

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.

The Wren School prides itself on a house style of learning and teaching, 'The Wren Way' in which delivery is underpinned by our school ethos and the values of Nurture, Challenge and Inspire. This will be ensured through common approaches to 'The Wren Way, which incorporates skills, preparation, engagement and assessment (See Appendix A) and 'The Wren Must Haves' (See Appendix B). As a result, student outcomes will be in line with, or better than, expected progress.

In order to support staff to reach their potential the school offers, and continually refines, an extensive continual professional learning (CPL) programme, which is discussed in detail in the CPL Policy.

These arrangements take account of all relevant legislation.

Policy objectives

The primary intent of 'The Wren Way' is:

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

This will be implemented through:

Nurture Challenge Inspire

- Providing a clear and consistent framework for feedback and self-reflection which nurtures and challenges students to engage with learning;
- Providing teachers with clear expectations on the 'The Wren Way' to allow for consistently good, or better, teaching;
- Ensuring that teaching and assessment complements and reinforces the delivery of the curriculum allowing students to understand their next steps and challenging students to achieve, in line with, or better, than expected progress;

- Encouraging all teachers to ensure that curriculum design delivers the highest quality learning and teaching, which is personalised for each child and their specific needs;
- Inspiring learners to design, and be successful within, a curriculum of their choice at KS4 which enables students to become responsible members of the community, with purpose and ambition for their future lives, who are economically stable;
- Inspiring staff to continually seek out opportunities to better themselves through CPL, and other opportunities, and therefore act as positive role models for our students.

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 – March 2020
Next review due	March 2021

Associated policies

- Able Gifted & Talented
- 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

The Wren Way

Inspirational Classrooms

'The Wren Way' is the phrase that is used to describe the consistent approach to our style for learning and teaching that is adopted at The Wren School. This framework, along with 'The Wren Must Haves' (see Appendix B) and Inspirational Classrooms (see Appendix C), is designed to introduce a common language for learning and key components of what makes a high quality Wren lesson.

1. Wren skills

The development of learning skills enables students to take responsibility for their own learning. Through The Wren Way the learning question will be complemented when appropriate by the teacher discussing the specific Wren skill(s) (Appendix D), which can be developed through this lesson, which are:

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

2. Wren preparation

Through CPL, each teacher will plan lessons that challenge our students to develop skills as well as their knowledge and understanding. The method of learning will encourage inquiry and creativity, originality, engagement and excitement, thereby ensuring that much of the teaching is good or better.

Through careful consideration of the curriculum statement, both whole school and in department, each teacher is encouraged to use Inspirational Classrooms (Appendix D) when preparing individual lessons for their classes. This prompt sheet focuses on a model of delivery which underpins The Wren Way and considers how students are nurtured, challenged and inspired.

Teachers are expected to have clearly and carefully planned their lessons, with consideration of progress, outcomes and each child. However, there is no rigid method for this and it can be seen in many forms, through resources, a lesson plan, a presentation etc. Subject specific curriculum planning should be at the heart of Wren preparation; teachers are expected to work in line with the departmental plans for delivery.

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, 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 F for The Wren extended learning policy). There is an expectation that all extended learning will develop learning, through retrieval practice, consolidation of learning or preparation for subsequent 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 each department has a written assessment policy in which this is outlined. However, in line with The Wren Feedback guidelines (see Appendix G), feedback given to students should be about the particular qualities of their work, with advice on what can be done to improve.

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 effective questioning and extended thinking time in securing more than expected progress, which will often derive from a 'no hands up' approach. Teachers are encouraged to use a variety of different approaches to ensure that each 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 which is based most commonly on retrieval 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:

- Departmental learning walks, which occur termly and may also be in the form of a departmental, or whole school learning and teaching review;
- Lesson observations for appraisal (see classroom observation protocol within appraisal policy);
- Book looks and scrutinies of feedback related to this, which take place at least once a long term;
- Extended learning checks and scrutinies of feedback related to this, which take place at least once a long term.

