Teaching Policy

Responsibility for review: Vice Principal (Instruction)

Date of last review: December 2021

Principles

At Dixons Trinity Chapeltown, we build a partnership between parents / carers, students and teachers that puts *learning first*.

Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximise learning. They are great seekers and users of feedback. The big idea at Dixons Trinity Chapeltown is that evidence about learning is used to adjust instruction to better meet student needs – in other words, teaching is *adaptive* to the learner's needs.

Our teaching is driven by our values. The protocols, routines and development of good learning habits are embedded across our academy and this policy assumes that all teachers will remain consistent in the way they are applied in the classroom. The Warm Welcome is an important part of the teaching and sets the tone for the learning that follows. It should always be upbeat and enthusiastic, setting the scene at the start of each lesson. Teachers should make full use of our systems to ensure that students who consistently display excellent learning habits are recognised.

It is expected that all lessons at Dixons Trinity Chapeltown will consistently follow our routines and lesson protocols. The values of hard work, trust and fairness underpin achievement for all students at Dixons Trinity Chapeltown and these values are evident in all classrooms. It is a focus of these values that should form the basis for any discussion with students who fail to display good learning habits and who, as a result, are not reaching their potential.

Aims

- To establish a strong culture of learning through an agreed set of practices and a shared language.

- To develop teacher autonomy through providing a framework upon which lessons are planned in order to maximise progress.

- To provide common criteria against which great teaching and learning practice can be celebrated and developed, and where practice falls short, intervention is implemented to challenge and improve performance.

- To ensure a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.

- To help spread and share all great teaching and learning practice.

Practice

Core features of learning

We firmly believe that assessment is the bridge between teaching and learning. Therefore, every lesson at Dixons Trinity Chapeltown will show evidence of the following essential **core** features:

Intelligent sequencing

Heads of Department (HoDs) and class teachers ensure that long-term plans are intelligently sequenced to ensure students develop both their long-term and working memory. In lessons, class teachers structure activities into a sequence which supports students with their learning.

Opportunities to interleave and space out topics serves to interrupt the forgetting of key knowledge and ensures that students recall and retrieve information from past lessons. Low-stakes Do Now quizzes are a very effective way of making sure students are revisiting older learning.

Highly tailored learning activities

HoDs and class teachers create long term plans for each year group which then form the basis of schemes of work *(see Appendix 2)*. Schemes of work (SoW) should challenge students across the ability range; we believe that learning content should be difficult. SoW should be detailed with a variety of activities covering the needs of all classes. Each SoW should ensure learning intentions are sequenced in an order which helps students build and retain key knowledge and skills- opportunities for interleaving and quizzing should be identified throughout the scheme. Each SoW should signal opportunities for assessment to enable students to engage in deliberate practice – verbal and written feedback (successes and next steps) from each assessment point should be given followed by DIRT. It is vital to give students the opportunity to rehearse and refine skills that will lead to examination success. Classroom teachers should respond to assessment data to tailor individual lessons to meet the needs of individual students, especially those who are at the risk of underachieving. Key vulnerable groups will be identified and supported, including disadvantaged and SEND students. In lessons, teachers should support and challenge students through sharply focused and timely interventions, matching needs accurately.

Effective formative assessment *(see Appendix 1)*

Teachers systematically and effectively check students' understanding throughout lessons anticipating where they may need to intervene. This begins with the retrieval and application of key knowledge during the Review Now at the start of every lesson. Teachers seek to gather information about student mastery through the use of questioning and observation. The key academy strategies are:

- random and targeting questioning (using cold call and prisms in line with our no hands up policy)

- use of whole class response as much as possible

- close monitoring of student performance

- activities to follow up verbal and written feedback to activate students to begin to master their next steps

Lesson planning

The purpose of lesson planning at Dixons Trinity Chapeltown is to tailor the scheme of work to the specific abilities and needs of classes and students. All schemes of work are structured around the three core features of learning outlined above. At Dixons Trinity Chapeltown, intervention and prevention documents serve as our lesson planning (*see Appendix 3*).

