



SWAT Teaching and Learning Policy

Starting points:

Firstly, it is important to acknowledge that this document and accompanying grid is a result of an extensive consultation between SWAT school teachers, school support staff, school leaders and central Trust staff.

'Every teacher needs to improve, not because they are not good enough, but because they can be even better'

Dylan Wiliam

'Expert teachers are categorised as follows. They:

- 1. Respond to problems as they develop in the lesson*
- 2. Look for misconceptions and error*
- 3. Think through the teaching sequence*
- 4. Believe passionately that teaching can make a difference*
- 5. Develop mastery learning*
- 6. Provide feedback at the right time*
- 7. Accept that 'a typical lesson never goes as planned'*

John Hattie

'If you are not using evidence, then you must be using prejudice'

Kevan Collins

1. Putting evidence based teaching and learning at the heart of what we do.

Our aspiration is to enable all of our young people to develop their capacities as successful learners, confident individuals and responsible citizens who make an effective contribution to society.

It is our mission that every pupil can look back positively on his/her school experience having achieved the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills.

Our Learning and Teaching policy is built on the values of the Samuel Ward Multi Academy Trust, and provides an important impetus to achieving our vision that all our young people should be valued and taught compassion, hope, respect, resilience, integrity, wisdom, courage, justice and responsibility.

The schools within SWAT will strive continuously to improve the quality of teaching and learning for all its pupils. We will foster and develop a vibrant and self-improving teaching and learning community that recognises and values

teacher professionalism. We will actively look to adapt and improve our teaching approaches utilising best evidence from trusted external research, the context in which we work in, professional judgement and disciplined inquiry in our schools.

2. Policy Objectives

1. To define the Samuel Ward Academy Trust expectations of teaching and learning that support and challenge schools to move teaching and learning to 'Outstanding'
2. Provide clear exemplification of effective and highly effective teaching and learning through the 5 domains and associated strands
3. To provide a classroom framework to help develop successful learners, confident individuals, responsible citizens who are effective contributors to society
4. To provide teachers with a framework to inform, direct and scaffold high quality professional development which in turn leads to growth of knowledge, skills and understanding throughout their career

3. Essential elements

3.1 Relationships

'Students don't care how much you know until they know how much you care.'
Adapted from Theodore Roosevelt

'Good teaching is.....ideas as conveyed through relationships'
Moyers

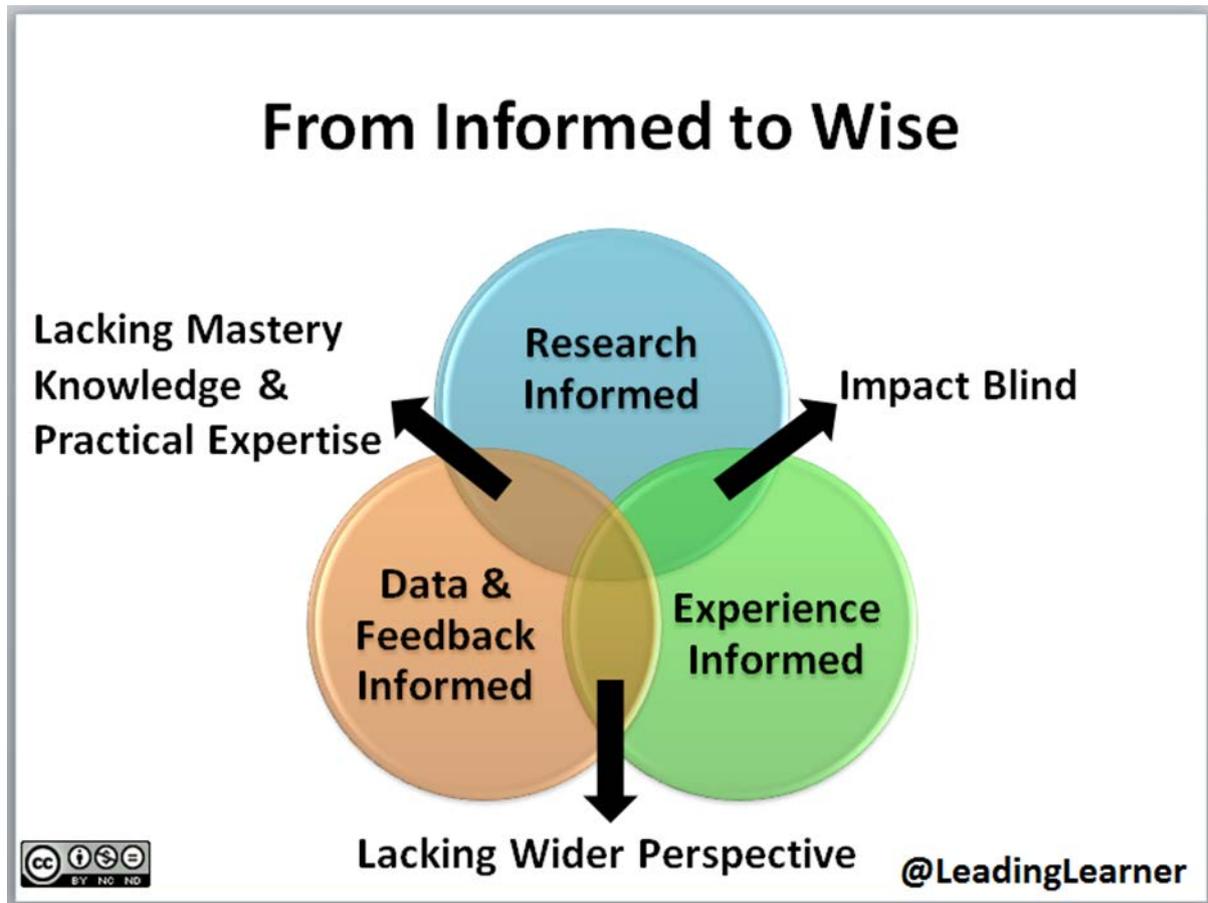
We expect that teachers seek to establish 'high performance' relationships with their pupils. These are an absolute core to our vision and mission. Teachers who forge high-performance relationships care for their pupils while simultaneously pressing them to excel. They have a passionate desire to help pupils learn and improve, which leads them to demand high standards of behaviour and effort. Yet, they also value their pupils as people and take an interest in their lives. These teachers provide young people with strong guidance (both academically and behaviourally), while also nurturing personal responsibility and self-regulation.

