

The Wren School

Learning and Teaching Policy

Each child, regardless of background, will receive a world-class education and be nurtured, challenged and inspired to aim high.

Purpose and background

The Learning and Teaching policy aims to promote high quality learning experiences for all students at The Wren School, where lesson planning is informed by an understanding of the needs of each student, thus enabling teachers to personalise learning. It will support the school vision and ethos for each child, regardless of background, to aim high. This policy also establishes clear expectations for assessment at The Wren School. It will assist parents, governors and other stakeholders to engage with key aspects of learning and teaching at The Wren School.

A house style of learning and teaching will be ensured through common approaches to 'Wren Learning', which incorporates skills, preparation, engagement and assessment (See Appendix A) and 'The Wren Must Haves' (See Appendix B). As a result, student attainment and achievement will be in line with or better than expected progress.

Action research (a reflective process of progressive problem solving led by Wren staff working with others in teams to improve the quality of learning and teaching) will underpin our self-evaluation and improvement strategy. The school will empower all staff to provide high quality learning experiences consistently through a culture of sharing good practice and targeted continuous professional learning, supported through our CPL hour initiative.

These arrangements take account of all relevant legislation.

Policy objectives

To ensure that each child receives world-class learning experiences regardless of ability, age, aptitude or background.

To nurture, challenge and inspire each student to develop personal skills and academic knowledge and understanding that lead to high standards of attainment and achievement;

To provide a framework for feedback and self-reflection that equips each student to engage actively and effectively with their own learning;

To ensure that teachers prepare lessons that incorporate suitable forms of assessment, based on expectations which are clear, realistic, and understood by the students;

To ensure that assessment complements and reinforces the delivery of the curriculum.

To support whole school curriculum development, including the provision of appropriate, personalised student pathways that equip our students to make career choices that enable them to realise their ambitions and achieve economic wellbeing;

To promote the continuing development of positive learning environments supported by state of the art buildings and resources;

To facilitate the school's self-evaluation of the quality of learning and teaching, providing appropriate frameworks for planning of lessons, lesson observations, work sampling, learning walks and student trails;

To endorse action research as the mechanism to develop a consistent learning and teaching house style;

To provide high quality professional development opportunities as a result of identification of whole school learning and teaching priorities.

Management of policy

School This policy is implemented and managed by the Headteacher, in consultation with the Learning and Teaching whole school responsibility leader and the School Council

Governing Body The Governors' Assessment Committee approves and reviews this policy

Approval Approved by Wren School Academy Trust – October 2017.

Next review due March 2019

Associated policies

- Anti-bullying
- Appraisal – Teachers and support staff
- Assessment
- Attendance
- Behaviour & Discipline
- Continuing Professional Learning (CPL)
- Curriculum statement
- Equal opportunities
- Special Educational Needs and Disability

Practice and procedures

Wren Learning

Wren learning is the phrase that is used to describe the consistent approach to a house style for learning and teaching that is adopted at The Wren School. This framework, along with 'The Wren Must Haves', (see Appendix B) is designed to introduce a common language for learning and key components of what makes a Wren lesson whilst avoiding the pitfalls of being so prescriptive that the opportunity for innovation is lost.

1. Wren skills

The development of learning skills enables students to take responsibility for their own learning. At least one objective for each lesson will be the development of specific Wren skill(s) (Appendix C), which are:

- Citizenship skills
- Information skills
- Learning skills
- People skills
- Situation skills

2. Wren preparation

Adopting an action research approach to continuous improvement, teachers will plan lessons that develop our students' skills as well as their knowledge and understanding. The choice of learning activities will encourage inquiry and creativity, originality, engagement and excitement, thereby ensuring that much of the teaching is outstanding and never less than consistently good.

Working from the whole school and year group curriculum plan (years 7 and 8) and subject schemes of work (years 7 – 13), all teachers are encouraged to use The Wren preparation prompt sheet (Appendix D) when preparing individual lessons for their classes. This checklist focuses on a set of seven key principles that underpin Wren preparation:

- The Big Picture
- Objectives
- Engagement
- Assessment
- Skills
- Individual needs
- Extended learning

Teachers are free to choose the format for their lesson planning, but the expectation is that evidence of a planned lesson and personalised learning should be apparent for all lessons, including during formal or informal observations. Subject specific schemes of learning should be at the heart of Wren preparation; teachers are expected to keep a record of planning of lessons, for example highlighting or signposting schemes of work or through records in planners (electronic or handwritten).

