

# Teaching & Learning Policy and Practice

A Summary Document for  
Parents and Carers

*‘Teaching and Learning at its Best.’*

## Shoreham Academy

This document is a summary of the main guidance used by teachers and other staff. The aim is to provide parents and carers with a detailed snapshot of teaching and learning at Shoreham Academy.

## Teaching and Learning - summary

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- At Shoreham Academy, our aim is to provide an excellent education which unlocks amazing knowledge and experiences and brings out the best in all our students and prepares them for success in education and life. As teachers, it is our responsibility to ensure that learning in all lessons is exceptional and that every child, regardless of prior attainment or special educational need and disability, can achieve the highest possible progress.
- Teaching & learning at Shoreham Academy is underpinned by:
  - cognitive science and evidenced-informed practice helping our students to develop more powerful long-term memory.
  - The Rosenshine's Principles of Instruction providing our staff with a common and shared understanding of the characteristics of effective teaching.
  - Doug Lemov's 'Teach Like a Champion' also provides a common approach and language to support our staff with the practical implementation of The Rosenshine's Principles.
- All of this helps to promote a culture of excellence and facilitates a productive learning environment, where every minute of learning in lessons is maximised and where every student works hard, models excellent behaviour and always strives to do their best.

# Teaching and Learning – summary information shared with all students.

## Basic Presentation & Organisation - expectations for class/homework

### KS3/4

- Exercise books must be 'revision ready'– i.e. all points below, including the paragraph 'All'.
- **Lesson routines evident** – recording date & title and/or learning (i.e. that which best reflects the lesson learning and will provide a reminder of the learning for students when they use their books to work independently); underline all headings.
- **Diagrams** in pencil/colour with appropriate annotations including titles/labels.
- **Errors/mistakes** – crossed out with a single line and amendments evident. Neat corrections.
- **Worked examples** included– where appropriate.
- **Student assessments** accessible for students to reuse for revision (in exercise book or alternative folder).

### KS4/5 (i.e. where students use a folder)

Folders must include the following:

- Personal Learning Checklist for each unit/topic- KS5.
- Overall exam specification and assessment criteria.
- Contents page/glossary for each unit or topic evident or key words highlighted in text.
- Units/topics separated with dividers supporting organisation.

N.B. Support students with the organisation to make 'revision ready' folders. Share exemplary work/folders.

- KS5 students must bring folders/resources to each lesson.

### All

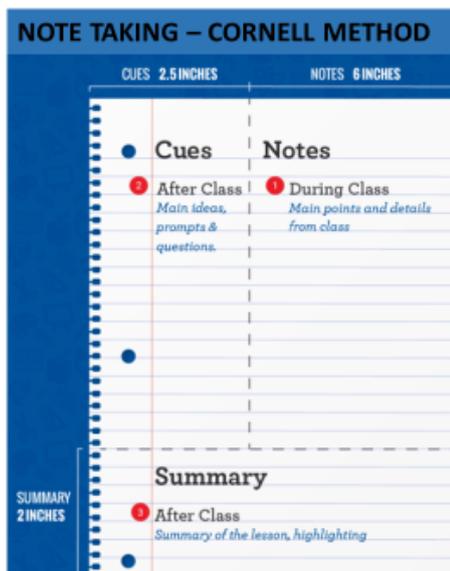
- **Handwriting** – challenge lazy handwriting.
- **Extended writing** - expect full sentences as much as possible practice through questioning as well.
- **Quality presentation** – poor quality to be repeated & monitored.
- **Class work completion** – incomplete then apply the Binary Policy and ensure that work goes on to be completed. MONITOR COMPLETION.
- **Homework completion** – incomplete then apply the Binary Policy, set a HW detention and ensure homework gets completed. MONITOR COMPLETION.