Student voice is a pivotal part of The Wren Way. It is used both on a whole school and departmental level. The purpose of student voice is to ensure that our learners are at the forefront of their education. The school uses student voice to receive feedback about learning and teaching, quality of feedback, enjoyment of lessons, extended learning and understanding of progress and next steps. Student views of learning and teaching are important; however student views will not be considered in staff appraisal.

Annually, each subject area will produce a self-evaluation that evaluates the successes and areas for development in both learning and teaching and student outcomes based on the previous academic year; this document is reviewed on 3 occasions annually. In addition, subject leaders will work with their linked members of SLT to ensure that the individual departments within the school are both self aware and proactive.

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

Lesson observations

Please refer to the classroom observation protocol (see Appraisal policy).

Recording, reporting and parents' meetings

Teachers are responsible for maintaining accurate records of students' progress and outcomes which are reported upon at least three times a year internally. This process

allows for regular communication of student attainment and progress to students, teachers, parents/carers and other appropriate external audiences, such as Governors. Teachers are expected to follow the Wren Feedback Guidelines (see Appendix G).

More details are located in the assessment policy.

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 and develop their own practice and career.

More details are located in the Continual Professional Learning (CPL) policy.

Associated documents

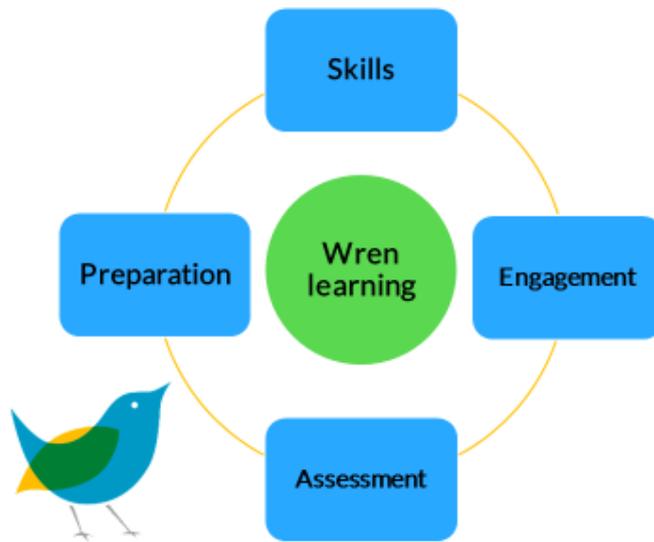
This policy has been drawn up in accordance with relevant legislation and guidance, including:

- Teachers' Standards (2012)
- Ofsted framework and evaluation schedule (2019)

Appendices

Appendix A:	The Wren Way – Wren Learning
Appendix B:	The Wren Way - Wren must haves
Appendix C:	The Wren Way – Wren skills
Appendix D:	i) Inspirational Classrooms overview ii) Inspirational Classrooms prompt sheet
Appendix E:	SOL Checklist
Appendix F:	Wren extended learning policy
Appendix G:	Wren feedback guidelines

