

Whole School Teaching & Learning Policy 2021-22

Policy owner (Name):	Mrs K Forster
Policy owner (Job Title):	Assistant Head teacher
Governing body oversight:	Policy Review Committee
Date of approval:	Operational policies are reviewed internally on an annual basis
Date of next review:	October 2022

Vision

Our Teaching and Learning Policy is designed to be motivating, meaningful and manageable whilst developing a love for learning through the delivery of a Knowledge Rich Curriculum.

Motivating - teaching and learning practices will help to inspire teachers and students to possess a desire for continual self-improvement.

Meaningful - evidence informed practices that advances students' progress in their learning.

Manageable - the policy eliminates any unnecessary workload and works in conjunction with our feedback and homework policies.

Aims

- Students are exposed to carefully selected and culturally significant knowledge
- A high challenge low risk culture is adopted, encouraging **all** students to aim high
- For students to learn in an environment of respect and tolerance
- Success is celebrated through a climate of praise and encouragement
- Students are given the opportunity and skills to communicate effectively
- Students are empowered to take risks without the fear of failure
- Home- learning is used for retrieval purposes to make knowledge stick
- Feedback is used effectively to help students improve
- Teachers invest in their own professional development

Our Key Lesson Principles

Re-cap on prior knowledge

Recall 5/information from the KO/vocab lists/knowledge from previous units that could compliment learning

Learning question

Worded as a question to prompt deeper thinking. Could one lesson, a sequence of lessons or a unit of work.

Teacher led explanation

Introduction of content, live modelling, use of visualiser, sharing success criteria, questioning, active reading strategies.

Responding to misconceptions

Understanding which interventions may need to be put in place to further develop their understanding.

Chunk tasks into smaller steps, checklists, modelling, teacher thinking out loud, sentence starters.

Student Practice

The task should be an opportunity for the students to show that they have understood the teachers explanation and they can apply it in their own work. The task should very clearly build upon the knowledge that has been acquired throughout the lesson.

*The key lesson principles follow the I do, **We do, You do** model.*

*The key lesson principles also enable students and teachers to follow the **3 T's model** (teacher, team and task time)*

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This is not a check list and not all lessons are expected to follow this structure. However, during a unit of work, it is expected that all the key elements will be covered to ensure students not only access the required knowledge but are also provided with the opportunity and skills to make it stick in to their long term memory.

Knowledge Organisers

Knowledge organisers will be used across all key stages to support our knowledge rich curriculum. A knowledge organiser is a go to document for a topic/unit of work: each one identifies the key information that students need to have learned by the end of a topic. It also acts as a tool to support students in retaining and retrieving knowledge for life-long learning.

Why are we using them?

Research around memory suggests that if knowledge is studied once and not revisited or revised **we will forget it!** Knowledge Organisers enable students to remember key information in lessons as well as at home and independently. If Knowledge Organisers are used regularly, the information students need to know **will stick** and will be stored into their long-term memory. Knowledge Organisers can help students to **pre-learn** and **re-learn** information. Please see Appendix 1 for some suggested activities/tasks

Appendix 1

Suggested activities/tasks

- 1. Read, cover, write, check, correct:** Read a section of your Knowledge Organiser and when you're ready, cover it up and write down as much information as you can remember. Then check your work using your Knowledge Organiser and correct any mistakes or add any information missed. You could repeat this task until you remember all of the key information.
- 2. Mind maps:** Mind maps are a great way of getting information in and out of your brain. You could create a mind map for one section of your Knowledge Organiser with a key theme in the middle and then you can branch off with all your thoughts and ideas linked to this. To help this stick you could use colours, keywords and images. Alternatively, you could create mind map for a whole topic or unit, getting everything down you can remember and then colour coding it to make links between key pieces of information.
- 3. Knowledge Drop:** This is a great task for knowledge recall from a previous lesson or a topic studied some weeks ago. Simply write down all the points you can remember about a topic, it could be a spider diagram or a bullet pointed list. You can then check what you have remembered by using your Knowledge Organiser.
- 4. Flash Cards:** These are great for examination preparation and especially good for you at home to support you with your revision. On one side write a question from your subject. This can be an examination style question or facts on a topic from the Knowledge Organiser. On the other side bullet point the answer.
- 5. Condense it:** Read detailed pieces of information from your Knowledge Organiser and find the key points. This can be done by highlighting the information or taking it further by condensing the information into 4 or 5 points or even some trigger words which will spark memory.
- 6. Mnemonic:** The aim of a mnemonic is to remember important points, which may otherwise be tricky to achieve. The time spent making the mnemonic is a great memory aid itself! An example used in history classes to remember the terms of a World War One treaty can be seen below:

B- Blame

R- Reparations

A- Army

T – Territory

Remembering the word BRAT will help you recall these key points. Take a section of your knowledge Organiser and see if you can create your own mnemonics to remember key terms/points .

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- 7. Sketch it:** A creative way of remembering information is to sketch it out using pictures and symbols. Get a blank piece of paper and translate your Knowledge Organiser into a piece of art using only pictures and symbols that will help you remember key information. Once you have designed your visual Knowledge Organiser, see if you can remember what each picture/image/symbol means. You could draw this or create one online using this useful website <https://thenounproject.com/>
- 8. Quizzing:** This can be done in many ways. You could create a quiz for each section, or a quiz covering all of your Knowledge Organiser. Once you have created your quiz, test yourself on your knowledge.
- 9. Voice note:** Record yourself reading the knowledge from the organiser and listen to it back when you are required to recall this.
- 10. Clock learning:** For this technique you need to draw a simple clock with twelve sections. Divide the subject you are learning/revising into twelve chunks and write the title of each chunk in a different section. Then spend five minutes noting down everything that you know about that section before moving onto the next. Correct and check using the knowledge organiser.

Appendix 2

Key Lesson Principles

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