Appendix 1

Formative Assessment

(Extracts taken from the SSAT 'Embedding formative assessment' professional development pack)

An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Types of formative assessment

- Long-cycle
    - o Span: across units, terms
    - o Length: four weeks to one year

- Medium-cycle
    - o Span: within and between teaching units
    - o Length: one to four weeks

- Short-cycle
    - o Span: within and between lessons
    - o Length:
    - o Day-by-day: 24 to 48 hours
    - o Minute-by-minute: 5 seconds to 2 hours

The really big effect sizes that we find in the research literature happen when you do the minute-by-minute and day-by-day formative assessment. If you let the students leave the classroom before you have used the evidence about their achievement to make a difference to your teaching, then you are already playing catch up. If you haven't made an adjustment by the next time they reappear in your classroom it is probably too late. You do not need to be able to write or do good formative assessment; it is about the minute-by-minute and day-by-day adjustment of your teaching.

Unpacking formative assessment

- Key processes
    - o Establishing where the learners are in their learning
    - o Establishing where they are going
    - o Working out how to get there
- Participants
    - o Teachers
    - o Peers
    - o Learners

Aspects of formative assessment

	Where the learning is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions.	Engineering effective discussions, tasks and activities that elicit evidence of learning.	Providing feedback that moves learners forward.
Peer	Understanding and share learning intentions.	Activating students as learning resources for one another.	
Learner	Understand learning intentions.	Activating students as owners of their own learning.	

Now those probably seem slightly familiar or connected to what you know about. The point is that these are much broader notions than people typically talk about. People typically talk about questioning, feedback, self-assessment and peer assessment. Self-assessment is important but it is only part of activating students as owners of their own learning. There are other important things like meta-cognition, thinking about thinking and about managing your emotional responses. Learning is hard and the resilience that the

best students acquire in the face of failure is an important part of becoming an effective learner. Activating students as learning resources for one another goes way beyond peer-assessment, it is also peer tutoring and collaboration – students supporting each other as learners. Providing feedback that moves others forward, that is really important. Most feedback even in the best schools, even when teachers write comments rather than give scores and grades is a actually the view through the rear view mirror rather than through the windscreen. It focuses on what was wrong with the last assignment. But they are never going to do that assignment again. The best feedback takes out of the last assignment what the students need to feed into their next assignment. It is very hard to do but it is the stuff that makes a difference.

Five key strategies

- Clarifying, understanding, and sharing learning intentions
  - Curriculum philosophy
- Engineering effective classroom discussions, task and activities that elicit evidence of learning
  - Classroom discourse, interactive whole-class teaching
- Providing feedback that moves learners forward
  - Feedback
- Activating students as learning resources for one another
  - Collaborative learning, reciprocal teaching, peer-assessment
- Activating students as owners of their own learning
  - Metacognition, motivation, interest, attribution, self-assessment

One big idea

Use evidence about learning to adapt teaching and learning to meet students' needs.

Keeping learning on track

To explain this, we use the analogy of a plane journey: If you were flying from Glasgow to London you would hope that pilots do not navigate the way that most teachers assess. If they did, they would have said 'Right, Glasgow; due south, flying time of approximately fifty-five minutes.' After fifty-five minutes he would actually set down at the nearest airport and say, 'Is this Heathrow?' And the person on the ground says, 'No, it is Gatwick.' And the pilot says, 'Sorry, you have got to get off because I've got another job to go on to.' This is what we do as teachers isn't it? We teach students topics and at the end we test them and if they have done well we say 'well done'. If they have not done so well we say, 'do not worry, we'll do it again next term'. So rather than doing that at the end of learning it makes sense to do what a pilot would do i.e. – Plan a course but then take readings as you go and change course as conditions dictate. This is not rocket science. But it is about those small cycles. It is about how often you should do formative assessment? Not more often than once every minute. It is that very sharp, short cycle: Am I on target? Do the students get it? Shall I move on now?

Assessment: the bridge between teaching and learning

To say that learning is more important than teaching is a bit like saying that traveling is more important driving. Traveling is the goal, and driving is a way to achieve that goal. And in the same way that drivers achieve their goal (traveling) by driving, teachers achieve their goal (student learning) by teaching.

Every action that a teacher takes, provided it is intended to result in student learning, is teaching, but the teacher cannot do the learning for the learner; teaching is all the teacher can do. The trap is thinking that this is the end point rather than means to an end.

