

# Learning & Teaching Strategy



## Learning and Teaching at Sydney Russell School

The learning and teaching culture at Sydney Russell School pursues dynamic, engaging and purposeful learning experiences for all our students and staff. We are committed to ensuring access to the curriculum which enables all pupils to realise their academic potential. This is reflected in our Yr 7-11 banding structure; Fast Track, Upper Band, Middle Band and AS (Academic Support). This banding structure enables teaching to support and challenge individual pupils, personalising their learning in order to achieve their targets which reflect good progress from their starting points on transition from primary.

Detailed programmes of study (PoS) underpin our curriculum. Explicit learning objectives, detailed pedagogy of learning phases and strategic use of assessment particular to each lesson ensures progress is carefully planned, reviewed and evaluated.

Quality assurance of PoS and the quality of learning and teaching incorporates termly phase/department reviews, lesson visits, work scrutiny, analysis of student progress data and student voice. Triangulating evidence informs phase/departmental priorities, interventions and planning for CPD.

## Learning and Teaching Strategy

At Sydney Russell School we keep it simple: assess, plan, teach.

**Assess** – feedback is given regularly, it is diagnostic and ensures a secure overview of where students are in their learning.

**Plan** – lesson plans are clear and consider ‘why’ students are learning; a quality first approach.

**Teach** – instructions are explicit to ensure students know what is being asked of them, engage with the lesson and act on feedback.

### The Sydney Russell School Lesson model

*In lessons the following strategies support effective learning:*

1. Do now: prompt lesson starts ensure swift and purposeful student engagement in learning

2. Learning Objectives: To know / to understand / to be able to... - learning centred, developing students’ knowledge, understanding and skills

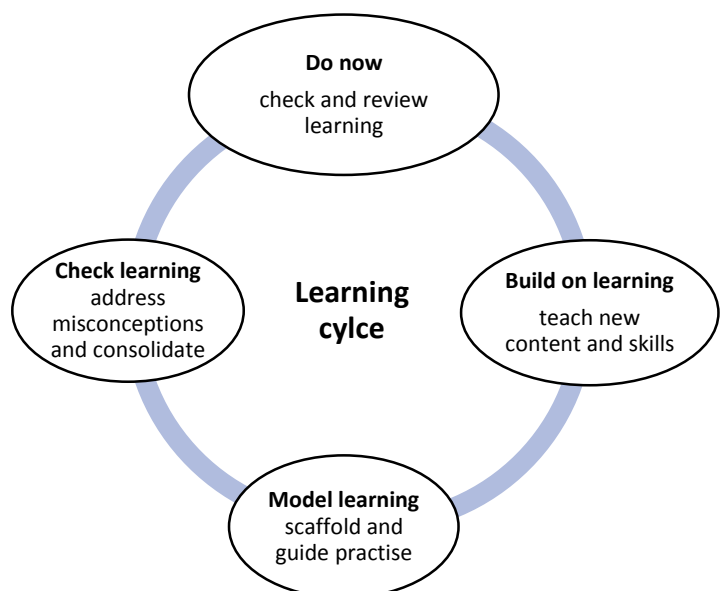
3. New learning presented in small steps with explicit language for instructions

4. Modelling: providing cognitive support to help learners learn how to solve problems, how to develop their thinking and how to deepen their questions

5. Questioning: deepening, challenging and checking learners’ thinking and understanding

6. Building learning power: a range of learning experiences are available which enable students to develop their resilience, resourcefulness, reciprocity and reflectiveness. The learning habit/behaviour that is being exercised is explicit.

7. Practise: opportunities for learners to practise new learning, collaboratively and/or independently



8. Checking understanding: evidence gathering of learners' understanding and progress towards the learning objectives to inform the teacher's immediate interventions and future planning

9. Feedback: links explicitly to self, peer and teacher assessment. Feedback is acted upon to enhance learning and progress. EDIRT (Enough Dedicated Improvement and Reflection time) is the mechanism through which students reflect on and improve their work (see Assessment Strategy)

10. Reflect and review: identifying progress in learning and next steps linked to post-lesson challenges (homework) and future learning

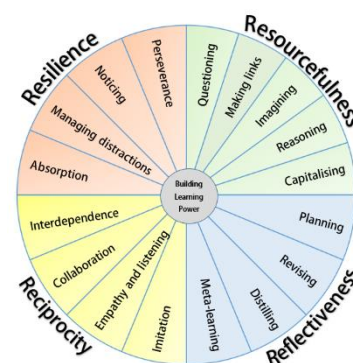
### DR ICE

*Practice and pedagogy is underpinned by the DR ICE model:*

**D**eepening thinking, **R**ole modelling learning, **I**mpact on learning, **C**hallenging expectations and **E**ngagement in learning

## Learning habits

The essence of nurturing intellectually ambitious thinkers and independent learners is to identify, promote and develop effective learning habits. Lessons promote opportunities to develop resilience, resourcefulness, reflectiveness and reciprocity. By developing these habits students will be able to unlock the door to learning, leading to success within education and beyond.



## Monitoring

Learning and teaching is rigorously monitored through:

- Quality assurance of Programmes of Study (PoS)
- Lesson visits
- Department reviews
- Analysis of student progress data
- Student voice
- Staff surveys
- Collaborative Improvement Strategy
- CPD & evaluations
- Reporting to Principal and Governors

## Teacher Support Plan

Concerns about teacher underperformance and the quality of teaching raised through Department Reviews will initiate a Teacher Support Plan. This is an informal support mechanism which has a 'formal structure'.

The Teacher Support Plan aims to intervene swiftly through an agreed action plan and coaching support to ensure the quality of teaching improves and meets the Teachers' Standards.

## Cause for concern

Where there are concerns about teacher underperformance and the quality of teaching, the school would look in the first instance to offer that teacher informal support (see Teacher Support Plan). The school believes that 12 weeks is a reasonable timescale for a teacher to show improvement. Where concerns remain following this process a 'Cause for concern' will be triggered and the teacher will be placed on formal capability procedures.

A cause for concern will outline the concerns, set targets, identify training and actions and agree review points. It will result in an agreed increase in school support and monitoring, above what is usually provided. Being placed on the formal capability procedures could lead to dismissal.