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 Local Governing Body ratifies and reviews this policy
Approval	Ratified by the Local Governing Body – September 2019.
Next review due	September 2020

Associated policies

- Anti-bullying

- Appraisal – Teachers and support staff

- Assessment

- Attendance

- Behaviour (Rewards and sanctions)

- 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 high quality 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. Where relevant, one objective for the 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, each teacher 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 learning (SoL) (years 7 – 13), each teacher is 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 SoLs should be at the heart of Wren preparation; teachers are expected to keep a record of planning of lessons, for example highlighting or signposting SoLs 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, Able, Gifted and Talented as well as disadvantaged and vulnerable groups. Advice and examples of differentiated materials are available from the Special Educational Needs & Disability Co-ordinator.

3. Wren engagement

'The Wren Must Haves' (Appendix B) detail our house style of learning and teaching, including:

1. Meet and greet

2. Knowledge and skill development

3. Good quality presentation

4. Clear progress made

5. Consistent behaviour management strategies

6. A range of questioning

The Wren School sets extended learning for students to complete in their own time (see Appendix E for The Wren extended learning policy). There is an expectation that all extended learning will develop learning. Teachers will always allow at least two 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 targets and aspirations. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice. See Assessment policy for more detail.

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 Feedback guidelines (see Appendix F), 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.

Teachers should assess progress throughout lessons to determine each student's learning. This enables them to identify intervention needs and to adjust the lesson plan and activities to ensure that the learning objectives are achieved and each student makes 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.

Prepared to learn

In order to ensure a consistency across the school, teachers 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 Appendix B and 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 classroom 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, including feedback, 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 classroom observation protocol (see Appraisal policy).

Recording, reporting and parents' meetings

Recording and reporting ensures regular and relevant communication of student attainment and progress to students, teachers, parents/carers 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/carers, subject leaders and year leaders.

More details are located in the assessment policy.

Recording, reporting and parents' meetings follow the annual assessment calendar.

Continuing professional learning (CPL)

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;

- each member 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;

- each member 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, especially within the Excalibur Academy Trust.

Associated documents

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

- Teachers' Standards (2012)

- Ofsted framework and evaluation schedule (2019)

Appendices

Appendix A: Wren learning

Appendix B: The Wren must haves

Appendix C: Wren skills

Appendix D: Wren preparation prompt sheet

Appendix E: Wren extended learning policy

Appendix F: Wren feedback guidelines

Appendix A: Wren learning
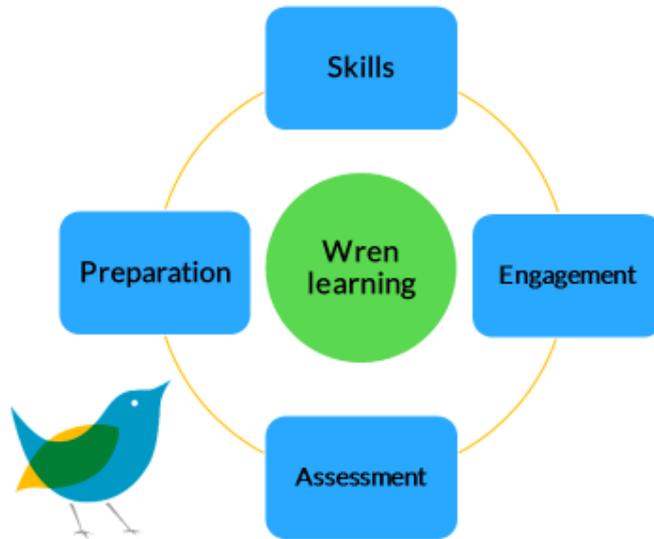
Every lesson at The Wren School 'Must Haves'…

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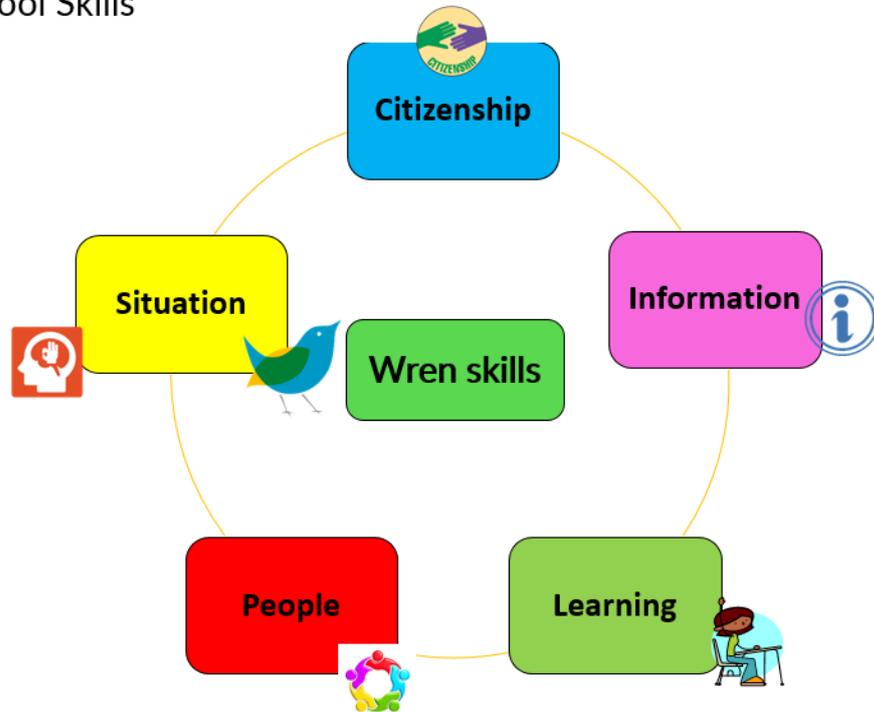3. Presentation
4. Progress
5. Consistent behaviour
6. Questioning

