Teaching and Learning Policy 2023/24

Version control

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Version	Date	Details
4	September 2023	Updated Quality of Education Review process, more specific guidance around T+L 6.
3	23/11/22	Updated in Autumn Term 22-23
2	Last reviewed March 2018	Updated in Spring Term 2017-2018

STATEMENT

All members of the Tavistock College community are committed to ensuring that the core business of teaching and learning is at the heart of the college. We aim to create a calm, orderly and supportive learning environment where all our students can thrive.

SUPPORTING STATEMENTS

1. The College is dedicated to an evidence-based approach to teaching and learning.

2. Tavistock College is committed to being an inclusive learning environment, where students' barriers to learning are taken into account.

3. Our aspirations for all of our students are for them to achieve the highest qualifications possible.

4. Tavistock College is committed to challenging all our students through an approach of 'teaching to the top' and that 'scaffolding' is embedded into teachers' planning, ensuring all students are being challenged to achieve their very best, and are also able to access the curriculum.

5. All teachers are expected to uphold the teachers' standards at all times.

HIGH QUALITY TEACHING AT TAVISTOCK COLLEGE

The College is committed to using an evidence-based approach to teaching and learning. Our universal offer, for all students across the college, is that their learning will be based around 6 core strategies:

- Retrieval practice
- Targeted questioning
- Learning new vocabulary
- Modelling
- Extended work
- Feedback

- Develop a culture for learning and living • Community Cohesion • Ensure Inclusion is at the heart of all we do • Equality for All

High Quality Teaching at Tavistock College

Retrieval Practice

What the research says:
- The most effective teachers begin their lessons with 5-8 minute reviews of previous learning (Rosenshine, 2010).
- The strategies of retrieval practice, spaced practice, and interleaved practice are the most effective to improving long-term memory (Dunlosky et al, 2013).

What it looks like:
- Retrieval based starters to lessons, checking understanding and testing recall of information.
- Information should be both spaced and, where possible, interleaved.
- Optimum length of time is 8 minutes.
- Aim for 80% success rate, or a 'know all' approach.

Targeted questioning

What the research says:
- The most effective teachers spend significant time lecturing, demonstrating, and asking questions. They also use questions to check students' schemas (Rosenshine, 2010).
- Students who are asked process questions are more likely to remember the information about which they were questioned (Pressley et al, 1987).

What it looks like:
- No hands up questioning. Hands up is consistently challenged and, when wanted, explicitly asked for.
- Questioning is used to check understanding, rather than as a means to an end.
- When students answer questions, either correctly or incorrectly, follow-up questions are asked to identify misconceptions, gaps in knowledge, extend thinking, and check schema.

Learning new vocabulary

What the research says:
- Students need to know 95% of the words in an academic text to ensure comprehension (Quigley, 2018).
- Students need to: be exposed to an explanation of a word; see and use the word in different contexts; make connections with other words; and be exposed to the word multiple times before it can be successfully embedded in long term memory (Quigley, 2018).

What it looks like:
- Explicit teaching of both tier 2 and tier 3 vocabulary.
- Students are given opportunities to see and hear the words used in different contexts, through modelling.
- Students' understanding and recall of the words is checked through retrieval starters and targeted questioning.
- Students are exposed to the word multiple times before being expected to include it in a piece of extended work.

Modelling

What the research says:
- Modelling and the teacher thinking aloud as they demonstrate how to solve a problem/complete a task are effective examples of cognitive support (Rosenshine, 2010).
- Effective modelling should be: clear, consistent, concise, and include several opportunities for demonstration and rehearsal (Archer and Hughes, 2011).

What it looks like:
- Modelling of a variety of tasks and skills across the curriculum, such as annotation, planning, problem solving, and written answers.
- Teacher narrates their thought process and steps they are taking to complete tasks.
- Clear expectations in place with students as to what they are doing during the modelling exercise: copying down, listening, taking notes etc.
- Modelled work then used as a scaffold to help students complete a follow-up task.

Extended work

What the research says:
- Students need to spend additional time rehearsing (rephrasing, elaborating, summarising) using new material, knowledge or skills in order to store this material in their long-term memory. When rehearsal time is too short, students are less able to store or remember it (Rosenshine, 2010).
- Independent practice provides students with the additional review and elaboration they need to become fluent (Rosenshine, 2010).

What it looks like:
- Students to spend time completing certain tasks independently and in silence.
- Periods of time completing extended work in silence to increase with students' progress through the school.
- Teacher to either circulate during extended work, or monitor from the front, depending on the needs of the class.
- Extended work to be clearly built up to, through a sequence of lessons or tasks.

Feedback

What the research says:
- Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback provides specific information on how to improve. Feedback can be effective during, immediately after, and some time after learning (Education Endowment Fund, 2021).
- Feedback is about quality, not quantity. The most effective feedback is based on the task or the process and provides students with clear information about next steps (Hattie and Timperley, 2007).

What it looks like:
- Feedback can be either 'live', in the form of short or verbal marking, or delayed, in the form of whole class feedback or written comments.
- Feedback should focus on the student's next steps: what do they need to do next?
- Students should all be able to explain how their teacher gives them feedback, and what they need to do to improve in this subject.