### Best practice to secure revision ready work:

- Model expectations for presentation/organisation.
- Have examples of work from other students that demonstrate 'top-marks'. Students can also mark to criteria or compare different qualities of answers.
- Include worked examples to support the 'WE' part of a lesson.
- Plan in time for corrections/amendments/reflection.
- Hole punch books to enable assessments & resources to be inserted along with appropriate work.
- Lesson by lesson monitor student work, targeting students where work is incomplete– check/correct using the 'green pen' and a yellow highlighter/j.e. live mark.

The diagram below shows how we support Y12 and Y13 students to record detailed notes in a lesson to record key information.

Note taking (emphasis on KS5) – we regularly ask students to make notes; but do students know how to? It is a tough & sophisticated skill & will need modelling & support. IDEAS BELOW. Expectation is that guidance, support & time is given in class to support students.



How To Take Study Notes: 5 Effective Note Taking Methods (oxfordlearning.com)

Adapted Idea – structuring the pages	
Key words/ subject specific vocabulary (Recorded throughout lesson)	Main points/notes:  Note:   Connection to previous lessons: (could be added at the end of lesson)
Questions still remaining: (Recorded throughout lesson)	Summary of lesson learning: (could be added at the end of lesson)

## Setting Homework - independent learning

HW/WEEK	Year 7	Year 8	Year 9
English	60 MIN	60 MIN	60 MIN
Maths	60 MIN	60 MIN	60 MIN
Science	30 MIN	45 MIN	45 MIN
HUMs*	45 MIN	30 MIN	30 MIN
MFL	30 MIN	30 MIN	30 MIN

\* Geography, History, RE– 3-week rotation.

**English homework**– 30MINs reading each week until 200 Sparks Reader Points achieved and 30MINs other

**Revision**– will be set as homework in advance of assessments; timeline to be advised

HW/PER WEEK	Year 10	Year 11
English	60 MIN	60 MIN
Maths	60 MIN	60 MIN
Science	60 MIN	60 MIN
Options	60 MIN	60 MIN

Revision and independent study is set in addition to homework.

Year 11 - 13 hours of study each week; this includes the homework set by teachers and independent study time.

Y10/11 Religion and Worldviews 60MINs every second week.

### Key Stage 5

- Homework should be set regularly each half term. The frequency will vary and will depend upon the nature of the homework set.
- As a point of guidance students should also be completing 4 hours of independent studies to support subject learning. This could be preparing revision materials – advise and guide.
- Marking – any significant homework that requires bespoke feedback should be marked and returned within 10 working days
- Homework should be challenging and substantial - e.g. research, project based, exam questions, developing extended writing skills, visiting a museum and presenting the findings.

We wish to ensure that students understand how to create the best homework to reflect their knowledge and understanding. We do this by ensuring that key information is available and explicit.

## Homework – ensuring quality work

- Will be set on Firefly.
- Supporting resources – we will consider if all students have the facility to print off resources if required for homework. We will print where appropriate.
- Homework will be to a high quality with clear instructions. Where work may include an element of research, students will be sign posted appropriately and advised as to how research notes should be recorded (model examples).
- Presentation expectations are the same for class work as for homework.
- If HW is research – we do not accept work that is simply copied and pasted from the internet. We are looking for understanding & learning. We will provide exemplars where possible and explain how the work connects to other lessons.
- Non completion of homework— we expect the student’s best effort. Completion is monitored and HW detention are set where work is incomplete.
- Revision homework – prior to exams/assessment revision tasks will be set on Firefly therefore keeping parents informed of expectations. Revision – will be specific and not simply signposted to Firefly resources. Students with the support of the class teacher will undertake in class MINDMAP so students understand core content to revise.
- Marking homework – approaches to marking homework will vary. Marking may include peer, self-marking, whole class marking, live marking in class OR marked external to the lesson. Marking with feedback will be timely to secure the required impact on student learning. Marking will be informative and learning focused.
- Marking at KS5 – the same principles apply. KS5 work will be comprehensive and detailed work with scheduled half termly ‘deep dives’ of their folders to secure quality work; with feedback. Significant pieces of homework will be returned within 10 working days.