At one extreme, there are teachers who try to do the learning for the learners, epitomized by the old joke that schools are places where children go to watch teachers work. At the other extreme are the teachers who use the F-word – facilitate. "I don't teach," they say. "I just facilitate learning." Presumably, the teachers are just hanging around, hoping that some learning will occur.

Teaching is difficult because neither of these extremes is acceptable. When the pressure is on, most of us behave as if lecturing works, but deep down, we know it's ineffective. But leaving the students to discover everything for themselves is equally inappropriate. For this reason, I describe teaching as the engineering of effective learning environment. And sometimes, a teacher does his/her best teaching before the students arrive in the classroom.

Many teachers have had the experience of creating an effective group discussion task in which the students engage completely in a really tricky challenge that they must resolve. The only problem is there is nothing for the teacher to do. He/she feels a little bored and a tad guilty that he is not doing anything, so he/she disrupts a group's work. This is one version of what I call the teaching-learning trap: I'm not doing anything; therefore, the students can't be learning anything.

The other version of the trap: I am working hard, so the students must be learning something. The teacher's job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.

Appendix 2

SoW example – French Year 9 (unit overview)

DIXONS TRINITY CHAPELTOWN

FRENCH

Y9 Scheme of Work

Topic / Unit	*Cycle 1a – Me, my family and my friends*
Overview	*In this Unit, students will build upon their foundational knowledge of personal descriptions, family and pets (which they learnt and relearnt throughout the course of Years 7 and 8). They will begin by learning how to describe the people in the lives in more detail, mastering a variety of adjectives of character. They will use this new knowledge to describe a photo in far more detail than previously. They will then start to discuss familial relationships before discussing the different types of family units and their opinions on that. They will use the comparative for the first time in order to compare the people in their lives. Rather than simply explaining what their family looks like or describing how many members are in the family unit (as previously) students will be expected to express themselves, through writing and speaking, in far more detail, in a much more natural way.*
Context	*So far in their French studies, students have gained a comprehensive yet broad understanding of how to communicate for a variety of different purposes, using different lexical fields. Students have gained an implicit understanding of the present, imperfect and conditional tenses in the first and third person through the lexicogrammar approach (see: WTD French at DTC) but will now begin to extrapolate that knowledge to complete entire verb paradigms. There is a marked shift from implicit teaching and acquisition of grammar to explicit teaching of it.*

SMSC + British Values		Democracy	✓	Cultural development – understand, accept, respect and celebrate cultural diversity
		The rule of law	✓	Spiritual development – explore beliefs, feelings, values and being creative
	✓	Individual liberty	✓	Social development – use social skills, appreciate diverse viewpoints, resolve conflict
	✓	Tolerance for the beliefs and values of others	✓	Moral development – recognise right and wrong, respect the law

In this unit, students will consider and write about the issues surrounding things such as divorce, single parent families and same sex parents. They will delve deeper into discussions around why such things elicit different opinions from people and, namely, the impact of societal values and religion on views of marriage.

Assessment

AO1 Listening: Understand and respond to different types of spoken language:

Students are able to listen, understand and respond to questions about their relationships with family and friends for a variety of different purposes.

AO2 Speaking: Communicate and interact in speech:

Students are able to talk accurately about their relationships with family and friends using a range of language including but not limited to three time frames and multiple justified opinions.

AO3 Reading: Understand and respond to different types of written language:

Students are able to read, understand and respond to questions about their relationships with family and friends for a variety of different purposes.

AO4 Writing: Communicate in writing.

Students are able to write about their relationships with family and friends using a range of language including but not limited to three time frames and multiple justified opinions.

SoW example – French Year 9 (lesson overview)

Lesson 1	Lesson Title – Parle-moi de ta famille
	Learning Intention: Students will be able to describe family members using positive and negative justified opinions and the subjunctive mood

Do Now, Review Now, Topic Rewind

Do Now: knowledge retrieval: (Knowledge Organiser: spine verbs

First, track for gaps in the vocabulary recall. Make a note of struggling students and the most common gaps. Them, ensure that they are closed through MWB quizzing. Ideally, you should only focus on one or two words to manage pace. For example, if students forgot the word "trousse", quiz them on their MWBs at sentence level, translating from both languages until they've mastered it. Alternatively, you could deploy rapid-fire Cold Call to ensure gaps are closed.