3.2 Evidence based practice

'Everything works somewhere and nothing works everywhere. The important question is to ask, under what conditions does it work'
Dylan Wiliam

This policy and grid does not attempt to provide a definitive meta-analysis of major education research. Rather, it aims to provide a synthesis of the findings of a range of relevant studies, the context in which the Trust works in and practitioner

experience of what has the most impact in the classroom. This balance can be represented by the Venn diagram below from @leadinglearner.



3.3 The Power of Language

'Lesson Observation; It's harder than you think'
Robert Coe

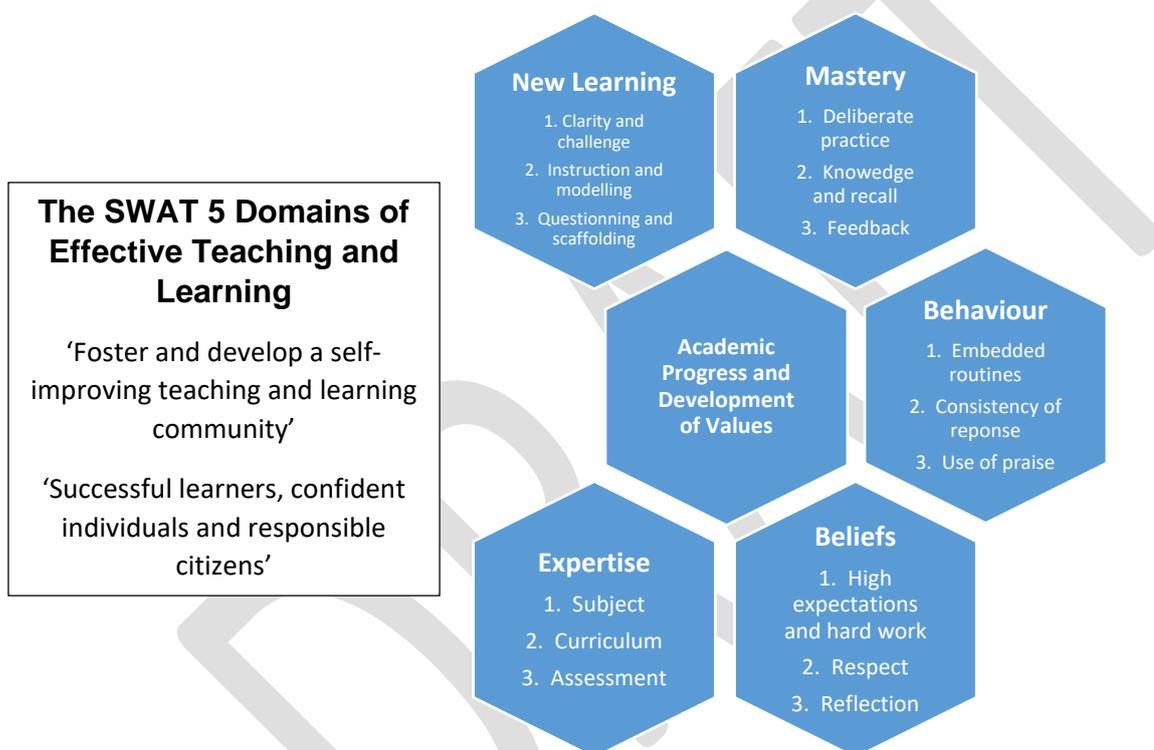
The use of Ofsted judgmental 'language' has not been used in this document and accompanying grid. Ofsted moved away from the judging/grading of individual lessons in 2014 due to the identified inaccuracy of this approach. It has been well evidenced that if the same lesson is observed by 2 different people there is broadly a 50% probability that it would result in a different grading. When comparing these gradings to pupil performance (value added) they have less than a 50% validity rate. In essence the application of the four point Ofsted judgement scale in individual lessons is neither accurate, reliable or supportive of our goals. It is the Trust view that self-evaluation of the quality of teaching, learning and assessment should be based on a range of evidence such as formative lesson observations, learning walks, work scrutiny, pupil voice and progress made by key groups. We view lesson observations as a developmental process that promotes professional dialogue and genuine teaching and learning discourse.