Teachers are expected to differentiate lesson materials to the appropriate range of abilities of learners, taking into account the strengths and difficulties of those who are SEN/D or Able, Gifted and Talented as well as disadvantaged and vulnerable groups. Advice and examples of differentiated materials are available from the SENCO.

3. Wren engagement

The Wren Must Haves detail our house style of learning and teaching, including:

- Meet and greet
- Prepared to learn, prompt start
- Wren language for learning (Appendix E)
- Objectives
- Wren skills
- RWCM

Each teacher will have access to a learning toolkit of educational resources.

The Wren School sets extended learning for students to complete in their own time (see Appendix F for the Wren extended learning policy). There is an expectation that all extended learning will develop learning. Teachers will always allow at least 2 evenings for students to complete written tasks.

4. Wren assessment

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning, thereby supporting each student in the achievement of his or her full learning potential. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice. For further detail than is included here, please see separate Assessment Policy which includes details of our approach to marking and feedback.

The Wren School endorses a wide spectrum of assessment methods, ranging from informal to formal, for example:

- student self-assessment;
- peer assessment;

- teacher-student interactions / verbal feedback;
- coursework/controlled assessment and extended learning;
- end of topic/unit class tests;
- formal internal examinations;
- formal externally set examinations.

It is recognised that some departments will have individual requirements to assess student attainment specific to their subject. It is the responsibility of each subject leader to ensure that his/her department has a written assessment policy in which this is outlined. However, in line with The Wren Marking guidelines (see Appendix D), feedback given to students should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other students.

Student learning and progress in terms of knowledge and skill acquisition benefits from formative assessment. Teachers should endeavour to use The Wren language for learning both verbally and when responding formally to each student's written work.

Teachers should use mini progress checks during a lesson to determine student progress towards the achievement of objectives. This enables them to identify intervention needs and to adjust the lesson plan and activities to ensure that the learning objectives are achieved (e.g. traffic light cards in planners, quiz masters for plenary) and all students make at least expected progress.

In addition, teachers will recognise the importance of great questioning and extended thinking time in securing more than expected progress, which will often derive from a 'no hands' approach. Teachers are encouraged to use a variety of different approaches to ensure that every child is included in the learning, such as directed questioning where questions are personalised based on student knowledge or prior attainment or the technique known as Pose, pause, pounce, bounce, etc.

Prepared to learn

In order to ensure a consistency of approach across the school, all teachers are expected to use the school's prepared to learn language (see Appendix F). They should aim to adopt a common approach to starting lessons, which includes meeting and greeting the students as they arrive, providing an engaging activity to start and taking the register promptly. (See Behaviour Policy).

Monitoring and evaluation of learning and teaching at The Wren

The Wren School employs a variety of self-evaluation strategies to monitor the quality of learning and teaching, including:

- whole school learning and teaching (and/or engagement with learning) reviews, which occur at least twice annually;
- lesson observations for appraisal (see lesson observation protocol within appraisal policy);
- learning walks and student trails, which offer opportunities to focus on particular aspects of learning and teaching;
- extended learning checks and work scrutinies, which take place at regular intervals.

Student voice is used to feedback about learning and teaching, for example there will be regular student surveys, e.g. consulting school council, using on-line questionnaires and learning groups within year groups. Students will also be involved in action research projects to support the development of Wren learning. Student views of learning and teaching are important, but such views will not be part of judging teacher standards through appraisal.

Annually, each subject area will produce a self-evaluation that includes judgements about a) the leadership and management and b) the quality of learning and teaching. In addition, subject leaders will work with their linked members of SLT to profile the strengths and areas for development within their team.

Considered together, these evaluative activities lead to the creation of a subject learning and teaching development plan that identifies the priority areas within the whole school framework.

Evidence from the self-evaluation activities is analysed to produce various whole school learning and teaching summaries.

Lesson observation criteria

Please refer to the Lesson observation protocol document (see Appraisal policy) as well as details on the school's procedures for formal and informal lesson observation.

Recording, reporting and parents' meetings

Recording and reporting ensures regular and relevant communication of student attainment and progress to students, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual student assessment outcomes is the responsibility of each teacher.

Consistent record keeping by all teachers allows the effective monitoring of student progress. Teacher records should inform reporting, both formal and informal, to students, parents, heads of department and heads of year.

More details are located in the assessment policy.