**N.B. Students should be able to articulate how feedback has support their progress and will be provided with in class opportunities to make amendments and corrections where appropriate.**

Providing feedback to students is essential as well as ensuring that they then have opportunities to amend and improve work. Marking and feedback will take place in a variety of ways.

## Marking frequency.

The focus for marking and providing feedback is determined within the team and in accordance with Curriculum Plans. **Students should be able to articulate how marking and feedback has supported their progress.** The expectation is that:

### Homework:

- HW will be marked. This can be peer/self/electronic/teacher marking (yellow sticker/whole class feedback).
- Corrections – time allowed in class to make improvements.

### Classwork:

- Live marking and feedback will take place each lesson. Teacher may highlight using yellow highlighter or green pen or the student will record the feedback and make the amendments required to improve their work. .
- The student should respond to live marking using the red pen to make amendments and/or record the advice provided by the teacher.

### Assessments:

- Marked by teacher.
- Corrections – time allowed in class for students to make improvements.
- Model answers provided to exemplify quality answers.

### Student marking (Peer or self):

- To secure accurate marking students will be provided with assessment criteria/model answers. Teachers will record any peer or self-marked work to track progress.

Each subject will timeline when these activities take place.

Students tell us that they find live marking and feedback directly in class the most useful. We therefore ensure that we plan this opportunity within most lessons.

## Marking & Feedback – the value of ‘live marking’

### Why teachers will live mark during lessons?

- Students value immediate feedback beyond the targeted piece of work expected.
- This enables ongoing errors/misconceptions to be identified/challenged/corrected.
- This enables the teacher to monitor student progress regularly and teach aspects of lessons if required.
- This enables students with incomplete work to be supported/challenged.

### Best practice

- Teachers’ plan opportunities to enable them to live mark.
- Teachers’ plan opportunities to circulate the class and check for literacy, e.g. sentence structure, spelling, accurate use of vocabulary, target key subject specific vocabulary

Having chance to amend and improve work is essential to enabling them to progress. Again, time is factored into lessons to support this opportunity.

## Student Reflection – responding to marked work

### Why is this important?

....so that students have time to address misconceptions and amend their learning.

....so that students have time to amend work to ensure a revision ready work.

### Expectations

- Students must respond to feedback using a **RED pen**, e.g. setting targets, repeating work.
- Students must use a **RED pen** to amend/correct their work so that common errors/misconceptions can be identified and not repeated.
- **RED pens** are essential equipment.

### Best practice

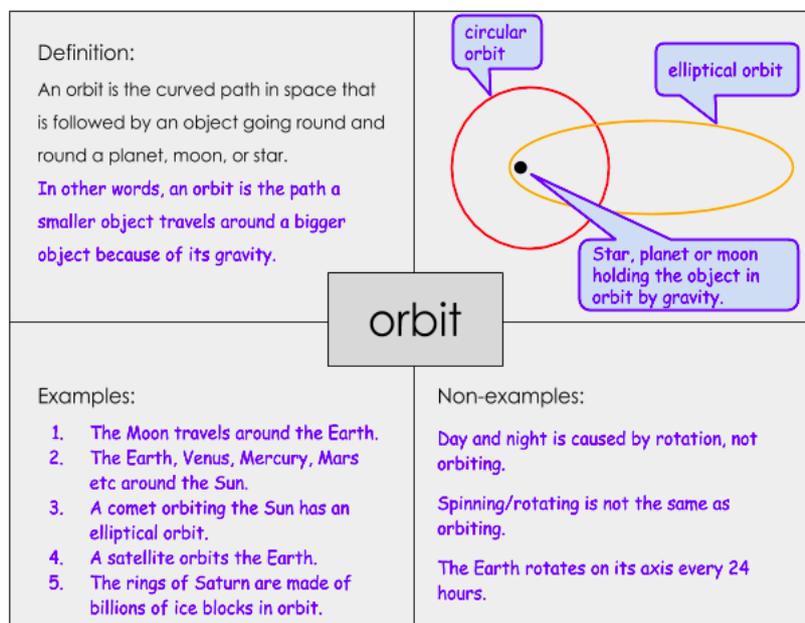
- Students should be able to respond to teacher comments or reflect upon learning as soon as possible.
- Teachers will plan **RED pen** opportunities
  - (a) Following feedback from externally marked piece of work.
  - (B) Following live feedback provided during lesson.
  - (C) Following discussion and feedback during whole class activity.
  - (D) Following activities where students have self/peer marked.
  - (E) Following completion of an assessment.