> **Wren language for learning**
>
> - Students <u>percolate</u> their thinking and volume
> - Remind students to use <u>partner voices</u>
> - Ask for <u>active listening</u>
> - Use <u>3-2-1</u> for silence

1. Teachers **meet and greet** the class as they arrive, with a quick starter activity (timed) ready for students.
2. Clear explanation (and checking) of **knowledge and skill development** that students will acquire through achievement of the learning objective.
3. The quality of **presentation** is emphasised *verbally* and monitored.
4. **Progress is checked**, e.g. the use of purple pen (when appropriate).
5. The behaviour system is used **consistently.** Praise points should be displayed; there should be no sanctions written on the board!
6. 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

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

Appendix D: Wren preparation prompt sheet

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

Appendix E: 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. Creating opportunities for creativity and choice;

3. Developing the skills required for independent learning;

4. Reducing the diverging effect of home support;

5. 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 planners 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 planners 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 planner provides a link between school and home as parents are requested to check and sign them weekly. Planners are also closely monitored by form leaders and the pastoral team.

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 incomplete/insufficient work.

Subject extended learning expectations - guideline only

Subject	KS3
English	Maximum of 60 mins per week 30 mins on task set by teacher 30 mins private reading
Mathematics	Minimum of 20 mins per week
Science	30 mins per week
PE/Games	Desired attendance at a least one club per week
Art	30 mins per week
Humanities	45 mins per week from a range of the different subjects within humanities
Modern Languages	20-30 mins per week
Technology	30 mins per week
Performance (music & drama)	30 mins every 2 weeks

Subject	KS4
English	Maximum of 90 mins per week 30 mins on task set by teacher 60 mins of focused revision
Mathematics	Minimum of 40 mins per week Y11 expected to carry out additional 20mins on revision activities
Science	30 mins per week
PE/Games	45-120 mins per week based upon exam/coursework demands; there may be weeks where none is set.
Art/Textiles	60 mins per week (especially if a student is studying both at GCSE)
Humanities	60 mins per week (this is likely to be due to a number of humanities subjects studied at GCSE)
Modern Languages	40-45 mins per week Recommended that 5mins of vocab work is done daily & 20 mins on Activelearn
Technology & 3D	45 mins per week (especially if a student is studying both at GCSE)
Performance (music & drama)	60 mins per week to focus on performance or skills practice

Appendix F: Wren Feedback Guidelines

What is the purpose of feedback?

Feedback has two purposes. One - students act on feedback and make progress over time. Two - it informs future planning and teaching.

1. Teachers mark in green pen.

2. **Feedback**:

   - Each student's Aim High Target, shared yearly, and attainment, shared termly, is presented on the stickers (beside) in each student's exercise book/folder;

   - Feedback is given on, at least, **one** substantial piece of work per short term;

   - **The teacher must be able to provide evidence to support the grades of their students.**

   - Marking of literacy errors, using literacy codes (beside).

3. **Marking** of books/folders <u>does not include</u>:

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

   - There is no expectation on a teacher to mark everything.

4. When marking, 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
>
> **NB:** it is possible to combine then **I/N** task as long as students clearly understand how to improve.

N tasks are aimed to support the student to make progress and to both nurture and challenge them to improve their learning.

   - N (now) tasks should be completed by students in purple pen;

   - Subsequently, purple pen/N task time should be considered when the teacher plans their lessons and schemes of learning and these should be built into curriculum design.

5. The expectation is for students to complete a <u>summative task at the end of each scheme of learning.</u> As a result of this, the teacher should understand and be able to explain the attainment of students.

6. When marking **summative** tasks:

   - At KS3, the teacher should state a Wren attainment level and students should be aware of their achievements. This will be indicated as: Under Emerging; Emerging, Developing, Established, Exceeding or Exceeding+;

   - At KS4, the teacher should state a GCSE grade, e.g. 1-9, to indicate student attainment and students should be aware of their achievements.

Aim High Target & Progress

My Aim High Target is

I am currently working at:

Term 1	
Term 2	
Term 3	
Term 4	
Term 5	
Term 6	

The Wren School

Literacy Codes

CP   capital letter error;

GR   grammatical error of any nature;

//   paragraph break needed;

SP   spelling mistake;

V   upgrade tier 2 vocabulary.

Spelling note:

1. Staff should identify **two** misspelt words at each marking point;
2. Staff should write the correct spelling in green pen;
3. Students should repeat this spelling **three** times in purple pen.

The Wren School