Appendix A: The Wren Way – Wren Learning



Appendix B: The Wren Way - Wren Must Haves

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

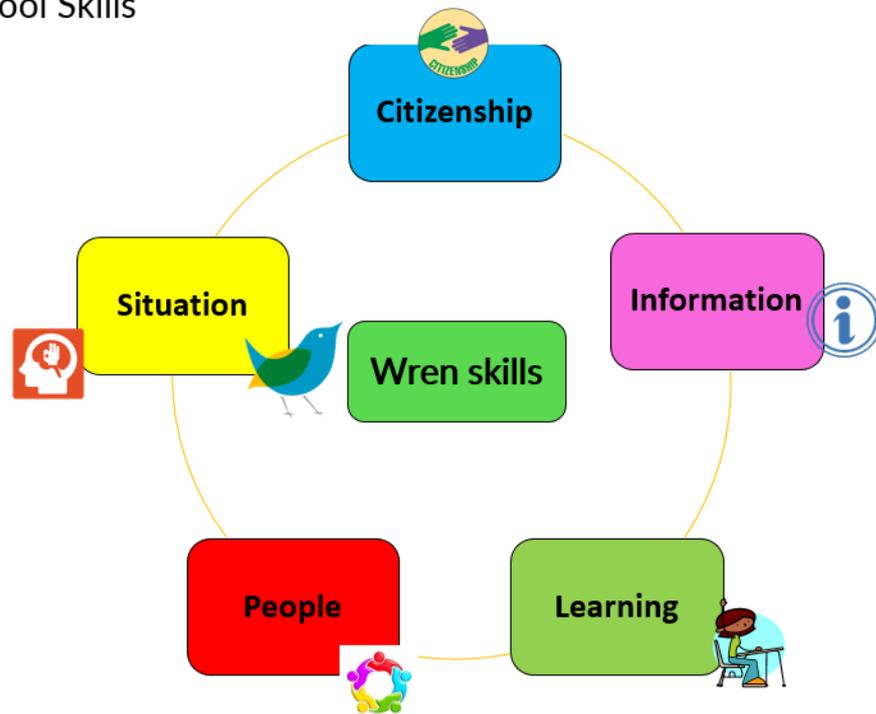
Wren language for learning

- Remind students to use partner voices;
- **Expect** active listening;
- Use 3-2-1 for silence.

1. Teachers **meet and greet** the class as they arrive, with a quick, retrieval-based, 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: The Wren Way - Wren skills

The Wren School Skills



Appendix D: i) Inspirational Classrooms overview



Inspirational Classrooms

An expectation of good or better lessons

<p>Every lesson will include:</p> <ol style="list-style-type: none"> Meet & Greet: <ul style="list-style-type: none"> Where the teacher is in the corridor checking and challenging standards of uniform; footwear; jewellery and nails; Students have responsibility of roles which allow a smooth lesson start; Students know their seat. Starter: <ul style="list-style-type: none"> The starter is on display on entry (or a paper form is handed to them); The starter must include some element of retrieval to allow students access to the start of the lesson independently; During this time the teacher must take the register; The starter should be timed and concise; A learning objective will be shared before moving on, which aims to teach to the top. Main activity which includes 3 elements: <ul style="list-style-type: none"> Knowledge: the teacher teaches the required facts/knowledge for learning to occur. <i>This could be cold task, fact giving, research from a source or much more;</i> Modelling: the teacher shows students what excellent work looks like. <i>This could be through show casing student work, "I do, we do, you do" etc. This is an opportunity to develop skills;</i> Silent Solo: the students do. The should always have a period of independent and silent work to demonstrate their knowledge gained and skills; to learn to work to time and practise skills for later learning (<i>exam conditions, personal thinking etc.</i>). This is an opportunity to develop skills. <ul style="list-style-type: none"> ❖ <i>Consideration that this may look different in practical areas, but concept of students do applies.</i> Plenary: <ul style="list-style-type: none"> A rigid plenary is not always essential if learning has been checked throughout; however: The teacher must understand the level of progress made to inform planning; This could be warm tasks; in lesson retrieval; exam questions; quizzing etc.; The class should be dismissed in a calm manner. 	<p>Expectations in every lesson are:</p> <ol style="list-style-type: none"> To have the highest expectations; For behaviour/ISP/ppp strategies to be considered and applied; For students to have an aim high attitude; No opting out; SLANT (Sit up, Listen, Ask & answer questions, Never interrupt, Track the speaker); Extended learning will be set in line with departmental/whole school guidance. <p>An inclusive environment will occur because:</p> <p>One size does not fit all, therefore:</p> <ul style="list-style-type: none"> There will be evidence of scaffolding; Key vocabulary will be provided, taught or warmed up; Oral instructions will be clear, 'chunked' and backed up by visuals; Success criteria will be clear and differentiated; The seating plan will consider working relationships between students; Classroom routines and consistency will be evident; The literacy demands of texts will match the reading abilities of students; Group work will be democratic (<i>see group work resource</i>).
<p>Every day a Wren classroom will be left with:</p> <ul style="list-style-type: none"> A clean whiteboard; All windows closed; A tidy teacher desk; All books and equipment stored neatly. <p>Also:</p> <p>All display boards should be up to date and inspiring.</p>	<p>Learning will be checked throughout:</p> <ul style="list-style-type: none"> No hands up/random questioning; A range of lower-higher order questioning; A range of questioning strategies; Frequent verbal feedback to groups/individuals; Knowledge of students is critical to student confidence & development.