# The Importance of Literacy

## Literacy strategies

- Teachers are subject specialists and knowledgeable of the subject specialist key words.
- Teachers will encourage and challenge students to use the key words in answers (verbal/written).
- Students are expected to answer teacher questions in full sentences - this may include supportive prompting from the teacher.
- Teachers are confident in modelling and supporting writing - opportunities are accessed to support writing. Reading opportunities are also incorporated in lesson.
- Teacher will support students in developing understanding of key words using the Frayer model.
- All students are challenged irrespective of ability.
- Use of etymology to help students understand the meaning of words.

**Frayer Model – we use this framework when we introduce key specialist terms.** It is the go-to strategy to unpick specialist terms. Examples of the Frayer Model will be in student work.



**Etymology** – So, what is etymology? Etymology is the study of words, including how they got their meanings and how words develop throughout history. Understanding that words have root meanings is important, because it can allow us to expand and reinforce our vocabulary, by highlighting the smaller puzzle pieces that make our language. Etymology is also a useful way to teach children how to recognise patterns within words, working on useful problem-solving and memory-based skills that are important when learning a language.

Root Word	Language	Meaning	Modern Examples
<i>Bio</i>	Greek	Life	Biology, Biography
<i>Mir</i>	Latin	Amazement, wonder	Mirage, Miraculous

## Extended writing

Students will be supported in how to write with confidence.

# Memory

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Within lesson teachers will supporting students to develop a variety of strategies to support long term memory. Examples are below:

## Knowledge organisers

At Shoreham, students will access knowledge organisers in many subjects to support revision in many subjects.

Our Knowledge Organisers:

- Summarise and condense all the most vital, useful, powerful knowledge for a particular topic on a single A4 page.
- Make the schema of a topic as explicit and visible as possible.
- Make the expectation for what should be learned transparent to students, teachers, leaders, parents. This puts students (and their parents) in the driving seat and enables them to enhance their experience of the curriculum.
- Clarify the building blocks for learning or the foundational concepts that will pave the way for future learning.
- Are carefully designed so that they can be used as a self-quizzing tool.

## Self-Quizzing

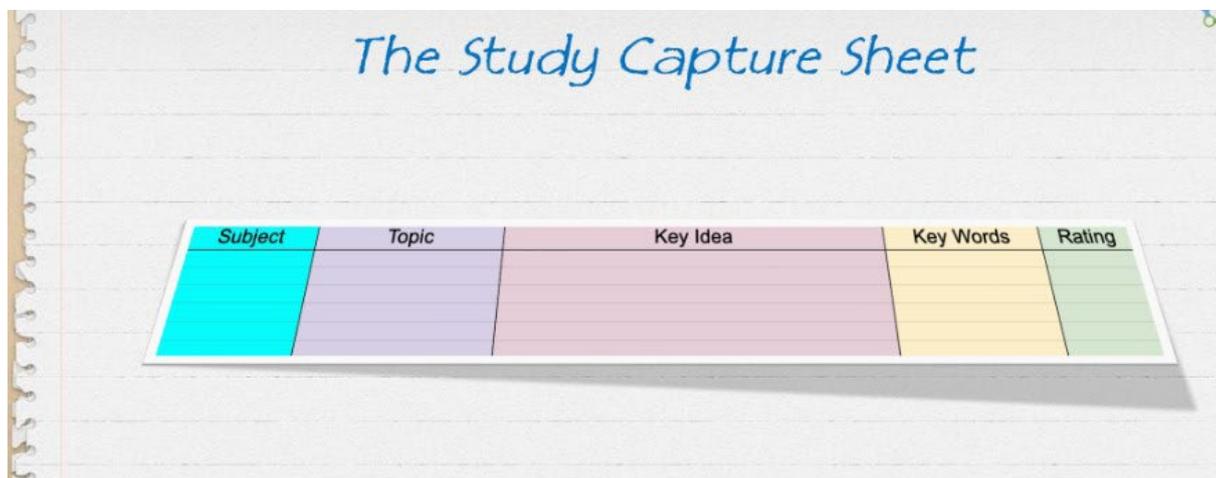
Self-quizzing is based on a concept called 'Retrieval Practice', which happens when learners recall and apply examples of previously learned knowledge or skills after a period of forgetting. This act of retrieving previously learnt information from long-term memory and placing it in short- term memory will help strengthen memory and reduce forgetting. This is why we have made retrieval practice an integral part of our homework policy and practice in lesson.