Recording, reporting and parents' meetings all follow the annual assessment calendar - see associated documents.

Continuing professional learning

The school aims to ensure that all teachers and teaching assistants receive appropriate training in order to help them to deliver high quality learning for the students. For details of the school's approach to training and development and how this is used to improve the standards of learning and teaching, please see CPL policy and plans.

In particular, the school chooses to share good practice in a wide variety of ways, such as:

- at whole school development planning and staff meetings and briefings teachers will share good practice, for example cascading ideas learnt during external training courses;
- guided learning walks, will be used to illustrate examples of learning and teaching in practice, in line with the school's lesson observation protocol;
- all members of staff will be encouraged to remain abreast of learning and teaching practices in other countries as well as the UK, adopting and adapting these to suit The Wren School's needs;
- all members of staff at the school will have the opportunity to engage in action research and coaching, investigating specific learning and teaching strategies and feeding back to all teachers;
- our students will be given the opportunity to research questions about learning and teaching practice and report back on these to appropriate staff and governors;
- team teaching offers many opportunities for teachers to plan and learn together;
- opportunities to establish collaborative partnerships with other schools will be created and developed.

Associated documents

This policy has been drawn up in accordance with relevant legislation and guidance, including:

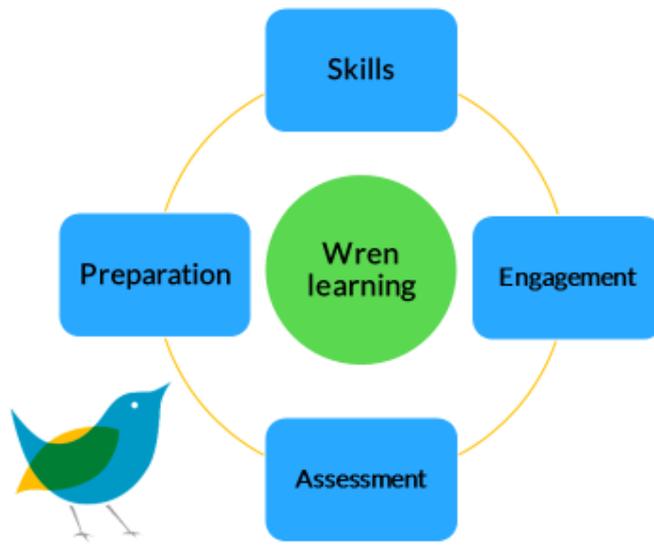
- Teachers' Standards (2012)
- Ofsted framework and evaluation schedule (2014)
- Wren learning framework of information for staff
- CPL plans
- School Development Plan
- School calendar

- Annual assessment calendar
- The Wren lesson observation record form including criteria grid
- The Wren scheme of work pro-forma
- Subject learning and teaching SEF guidance notes
- Subject learning and teaching SEF pro-forma including development plan

Appendices

- Appendix A: Wren learning
- Appendix B: The Wren Must Haves
- Appendix C: Wren skills
- Appendix D: Wren Marking Guidelines
- Appendix E: Wren preparation prompt sheet
- Appendix F: Wren language for learning
- Appendix G: Wren extended learning policy

Appendix A : Wren learning



Every lesson at The Wren School 'Must Haves'...

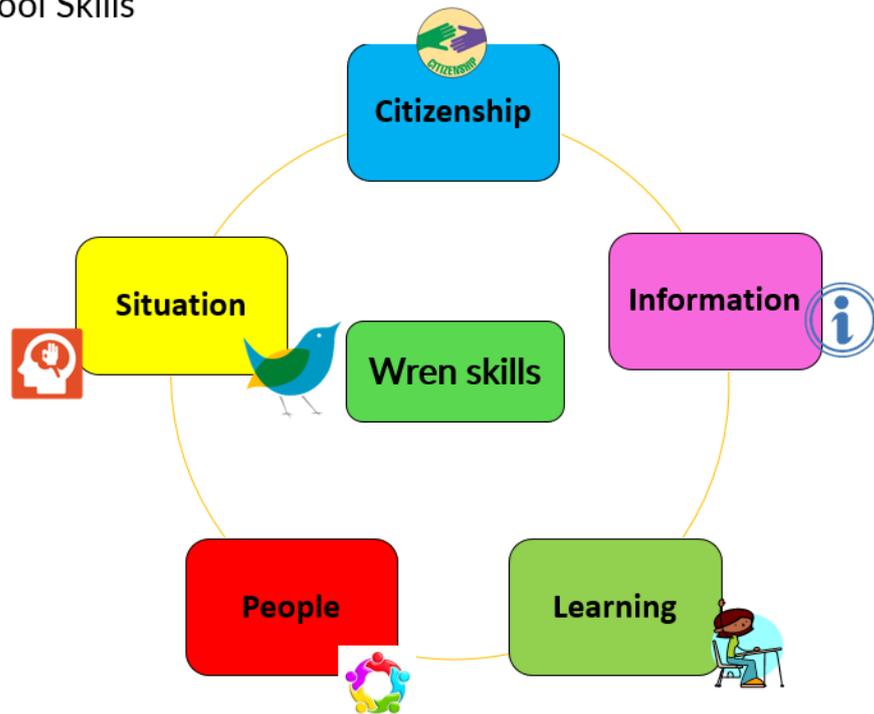
1. Meet and greet
2. Skill development
3. Presentation & progress
4. Consistent behaviour
5. Questioning