Together; we care, we challenge, we excel

Guidance and expectations for the implementation of these strategies in lessons

Retrieval starter
- Starter is based on retrieval practice
- 8 minutes of retrieval is the optimum duration, with 2-3 minutes of feedback (unless there is a misconception diagnosed and addressed)
- Starter should be knowledge based and checking that knowledge (as opposed to lots of writing)
- Content should be interleaved (if multiple content sources) or spaced (if one source of content)
- There should be a clear process and set of expectations in place for what students do if they don't know, and what students do when teacher is giving feedback

Targeted questioning
- The expectation is that, when a teacher if questioning the group, there are no hands up, and that students are reminded of this if and when they do put their hands up
- Questions are targeted towards specific students at the teacher's choice
- The student's name should be used at the end of the question (pose, pause, pounce)
- There should be no opportunity to opt out, 'I don't know' is not accepted
- If student gets the answer wrong they are supported to reach a correct answer (scaffolding, peer support)
- If student gets the answer right their answer is developed through further questioning

Learning new vocabulary
- Sequences of lessons should include explicit teaching of both tier 2 and tier 3 vocabulary
- Students should be given opportunities to see and hear the words used in different contexts, through written and verbal modelling
- Students' understanding and recall of the words should be checked through retrieval starters and targeted questioning
- Students should be exposed to the word multiple times before being expected to include it in a piece of extended work

Modelling
- Modelling is expected to be used as a consistent strategy during sequences of lessons
- If modelling is taking place in a classroom setting, a visualiser will be used to reduce cognitive load and ensure teachers' expectations for presentation and productivity are clear

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- If modelling is taking place in a practical setting, a visualiser should be used if applicable, or the teacher can gather the students around them for this section of the lesson
- The teacher should explicitly narrate their thought process during the modelling session
- There should be a clear process and set of expectations in place for students for when the teacher is modelling in terms of what they are expected to do
- The model should be able to be used as a scaffold for further work (or modelling is developed using the 'I, we, you' method)

Extended work
- Opportunities where students are expected to spend time completing certain tasks independently and in silence should be built into sequences of lessons
- These periods of time completing extended work in silence should increase in both frequency and duration as students' progress through the school
- The teacher is expected to either circulate and support during extended work, or monitor from the front, depending on the needs of the class
- The teacher should avoid 'over-narrating' during silent work, so as to avoid cognitive overload and help minimise distractions
- Periods of extended work should be clearly built up to, through a sequence of lessons or tasks
- Opportunities for short marking, verbal feedback, small group feedback, and whole class feedback should be taken during periods of extended work

Feedback
- Feedback can be either 'live', in the form of short or verbal marking, or delayed, in the form of whole class feedback or written comments
- Feedback should focus on the student's next steps: what do they need to do next?
- Feedback should be actionable, so that the student has a specific task to complete in order to put their feedback into practice
- Feedback can take the form of misconception diagnosis and, if need be, the teacher can stop the whole class to address a misconception before continuing
- Students should all be able to explain how their teacher gives them feedback, and what they need to do to improve in this subject

Teachers are supported in upholding our commitment to this approach to High Quality Teaching through a variety of processes:

- Whole school CPD
- Faculty CPD meetings
- Quality of Education Review
- Deliberate Practice
- Instructional coaching

ROLES AND RESPONSIBILITIES

Students	Actively participate in lessons. Arrive prepared, with correct equipment. Complete all homework and other work set, to the best of their ability. Follow the college's behaviour policy, including demonstrating STAR behaviours during lesson time.
Form tutors	Reinforce expectations around learning behaviours and conduct. Monitor students' behaviour patterns in order to intervene early and address concerns with students, their families, and their teachers.
Teachers	Plan and deliver well-organised lessons, with the 6 key strategies of high quality teaching at Tavistock College at the heart of their planning. Ensure individual students' specific needs are taken into account in planning and scaffolding. Upho
Heads of Faculty	Have overall responsibility for modelling, monitoring, and developing the quality of teaching and learning within their faculty. Work alongside their SLT line link and Assistant Principal T+L lead to ensure all teaching staff are appropriately supported.
Assistant Principal T+L Lead	Model, monitor and develop the quality of teaching and learning across the whole school, including all processes and procedures for this. Advise Principal, the rest of SLT, and the LSB on these areas.
Senior Leadership Team	Support their linked HOFs in modelling, monitoring and improving the quality of teaching and learning. Working with Assistant Principal, T+L lead to support in specific areas following Quality of Education Reviews.

MONITORING AND EVALUATION

We have various systems in place in order to monitor the quality and effectiveness of teaching and learning, both across the school and in specific faculty or subject areas.

These formal systems combine to form our quality assurance cycle. This is made up of 'Quality of Education Reviews', 'Pastoral Reviews', Parents' Evenings, data drops, mock exams, and end of year assessments.

The Quality of Education Review process happens on a cyclical basis across the whole school. It is led by the T-Learn team, and involves learning walks with each Head of Faculty, work sharing exercises within each faculty, curriculum meetings with Heads of Faculty, teaching and learning meetings with Heads of Faculty, and student voice linked to each faculty. Each review cycle focuses on different areas of teaching and learning, specific to the needs of each individual faculty. Feedback and next steps action points are then given to each Head of Faculty, to be followed up in faculty CPD sessions, supported by SLT line link, and the T-Learn team. Whole school feedback is also produced and shared with SLT, for the purposes of looking at whole school improvement and CPD needs.

CPD

Teachers are supported in upholding our approach to High Quality Teaching through a variety of processes:

- Whole school CPD
- Faculty CPD meetings
- Quality of Education Reviews
- Deliberate Practice
- Instructional coaching

Whole school CPD is designed based on Academy Improvement Plan priorities. The teaching and learning element of this feeds in from Quality of Education Reviews and the resulting whole school and faculty specific feedback.

Faculty CPD meetings are led by the relevant Head of Faculty and/or TLR holder. Through planning and discussion with SLT line link, and Assistant Principal - T+L lead, designated faculty CPD sessions focus on T+L strategies and the implementation and improvement of these.

Where teachers, through these processes, are identified as needing more targeted and personalised support, there is a programme of instructional coaching available.