Sutherland House School Teaching and Learning Policy

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Policy ratified by:	Robbie Jones	May 2025
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Document control
Title: Teaching and Learning Policy
Applicable to: All School Staff, Parents and students
Ratified by: Robbie Jones

Contents

Contents

1. Objectives

1. Consistency of quality of teaching and learning across classrooms
2. Accessible learning for all students
3. Simplicity of policy, to enable effective implementation
4. Efficacy of teaching policy, to enable strong outcomes
5. Flexible policy to accommodate varying needs and cohorts

2. What We Need

- Evidence-based teaching practice
- Metacognitive teaching
- Well-informed teachers

3. Research/Reading/Ideas

- Rosenshine's Principles of Instruction
- Metacognition and self-regulated learning: guidance report and summary of recommendations – Education Endowment Foundation
- Thinking Moves
- Cognitive load theory/Optimising intrinsic load
- Desirable Difficulty – Bjork

*See appendix 1 for further information

4. A Well-Defined, Metacognitively Informed Learning Cycle

- Planning and Preparation

  Teachers plan lessons using evidence-based practices and ensure resources are accessible.

  Incorporate metacognitive strategies, such as questioning and reflection.

Learning Cycle Stages:

1. **Revisiting Prior Knowledge**

Purpose: Activate students' existing knowledge and make connections to new learning.

- How to do it:
    - Start lessons with a quick review or quiz on previously covered material.
    - Use recall activities or mind maps to recall prior knowledge.
    - Discuss what students already know about the new topic.

2. **Building on Prior Knowledge**

Purpose: Introduce new concepts by connecting them to what students already know.

- How to do it:
    - Use analogies and examples that relate to prior knowledge.
    - Bridge gaps in understanding by explicitly linking old and new information.
    - Encourage students to ask questions and make predictions.

3. **Modelling Application of New Knowledge (I do)**

Purpose: Demonstrate how to apply new knowledge or skills.

- How to do it:
    - Perform a live demonstration or use a step-by-step guide.
    - Think aloud while solving a problem to show your thought process.
    - Use visual aids like diagrams, charts, or videos.

4. **Guiding Application of New Knowledge (We do)**

Purpose: Support students as they practice new skills with guidance.

- How to do it:
    - Work through problems or tasks together.
    - Provide immediate feedback and corrective guidance.
    - Use pair or group work to facilitate collaborative learning.

5. **Independent Application of New Knowledge (You do)**

Purpose: Allow students to apply new skills independently to solidify learning.

- How to do it:
    - Assign individual tasks, projects, or problems to solve.
    - Encourage self-assessment and reflection on their work.
    - Provide opportunities for students to present or share their work.

6. **Evaluation of New Learning**

Purpose: Assess student understanding and progress.

- How to do it:
    - Use formative assessments like quizzes, tests, or observation checklists.
    - Collect student work samples for review.
    - Hold one-on-one or small group conferences to discuss learning outcomes.

5. Teaching Tools

Non-Transient Information

These tools help retain information for longer periods:

- PPTs Printed: Print PowerPoint slides to provide students with reference materials they can review outside of class.

Reduce Cognitive Load / Minimise Extraneous Load

These strategies make learning easier by focusing on essential information:

- Chunking: Break down information into smaller, manageable units.
- Dual Coding: Use visuals alongside text to aid understanding.

Graphic Organisers

These visual aids help structure information:

- Mind Maps: Show relationships between concepts.
- Venn Diagrams: Compare and contrast different ideas.

Evaluations

Assessments that provide feedback:

- Formative Assessments: Quizzes and short tests to gauge ongoing understanding.
- Summative Assessments: End-of-term exams to evaluate comprehensive knowledge.

Low Stakes Testing / Practice Testing

Frequent, less stressful tests:

- Weekly Quizzes: Short quizzes that cover recent material.
- Exit Tickets: Quick questions at the end of a lesson to assess understanding.

Spaced Retrieval / Distributed Practice

Revisiting information over time to improve retention:

- Review Schedules: Plan review sessions weeks apart.
- Flashcards: Use spaced repetition systems like Anki.

Interleaved Practice

Mixing different topics or skills in a single study session.

- Mixed Topic Worksheets: Incorporate various subjects in one worksheet.
- Rotating Subjects: Change the subject focus within a single study session.

Rubrics

Clear criteria for grading assignments.

- Assignment Grading Rubric: Outline expectations for different performance levels.

Concept Cartoons

Cartoon-style illustrations to explore concepts.

- Science Cartoons: Illustrate a scientific concept with characters debating it.

Modelling

Demonstrating a skill or concept.

- Live Demonstrations: Show students how to solve a problem step-by-step.

Fading

Gradually removing support as students become more competent.

- Scaffolded Assignments: Start with guided practice, then move to independent work.

Teacher 'Thinking Out Loud'

Verbalising thought processes to model cognitive strategies.

- Problem Solving: Talk through the steps you take to solve a math problem.

Worked Examples / WAGOLLs / WABOLLs

Examples of what a good (or bad) piece of work looks like.

- Annotated Essays: Show an example essay with notes on what makes it strong or weak.

Socratic Questioning / Elaborative Interrogation

Encouraging deep thinking through questioning.

- Socratic Seminars: Facilitate discussions with probing questions.
- Why Questions: Ask students to explain why something is true or how they know it.

TEACCH Systems

Structured teaching approach for students with autism.

- Work Systems: Structured tasks that students can complete independently.

Knowledge Organisers

Summarise essential knowledge in a single reference sheet.

- Subject Summaries: Key facts, dates, and concepts for each subject.

Start/Finish Trays

Organise workflow in the classroom.

- Task Trays: Place assignments to be started in one tray, completed work in another.