Guidance:

1. Teachers meet and greet the class as they arrive, with a starter activity ready for students.
2. Clear explanation (and checking) of the skill development and knowledge that students will acquire through differentiated activities (as appropriate).
3. The quality of presentation is emphasised *verbally* and monitored; there is an emphasis on demonstrating progress, e.g. the use of purple pen (when appropriate).
4. The behaviour system is used **consistently**. There should be no 'S's written on the board!
5. A variety of questioning techniques is in place (including higher-level questioning and no hands up questioning).

Appendix C: Wren skills

The Wren School Skills



Appendix D: Wren Marking Guidelines

Marking for Learning Guidelines

1. Teachers mark in **green** pen.
2. Marking for learning occurs through self-assessment, peer assessment, marking during lesson (verbal and written), formative marking and summative marking.
3. **Students' formative work (whether in books/folders/etc) is marked at least once every half-term.**
4. **Formative marking** of books/folders includes:

- one substantial piece of work marked with the **WIN** method (It is up to the teacher to decide on an individualised or 'crib sheet' approach- Appendix 1.);
- marking of literacy errors, using Wren literacy codes.

Formative marking of books/folders does not include:

- 'tick and flick'
- or 'empty' comments (e.g. Great work! Good job!).

Wren literacy codes

p= punctuation error
 exp/gr = error in the expression of standard English/grammar
 sp= spelling
 // = paragraph break needed
 t= tense
 c= capital letter
 ^ = word missing
 ww = wrong word

5. When marking a substantial **formative** tasks, all teachers should use the Wren WIN method.

W: What the student has done WELL

I: What the student needs to IMPROVE

N: What they need to do NOW- a RAC task for improvement

The **NOW** task should directly result in getting a student to **reflect, act and demonstrate progress:**

- All RAC tasks should be completed by students in **purple pen**;
 - All students will respond more effectively to teachers' feedback if a designated space is indicated for completion of the RAC task;
 - All teachers should acknowledge (date and initial) when they have seen students' progress tasks;
 - Purple pen/RAC time should be part of teachers' lesson plans and indicated in schemes of learning.
6. The expectation is for students to complete a **summative task at the end of each scheme of learning.** For core subjects, this is every half-term; for most non-core subjects, three times a year.
 7. When marking **summative** tasks:
 - All teachers should use the **WIN** method or WWW/EBI- if setting a task for improvement is not appropriate;
 - At KS3, a 'working towards' Wren level should be indicated (Emerging, Developing, Established, Exceeding);
 - At KS4, a 'working towards' 9-1 level should be indicated.
 8. **It is each teacher's responsibility to keep a record of students' formative and summative marks**

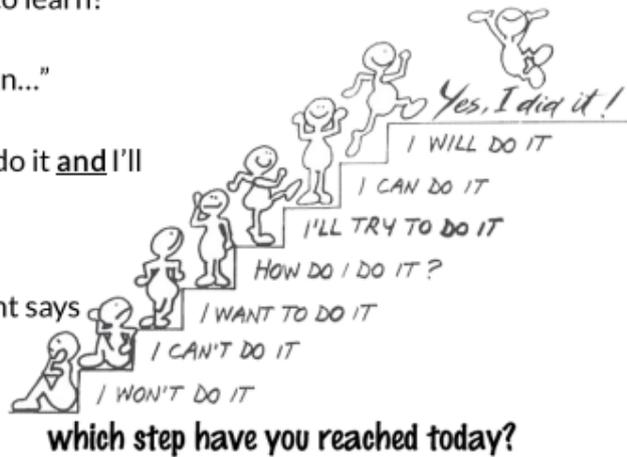
Appendix E: Wren preparation prompt sheet

