are used to motivate, assess what students know and secure deeper learning. AfL enables the teacher to address misconceptions rapidly. Effective strategies include:

- Cold calling- making all students 'think' as well as informing the teacher about student learning.
- Think-pair-share- structured discussion to encourage students to rehearse ideas.
- Mini-whiteboards- gaining whole class responses



- Probing questions – clear, precise questions promoting students to connect ideas and rehearse knowledge
- Process Questions – focus on the how, using metacognition to encourage students to ‘think hard’
- Quizzes
- In class marking – circulating to check a small number of written responses per student

4.2.5. Core Principle 5: Feedback

	Key Element	Ensures that . . .
5a.	Strategies motivate students	
5b.	Effective teacher, self, and peer feedback	Students are self-regulated learners
5c.	Time to reflect and act upon feedback	Students can swiftly unlock further learning
5d.	Gaps in learning are clearly identified	Students understand precisely what they need to work on and how

Research suggests that quality feedback contributes to improving the rate of learning in one year by 50% (HATTIE REFERENCE). Quality feedback enables a student to identify gaps and misconceptions in learning and supports them address these. Staff use a variety of feedback techniques to motivate students and support effective progress:

- Verbal feedback – either on-to-one or as a class
- Marking codes – promoting a whole school approach to Literacy marking
- Live marking – as a whole class or one-to-one
- Whole Class feedback templates – gives a detailed response to a common theme
- Planned reflection time – students respond to written feedback in books

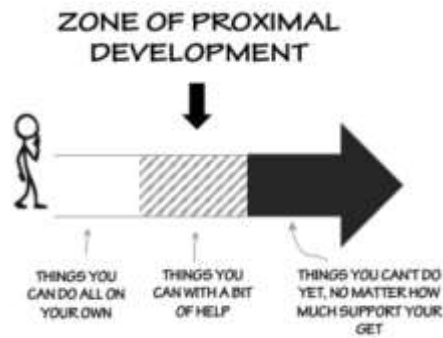
4.2.6. Principle of Excellence 6. Adaptive Teaching

	Key Element	Ensures that . . .
6a.	All groups of students are supported, enabled and challenged	Appropriate adjustments can be made to ensure the curriculum is accessible to all
6b.	All lessons are pitched high	All students can access the learning
6c.	Teaching adapts as needs emerge	All students are challenged to exceed expectations
6d.	Homework is well-planned and effective	All students make progress

All students are entitled to access a broad and balanced curriculum. Implementation of the curriculum must therefore be pitched high and scaffolded appropriately to ensure access for all. At Huxlow, we expect lessons to motivate and challenge all students.

Effective **Scaffolding** ensures that the support is not left in place too long, and doesn’t create dependency.

The zone of proximal development (ZPD) is the difference between what a learner can do without help and what he or she can do with help. The diagram below illustrates where the ZPD is. It is in this area that scaffolding should be provided for students to bridge the gap between what they are able to do independently at that point in their own learning journey and the eventual learning outcome.



Scaffolding involves a range of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

- Provide an exemplar or a model
- Provide opportunities for pre-learning
- Stepped instructions (verbally or a ticksheet)
- Guided practice
- Use prompts
- Think aloud
- Use a graphic organiser
- Pre-teach vocabulary

Homework at Huxlow is set in line with the [Homework Policy](#)

5. Evaluation and Monitoring

Department Level

To ensure the consistent application of The Learning Cycle and its elements, and to support the sharing of good practice, all lessons will be monitored through Developmental Drop Ins and learning walks each half term.

Whole School Level

Each teacher will receive a one hour formal lesson observation each academic year for performance management purposes.

In addition, student voice and the scrutiny of student work will support the evaluation and monitoring of Teaching for Learning at Huxlow.

A three-tiered Professional Learning and Development offer supports the development of Teaching for Learning through whole school CPD sessions, subject-specific departmental training and bespoke individual training hours.

Further details can be found in the following policies/procedures:

- Developmental Drop ins and Learning Walk Procedure
- Assessment and Feedback policy

References:

[Home Page | Durrington Research School](#)

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Tharby, A. (2018). How To Explain Absolutely Anything to Absolutely Anyone: The art and science of teacher explanation. Carmarthen: Crown House Publishing.

Signed
Chair, Curriculum & Welfare Committee

Date