Talking Heads

Videos or animations where characters explain concepts.

- Educational Videos: Use platforms like BrainPOP or create your own.

Summarisation / Self-Explanation

Encouraging students to summarise or explain what they've learned.

- Lesson Summaries: Have students write a summary at the end of each lesson.
- Think-Pair-Share: Students explain concepts to a partner, then discuss.

6. Appendix 1: Research/Reading/Ideas Examples

Rosenshine's Principles of Instruction

Rosenshine's Principles of Instruction are a set of ten principles designed to improve teaching and learning. These principles are based on research in cognitive science and classroom studies. They include:

1. **Daily Review**: Begin lessons with a review of previous learning.
2. **New Material in Small Steps**: Introduce new material in manageable chunks.
3. **Ask Questions**: Frequently ask questions to check for understanding.
4. **Provide Models**: Use worked examples and modeling.
5. **Guided Practice**: Engage students in guided practice.
6. **Checks for Understanding**: Continuously check for student understanding.
7. **Obtain High Success Rate**: Aim for high success rates during practice.
8. **Scaffold Instruction**: Provide temporary supports and gradually remove them.
9. **Independent Practice**: Allow time for independent practice.
10. **Weekly and Monthly Review**: Regularly review material to strengthen retention.

Metacognition and Self-Regulated Learning: Guidance Report by EEF

The Education Endowment Foundation (EEF) has published a guidance report on metacognition and self-regulated learning. The key recommendations include:

1. **Explicitly Teach Metacognitive Strategies**: Teach students to plan, monitor, and evaluate their learning.
2. **Model Your Own Thinking**: Show students how you approach tasks and solve problems.
3. **Set an Appropriate Level of Challenge**: Tasks should be challenging but achievable.
4. **Promote and Develop Metacognitive Talk**: Encourage students to discuss their thinking.
5. **Explicitly Teach Students to Organise and Manage Their Learning Independently**: Develop students' skills in organizing and managing their learning.
6. **Provide Opportunities to Develop Self-Regulation**: Create opportunities for students to practice self-regulation.

Thinking Moves

Thinking Moves are strategies used to develop critical thinking skills. They often involve:

- **Questioning**: Encouraging students to ask and answer questions.
- **Connecting**: Making connections between new and existing knowledge.
- **Evaluating**: Assessing the validity of information.
- **Reasoning**: Using evidence to support conclusions.
- **Reflecting**: Thinking about the learning process itself.

Cognitive Load Theory/Optimising Intrinsic Load

Cognitive Load Theory (CLT) focuses on the amount of mental effort required to learn new information. Key concepts include:

- **Intrinsic Load**: The inherent difficulty of the material.
- **Extraneous Load**: The way the material is presented, which can either help or hinder learning.
- **Germane Load**: Mental effort devoted to processing, constructing, and automating schemas.

Optimising Intrinsic Load:

- **Simplify Complex Information**: Break down complex information into smaller, more manageable parts.
- **Use Worked Examples**: Provide step-by-step demonstrations.
- **Scaffold Learning**: Gradually remove support as students become more proficient.

Desirable Difficulty – Bjork

The concept of Desirable Difficulty, proposed by Robert Bjork, suggests that learning is more effective when it is challenging. Strategies include:

- **Spacing**: Spacing out learning sessions over time.
- **Interleaving**: Mixing different topics or subjects during study sessions.
- **Testing**: Using frequent low-stakes quizzes to reinforce learning.
- **Varied Practice**: Practicing skills in varied contexts

7. Appendix 2: Setting Cover Work

Procedures

1. **Notification**: Absent teachers must notify the class coordinator as soon as possible about their absence.
2. **Work Submission**: Cover work should be emailed/printed and given to the class coordinator as far in advance as possible.

3. **Review**: Where possible, feedback and reviewing of the cover work and completion of the work should be done following the lesson.

Guidelines for Cover Work

- Cover work should align with the current curriculum and be appropriate for the students' abilities.
- It should include clear instructions and expected outcomes.
- Where possible, incorporate activities that promote independent learning.

7. Appendix 3: Speech and Language Visuals

Thinking and talking about what we already know, this might be from last lesson, last week or longer ago.

Previous learning.

Thinking about what we have done before

Sharing what we know or remember with the teacher

Listening to the teacher and other students

This is when we are learning, it may be something new or learning more about something. The teacher will talk to us and show us what to do.

Looking at what the teacher is talking about

Listening to the teacher

Answering a question

Asking a question

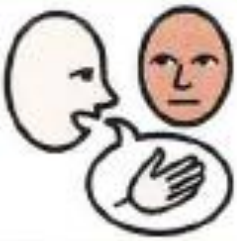
Having a go with the teacher to help if needed

This is when we show what we know or have learnt today

Practicing something new

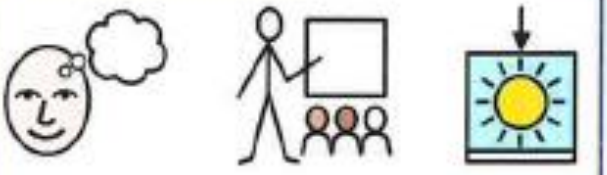
Using what I already know

Having a go at it on my own



I can ask for help if I need it

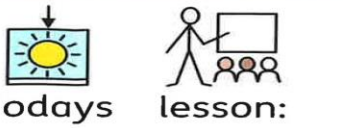
This is when we all think about what we have learnt and done today.



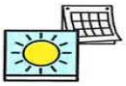
Thinking about what we have done today

Sharing what we have learnt or done with the teacher

Listening to the teacher and other students



Todays lesson:



Date:

Thinking about previous learning we have done

The teacher will talk to us and show us what to do

Showing what we have learnt today

Thinking about what we have done today