Wren preparation prompt sheet		
The Big Picture 	C D/K SoW RW KC MQ	Context - build on prior learning and/or towards longer term goals What can pupils already do/know? Link to module overview and SoW Real world links Key concepts Module questions
Objectives 	L/G S KSU MSC AMS L(not T)	Link to levels/grades Support all learners to make progress Knowledge, Skills, Understanding Must/should/could All/most/some Set Learning (not task) objectives
Engagement 	LS LA ES VC SF C P R TT	Lesson sequence Learning activities, linked to learning objectives Engaging students at the start of the lesson Variety, creativity Student focused (limit the teacher talk) Challenge Pace, use of time Time for reflection/review Teach to the top, plan to scaffold the learning
Assessment 	Q PC WF I AfL F/S S/P CU	Questioning Opportunities to check progress Wren feedback stickers used Do pupils know how well they have done and how to improve? AfL Formative/summative Self/peer? Opportunities to check understanding
Skills 	C I L P S T	Citizenship Information Learning People Situation Thinking
Individual Needs 	ILN G VAK AoT L/G T R SMSC	How individual learning needs will be addressed – SEN/D, G&T Plan student grouping Learning styles – VAK Use of other adults Prior/aspirational levels/grades Use of technology Adapted resources SMSC
Extended learning 	FC IL P L T A	Flipping the classroom Independent learning Purpose How does this contribute to the learning? Choice of task? Assessment/markings

Appendix F: Wren language for learning

Wren language for learning

- Prepared to learn
 - As students arrive "Please prepare to learn"
 - As a question "Are you prepared to learn?"
- The language of success:
 - Inspire confidence "I know you can..."
- The language of hope:
 - Encourage students to say "I can do it and I'll need some help".
- The language of possibility:
 - Develop a growth mindset
 - Add the word "yet" when a student says "I can't do it".



Appendix G: The Wren School Extended Learning Policy

The Wren School is an extended learning school. There is an expectation that all extended learning must move the learning on.

There are many different reasons why extended learning matters so much, such as:

1. Bridging the gap between teacher-led and student-led learning.
2. Extended learning time.
3. Creating opportunities for creativity and choice.
4. Developing the skills required for independent learning.
5. Reducing the diverging effect of home support.
6. Communicating the values of the school and the teacher.

Extended learning should:

- be set regularly;
- be relevant;
- be clearly explained to students in terms of expected outcomes;
- always be recorded, by students in their diaries and by teachers electronically;
- be completed for the date set, otherwise appropriate sanctions will be enforced;
- be assessed effectively, with feedback given, either verbal or written.

Recording and monitoring

The importance of entering extended learning correctly in student diaries is emphasised to all students at all levels to ensure that the work is completed accurately and submitted on time.

Teachers should allow sufficient time for all students to record extended learning accurately. The diary provides a link between school and home as parents are requested to check and sign diaries weekly. Diaries are also closely monitored by form tutors and senior staff.

Extended learning will also be communicated electronically to parents and students. This will have the additional benefit of enabling the school to monitor the frequency and length of extended learning tasks that each teacher expects of each student. Such monitoring will be used to ensure that the expectation for each student's extended learning is appropriate and sufficient whilst not proving burdensome. Subject teachers set detentions for incompleted/insufficient work.

Subject extended learning expectations - guideline only

Subject	KS3
English	60 mins per week
Mathematics	60 mins per week
Science	60 mins per week
PE/Games	45 mins participation in sports/exercise per week 15mins - completion of activity diary
Arts	45 mins per week
Humanities	45 mins per week
Modern Languages	45 mins per week
Technology	45 mins per week
Personal development programme	30 mins per week

The Wren expectation is that Year 7 students will, on average, spend 60 minutes each night (including weekends) on extended learning activities and that this will increase to 75 minutes each day by the end of the year. Teachers will not set written extended learning to be completed for the next day.

Subject	KS4
English	90 mins per week
Mathematics	90 mins per week
Science	90 mins per week
PE/Games	45 mins participation in sports/exercise per week 15mins - completion of activity diary
Arts	60 mins per week
Humanities	60 mins per week
Modern Languages	60 mins per week
Technology	60 mins per week