Verb Gym and Comprehension Questions: habiter (present, imperfect)

Topic Rewind: Les vacances, Students must read a text and answer the questions in English.

For this question, students are likely to struggle with question 3 (when do they prefer to go cycling?) as they miss 'quand il fait beau' out when analysing the text. This is likely due to the fact that weather is less-frequently seen at this stage. If this is the case, ensure you tell students the meaning of the word and then follow up with additional traslations e.g. "quand il fait beau, je fais de la natation" on MWB.

Main Content

1. Students must look at the family tree. Tell them that they are Luc, getting them to point at him with their pen. Before completing the task, Cold Call them to ensure understanding of how a family tree works. This may be done in English e.g. "If you are Luc, who is your cousin/dad/mum/step-dad?" Following this, ensure you model how to answer the questions in full TL sentences (you can either teach question inversion or direct them to use 'il est / elle est'. Once you are confident they can do this, direct them to complete the task. **Self-assessment to take place afterwards.**
2. Students must look at a list of adjectives and ategorise them as positive or negative. **This is straightforward but ensure that students are made fully aware of the meanings of non-cognates e.g. casse-pieds** before following up this activity with quick-fire translations using those non-cognates e.g. 'Mon cousin est casse-pieds' or 'Ma soeur est égoise".
3. Students must look at a model answer and translate it. Green pen work to tick every single word, closely changing any error. Direct students to celebrate the use of the subjunctive, negative construction and good use of connectives.
4. Model how to answer the question 'décris ton cousin' by writing your answer live under a visualizer. Students must make a plan on their MWB. **Make sure you are Cold Calling the entire time so that students are not passive e.g. "what linguistic feature have I used here? Why is that successful? What might you include in your answer that is similar to this?"**
5. Students work to answer the two descriptive questions. They may use their booklet and knowledge organizer at this stage. **Follow up with post-practice messy marking, making sure to check in on students' ability to use: adjectival agreement, subjunctive, essay phrases, a range of new adjectives.**

Resources:

PPT Parle-moi de ta famille

Marking opportunity: N/A

Literacy opportunities:

When checking and changing a translation, it is important to always direct students to circle and check punctuation (accents, circumflexes, apostrophes, hyphenation), circle and check capital letters and accuracy of any conjugations.

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SoW example – French Year 7 (retrieval practice)

C2 Weeks 1 to 4		C2 Weeks 5 to 8		C1 Weeks 9 to 13	
Question	Answer	Question	Answer	Question	Answer
1. What are the feminine words for 'a' and 'the'?	Une ou la	1. How do you say 'I have a small brown dog' in French?	J'ai un petit chien marron / brun	1. Comment dit-on 'il est amusant et sympa' en anglais ?	He is funny and kind
2. What are the masculin words for 'a' and 'the' ?	Un ou le	2. How do you say 'August' in French?	août	2. Quel âge as-tu ?	J'ai onze / douze ans
3. Where do you usually place the adjective in French?	After the noun	3. How do you say 'school uniform' in French?	Uniforme scolaire	3. How do you say 'he is fifty years old'?	Il a cinquante ans
4. How do you say 'the cat' in French?	Le chat	4. Is 'fish' masculine or feminine?	Masculine	4. What does 'qu'est-ce qu'il y a dans ta maison' mean?	What is there in your house?
5. How do you say "I would have a big dog" in French?	J'aurais un grand chien	5. How do you say 'Monday, Tuesday, Wednesday' in French?	Lundi, mardi, mercredi.	5. Quelles sont les prépositions ?	Sur, dans, en face de
6. How do you say 'I have three dogs' in French?	J'ai trois chiens	6. How do you say 'I have to go' in French?	Il faut que je parte / Il faut que j'aille	6. How do you say 'my father is' or 'my mother is'?	Mon père est… Ma mère est…
7. How do you say my cousin if your cousin is a boy?	Mon cousin	7. How do you say 'it's rare that I go out' in French?	Il est rare que je sorte	7. How do you say 'in my town, there is'?	Dans ma ville, il y a…
8. How do you say 'Christmas' in French?	Le Noel	8. How do you say 'I would do' in French?	Je ferais…	8. C'est quoi le passé compose ou 'perfect tense'?	A past tense which describes a finished action
9. How do you say 'my birthday is the 6th of December' in French?	Mon anniversaire c'est le six de décembre	9. How do you say 'I have to do' in French?	Il faut que je fasse	9. C'est quoi l'imparfait ou 'the imperfect tense' ?	A past tense which describes habit or ongoing action
10. How do you say 'in the photo, there is a mother and a father' in French?	Sur la photo il y a une mère et un père	10. How do you say 'winter' in French?	Hiver	10. Comment dit-on 'although he is' et 'although she is' ?	Bien qu'il soit Bien qu'elle soit

