

Section 1 - Planning and implementation of learning activities

Rationale

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids students in their quest to make progress over time.

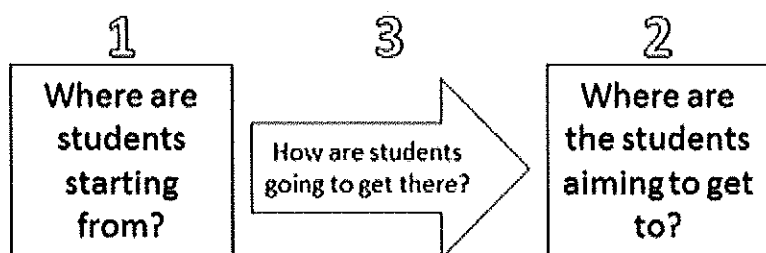
Schemes of Work

This template available (see appendix 8) is the preferred format at WCHS. However, medium and long term plans can be presented in a way that best suits the faculty to which they belong but it is expected that the scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes from level 2 qualifications, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their student;
- Include references to differentiated work to ensure all students are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop student aspiration;
- Identify relevant and challenging opportunities for home learning.

Lessons

When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that students move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focussed.



Teachers at Whitworth Community High School should strive to ensure that their planning allows for the following criteria to be met each lesson:

- **Use of assessment in planning** - Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level.

- **Use of teaching assistants** - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage students** - Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
- **Use of questioning** - Questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- **Assessment of learning during lessons** - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
- **Marking and feedback** - Marking should be frequent and regular, providing students with very clear guidance on how work can be improved. Students need to be engaged in the process.
- **home Learning** – Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.
- **Progress** – Ultimately, all students should make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.

The prompt sheet (appendix 1) and lesson plan (appendix 2) act as tools to remind teachers to strive to include all the criteria mentioned above.

Planning

It is acceptable for teachers at Whitworth Community High School to use a variety of methods to plan their teaching on a day-to-day basis whilst following the planning prompt sheet (appendix 1). These methods could include use of powerpoint, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan.

However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Whitworth Community High School to ensure the highest standards and therefore, outcomes for the students. Teachers are expected to use the agreed lesson plan (appendix 2) for observations along with a set of progress data for their class.

Monitoring

The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls;
- Faculty review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Mini observation – one or two per year (appendix 3);
- Full observation – one per year (appendix 3);
- Work scrutiny, 'marking marketplace' or 'book looks' – up to five per year (appendix 5 and 8);
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.
- Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible.

The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at partner schools
- External courses when necessary

Student and Parent Involvement

The views of students about lessons will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their child's school books, support them in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of student planner.