Appendix D: ii) Inspirational Classrooms prompt sheet



Prompt for Inspirational Classrooms

An expectation of good or better lessons

<p>EVERY LESSON:</p> <ol style="list-style-type: none"> 1. Meet & Greet: <ul style="list-style-type: none"> ▪ In the corridor checking standards; 2. Starter: <ul style="list-style-type: none"> ▪ The retrieval based starter is on display on entry; ▪ The starter should be <i>timed and concise</i>; ▪ A 'teach to the top' learning objective will be shared. 3. Main activity which includes 3 elements: <ul style="list-style-type: none"> ▪ Knowledge: TEACHER TEACHES; ▪ Modelling: TEACHER SHOWS; ▪ Silent Solo: STUDENTS DO. 4. Plenary: <ul style="list-style-type: none"> ▪ The teacher must understand the level of progress made; ▪ The class should be dismissed in a calm manner. 		<p>EXPECTATIONS:</p> <ol style="list-style-type: none"> 1. Highest expectations; 2. Behaviour/ISP/PPP strategies; 3. SLANT; 4. Extended learning.
		<p>INCLUSIVE:</p> <ul style="list-style-type: none"> ✓ Scaffolding; ✓ Key vocabulary; ✓ Oral instructions will be 'chunked'; ✓ Differentiated success criteria; ✓ Effective seating plan; ✓ Routines and consistency; ✓ Literacy = reading abilities.
<p>CLASSROOM:</p> <ul style="list-style-type: none"> ✓ Clean; ✓ Tidy. 	<p>BOOKS:</p> <ul style="list-style-type: none"> ✓ Target sticker; ✓ Literacy codes; ✓ Presentation; ✓ Teacher WIN → purple pen. 	<p>CHECKING LEARNING:</p> <ul style="list-style-type: none"> ✓ No hands up; ✓ A range of questioning strategies; ✓ Frequent verbal feedback.

Appendix E: Scheme of Learning (SOL) Checklist

Lesson	1	2	3	4	5	6	7	8	9
Challenge for AGT									
Support to allow access for all groups									
Peer Assessment opportunity									
Self-Assessment opportunity									
Numeracy link									
SMSC Incl British Values									
Literacy task									
Links to GCSE Assessment									
Employability									
Planned Extended Learning									
Planned RP tasks									
Links to previous and future learning explicit									
Planned pause lesson									
Tech notes clear									
Teacher notes for non-specialist									
All Specification content included									
Core Practicals included & numbered									
CLEAPPS / H&S specified									
Specification AD Skills for unit covered									
Actions									

Topic: Teacher Responsible:

Review task: At least 1 of each activity must be included in your scheme of work. Where it is missing please note actions and improve

Appendix F: 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 G: Wren Feedback Guidelines

Please note that our marking and feedback policy will be under review during the academic year 2021-2022, and is therefore subject to change.

At TWS it is critical that students are aware of their next steps and therefore know how to make progress in their learning; this ensures they are nurtured, challenged and inspired at all times to aim high. Students should be able to answer two questions at all times:

1. Where are they currently? *At KS4 and KS5 only this will include a most likely outcome.*
2. What are your next steps to support you to make progress?

In order to ensure that this is provided staff will participate in book looks and feedback scrutinies within their department and with the leadership team on a bi termly basis, once every long term.

Our feedback guidelines state:

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:**

- At all key stages feedback should focus on what to do next to drive and support progress and improvement.
- At KS4 & KS5 most likely outcomes are shared. This 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 judgements of their students.**
- Marking of literacy errors, using literacy codes (beside).

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

- '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

	NURTURE	CHALLENGE	INSPIRE
My Most Likely Outcome is:			
Term 1			
Term 2			
Term 3			
Term 4			
Term 5			
Term 6			



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.	



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.