Students may use the following three self-quizzing strategies:

- Look/Cover/Write/Check.
- Turning the information from the knowledge organiser into a question or flash card.
- Creating a gap fill from the information in the knowledge organiser.

## Study Capture

Students are encouraged to reflect upon their daily learning using prompts. This will occur at the end of lessons as a 'Key take away', and can be used as a recommended 15-minute routine to recount a day's learning.



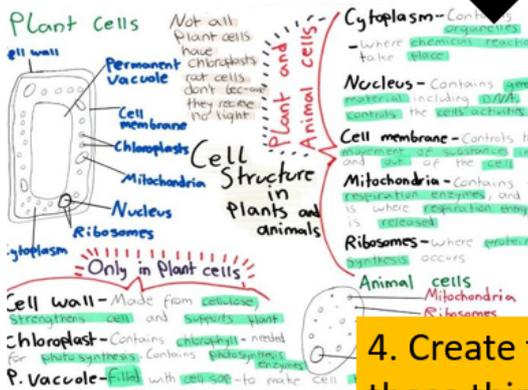
## Mind dumps

This is a great method to check what you know and to identify the gaps that need to be learned.

This is how we revise

1. Choose a topic

2. Write down everything you know from your head



3. Now get out your book and add in what you did NOT know in a different colour

5. Practice and retest a couple of weeks later

4. Create flash cards for all those things you could not remember or got wrong

Flash cards

## A Students' Commitment to Learning

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At the start of each half term, we start lessons discussing with students the importance of their role in their success at school. These are examples of core slides.

I want to be really proud of my achievements; so in all of my classes I will MAKE EVERY SECOND COUNT. I intend to have high expectations of myself so I will.....



From Ms Joyce

- Enter school & a classroom respectfully; being ready to learn straight away without being prompted.
- Be ready to learn & keen to learn even when working independently. I will give my full attention and work quietly during the 'do now' and 'review now' activity.
- Have the correct equipment to complete learning.
- Participate fully by attempting questions asked of me - not opting out if questions are tough. I will think hard about questions to extend my knowledge and not being worried to ask if I am unsure.
- Use standard English and answer questions in full sentences, verbally and in my writing; this will provide ongoing exam practice.
- Not be put off by being challenged, knowing this will extend my learning.
- Strive to reach beyond an 'extension' activity – not accepting second/third/fourth best in effort.
- Listen carefully so that I know what is expected during the lesson in terms of amount of work and quality of work.

I will engage with learning and show my commitment. To do this .....

- I will care about my work and have pride in my effort including my written work – creating revision ready notes.
- I will complete all work on time, including homework. Knowing to seek advice if work is challenging. Email my teacher or ask in lesson.
- I will be relied upon to work independently – before asking the teacher for support I will look at all resources/models provided, perhaps ask another student and if I am still unsure then I will ask by raising my hand.
- I will not give up and not opt out when work is challenging.
- I understand that by caring about my work it will positively impact on future life chances.
- I will be kind and courteous to others to create a positive experience for all.



**We hope that you have found the information useful and an insight to lessons and learning at Shoreham Academy.**

**Thank you for reading.**

**Hayley Hill**

**Senior Vice Principal**