SoW example French – Year 7 (Knowledge Organiser homework)

Week	Section	Extended homework questions
1	Learn and revise 'weather' and 'seasons'	Week 1 : Écris une réponse aux questions suivantes : Est-ce que tu as des animaux ? Quels animaux voudrais-tu ? Week 2 : Écris trois questions à poser au prof.
2	Learn and revise 'music' and 'common reflexive verbs'	Week 3 : Écris une réponse aux questions suivantes : Quelle est ta fête préférée ? Pourquoi ? Week 4 : Écris une réponse à la question suivante : Ton anniversaire, c'est quand ?
3	Learn and revise 'sports (1)' and 'intensifiers'	
4	Learn and revise 'leisure activities'	
5	Learn and revise 'sports (2)'	Week 5 : Écris une réponse aux questions suivantes : Quel est ton uniforme scolaire idéal ? Pourquoi ? Week 6 : Écris une réponse à la question suivante : C'est quoi la météo aujourd'hui ? Week 7 : Écris une réponse aux questions suivantes : Quelle est ta saison préférée ? Pourquoi ? Week 8 : Écris une réponse à la question suivante : Quels sports fais-tu ? Week 9 : Écris une réponse à la question suivante : Qui est Astérix ?
6	Learn and revise 'useful adjectives: free time activities'	
7	Learn and revise 'verb tenses' and 'the week'	
8	Learn and revise 'activities verbs (1)'	
9	Learn and revise 'activities verbs (2)'	
10	Learn and revise 'prepositions'	Week 10 : Écris une réponse à la question suivante Qu'est-ce que tu fais le weekend ? Week 11 : Écris une réponse à la question suivante : Qu'est-ce qu'il y a à Leeds ? Week 12 : Écris une réponse aux questions suivantes : Décris trois membres de ta famille. Week 13 : Prépare une présentation au sujet de ta fête préférée.
11	Learn and revise 'giving opinions'	
12	Learn and revise 'essay phrases'	
13	Learn and revise 'leisure activities'	

SoW example French – Year 7 (morning meeting brain dump)

Week	Topic / Unit	Prompts
1	Ta famille	Name, Age, Location, Future, Subjunctive, Colour-coded example
2	Ta famille	Name, Age, Location, Future, Subjunctive, Colour-coded example
3	Ou tu habites	Past, Reasons, Opinions, Future, Colour-coded example
4	Ou tu habites	Past, Reasons, Opinions, Future, Colour-coded example
5	Ta maison	Descriptions, Rooms, Opinions, Future, Reasons, Colour-coded example
6	Ta maison	Descriptions, Rooms, Opinions, Future, Reasons, Colour-coded example
7	Tes animaux	Past, Reasons, Opinions, Future, Subjunctive, Colour-coded example
8	La Méteo	Past, Reasons, Opinions, Future, Subjunctive, Colour-coded example
9	La Météo	Past, Reasons, Opinions, Future, Subjunctive, Colour-coded example
10	Les sports	Past, Reasons, Opinions, Future, Subjunctive, Colour-coded example
11	Les sports	Past, Reasons, Opinions, Future, Subjunctive, Colour-coded example
12	En ville	Past, Reasons, Opinions, Future, Subjunctive, Colour-coded example
13	En ville	Past, Reasons, Opinions, Future, Subjunctive, Colour-coded example

Appendix 3

Intervention / prevention planning

DIXONS TRINITY CHAPELTOWN

| Subjects | Class | Teacher |

Intervention Prevention Planning

	Week 11	Week 12	Week 13	Week 1	Week 2
Lesson Plan					
Gap to be addressed					
Strategy					
Students					
Gap to be addressed					
Strategy					
Students					
Gap to be addressed					
Strategy					
Students					