4. SWAT Key Domains of Effective Teaching

We have identified 5 key domains for effective teaching. There are 3 development strands that sits underneath each of these domains. Each domain has been linked with the relevant SWAT Trust values on the Teaching and Learning Grid.

4.1 Progress and Development of Values

The purpose of the 5 key domains of effective teaching and learning is to exemplify evidence based approaches to teaching and learning. The Teaching and Learning Grid exemplifies what effective and highly effective practice looks like in each of these domains. If pupils and teachers exhibit this practice on a day to day basis it will result in pupils making strong academic progress and develop the core SWAT values.



4.2 New Learning

‘Decades of research tells us, unambiguously, that direct, explicit instruction for novices is more efficient and effective than minimal guidance methods’

Barak Rosenshine

Strand principles

1. Clarity and challenge

The teacher needs to make the elements of new learning explicitly clear to the pupils and ensure that pupils understand what they are to learn and how it links to prior and future learning. Planned learning activities should be challenging but accessible for all pupils.

2. Instruction and modelling

Evidence suggests very strongly that pupils grasp new concepts best when the teachers uses clear and direct instructional techniques. Clear teacher modelling of new concepts as an 'expert learner' is key to this. Teachers should also present new information in small steps and build in pupil practice after each step.

3. Questioning and scaffolding

Key to quality instruction is the use of expert questioning that assesses and develops pupil understanding. This then allows the teacher to provide scaffolding and support where required to ensure all pupils make learning gains.

4.3 Mastery

'Learning is a change in long-term memory'

Kirschner, Sweller, & Clark

The mastery domain essentially focusses on the effectiveness of strategies that the teacher uses to make 'learning stick'. In terms of cognitive science, it can be simplistically defined as moving things from a pupils' short term memory to their long term memory. Our short term memory, by its very nature, is inherently limited and a key driver to future success is moving concepts and knowledge into the long term memory and schema of the learners' brain.

Strand principles

1. Deliberate practise

In essence this is the breaking down of complex processes into its constituent parts. It then requires that each of these parts are practised until fluency is reached. Craig Barton (@mrbartonmaths) suggests the IDAP model for deliberate practice. The four stages are defined as:

- a. Isolate the skill
- b. Develop the skill
- c. Assess the skill
- d. Practice retrieval later

2. Knowledge and Recall

Cognitive load theory demonstrates that effectiveness in dealing with complex interpretation and problems is greatly enhanced by having a body of knowledge that can be recalled quickly and efficiently. Teachers should make this knowledge highly explicit and build in time for low stakes testing, retrieval practice and self-quizzing.

3. Feedback

Feedback is well evidenced as a key driver in narrowing knowledge gaps, encouraging metacognition and accelerating confidence and academic progress. It should be formative, incisive and ultimately be more work for the pupil than it is for

the teacher. There is a robust evidence to say that pupil response and immersion in the process is largely a function of the quality of relationship with the teacher.

4.4 Behaviour

'The language of discipline needs to be based on the core rights and responsibilities of students and teachers'

Bill Rogers

Strand principles

1. Embedded Routines

Effective teaching is underpinned by quality routines for learning that have been built up over time. These routines play a key role in enabling a pupil's behaviour awareness and engaging their behaviour ownership and co-operation.

2. Consistency of response

Behavioural studies strongly suggest that it is the consistency and inevitability of the sanction that is key rather than the sanction itself. Contained within this is the use effective behavioural language including giving directed choices, asking questions and clarifying consequences.

3. Praise

Praise should try to be sincere, immediate and unexpected. Praise obviously loses much of its informational and motivational impact if the teacher praises a child for having shown good effort two weeks ago. Making praise unpredictable is hard to do, but can be of huge benefit. The goal is not simply to get the child to stop asking for praise; it is to help the child to think of their work differently—as something that is done for the student's own satisfaction, not to garner praise from the teacher. This needs to be part of a long term strategy with your students.

4.5 Beliefs

'When teachers stop learning so do students'

Jim Knight

'Talent is cheaper than table salt. What separates the talented individual from the successful one is a lot of hard work'

Stephen King

Strand principles

1. High expectations and hard work

Teachers and pupils need to be believers in hard work and that it can go a long way to overcome difficulties and educational disadvantage. Consistent high expectations

2. Respect

Highly effective teaching and learning can only take place where there are respectful behaviours and where all opinions are valued and built on. It is also one of the SWAT core values.

3. Reflection

Reflection and metacognition are well recognised as another key driver in improving pupil progress and deepening learning. The teacher has a key role to play in this by modelling high quality reflective behaviours in improving their classroom practice.

4.5 Expertise

'Novices need to use thinking skills. Experts use knowledge'
Sweller et al

The teacher is the expert professional in any classroom and takes ultimate responsibility for the learning that takes place. Teachers have their key role is in progressing pupils along the continuum from novice to expert learners.

Strand principles

1. Subject expertise

This not just about the subject knowledge that the teacher possesses rather how they blend this with a deep understanding of how pupils learn their subject. Highly effective teachers use pupil misconceptions as valuable learning experiences and are able to adapt and tailor explanations in light of such misconceptions.

2. Curriculum expertise

It is very important that pupils see the big picture of the curriculum and how topics and concepts fit together. This will allow them to appreciate interconnections, similarities and differences between topics and aid the transfer to long term memory.

3. Assessment expertise

Teachers need to have a deep understanding of how their subject is assessed and need to make that meaningful and accessible to pupils. Evidence suggests that the use of exemplars to show pupils explicitly what great work looks like is a powerful way of doing this.

5. The SWAT Teaching and Learning Grid

This grid exemplifies what effective and highly effective teaching and learning looks like. The key principles are:

- No Ofsted judgmental language
- A clear and transparent link between the learning of the pupils and what the teacher does to bring about that
- No definition of what less than effective teaching and learning looks like; by definition if any key features of effective teaching and learning are not evident then this becomes an area for development

It is to be used as a development tool across SWAT schools and will be used to evaluate teaching and learning as part of the school to school review process.

6. Further Reading

'My 5 Favourite On-the-Spot Behaviour Strategies To Use', Bill Rogers

<http://www.evidencebasedteaching.org.au/bill-rogers-behaviour-management/>

'What Everyone Needs to Know About High-Performance, Teacher Student Relationships', The Australian Society for Evidence Based Teaching

<http://www.evidencebasedteaching.org.au/crash-course-evidence-based-teaching/teacher-student-relationships/>

'Fully Guided Instruction Works best', Oliver Caviglioli

<https://teachinghow2s.com/blog/fully-guided-instruction-works-best>

'The 9 things every teacher should know', TES Article by Dylan William

<https://www.tes.com/us/news/breaking-views/9-things-every-teacher-should-know>

'6 Strategies for Effective Learning', The Learning Scientists

<http://www.learningscientists.org/downloadable-materials>

'What makes great teaching', Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major

<https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf>

'Principles of effective instruction', Barak Rosenshine

<https://docs.google.com/viewer?a=v&pid=sites&srcid=Z3JlZW52aWxsZXNjaG9vbHMudXN8a2FtYnJvc2V8Z3g6MWQzZWRkOTY2MjcxNWRIYQ>

'The Science of Learning', Deans For Impact

http://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

'Visual summaries of Cognitive Load Theory', Oliver Caviglioli

<https://teachinghow2s.com/blog/cognitive-load-theory>

'Memorable Teaching', Pep McCrea

<https://www.amazon.co.uk/Memorable-Teaching-Leveraging-learning-classroom/dp/1532707797>