

Colton Hills Community School

Teaching and Learning Policy



From Summer 2023

Our Teaching Principles

A Knowledge-Rich Experience

Our curriculum vision is based around the principle of us delivering and students remembering the powerful knowledge which will be so important for the rest of their lives. We ensure that our curriculum is knowledge-rich, and so we have developed teaching approaches in the classroom which support this aim, enabling our students to get the most from each lesson.

Knowledge and Assessment Organisers and Knowledge Books

One of the key elements of learning at Colton Hills are our Knowledge and Assessment Organisers, which students are given for each topic that they study in all subjects.

Students keep them all with them every day in their folders, so that they can always have access to knowledge. These booklets contain key subject knowledge, extended reading opportunities, access to cultural capital materials and examples of examination excellence. It is worth noting that all students have access to the same knowledge – we believe in parity of experience and high expectations of all our students.

We support our knowledge-rich teaching with proven teaching and learning strategies which enable our teachers to be as successful as possible in delivering excellent lessons. We call this philosophy *Maximum Learning*, and it underpins everything that we teach.

Maximum Learning at Colton Hills

Maximum Learning is a concept that is at the heart of all teaching and learning at Colton Hills. For teachers this is about making the learning process as efficient as possible so that no time is wasted. From a student point of view, it is about giving your all in every lesson, every day and knowing that teachers will not accept work that is less than their best effort.

The school's knowledge rich approach fits with Maximum Learning as a student can only get the most from their learning if they have access to the all the knowledge for each topic and this is one of the reasons why the Knowledge and Assessment Organisers have been designed in a way for students to have easy access to the essential knowledge.



The Colton Hills Way of Teaching

The teaching that we do is designed to ensure that these curricular aims are achieved.

We call this our Colton Hills Way of Teaching, and we ask that our teachers refer regularly to this policy in order to continually refine and their practice for maximum impact. This policy underpins our teaching strategies, our CPD offer and our quality assurance of the school.

| | | |
|----------|------------------------------|---|
| C | ontext | Know the Big Picture. Be clear about why you are teaching what you are teaching. Not just exam results – why is this important? How will it make a difference to students' lives? Give all lessons clear significance and purpose. Demonstrate your strong subject knowledge in exploring wider contexts. |
| O | rganised | Create seating plans which aid efficient teaching and sets the right atmosphere. Ensure that resources are ready and pre-distributed where possible. Organised lessons have focus and allow thinking to flourish. |
| L | ong term | Place all learning into the context of past and future learning and consider the genre. Recall, retrieve and revise, linking areas of the curriculum and call back to previous experiences in your lessons and those of others. No lesson is an island. |
| T | ransitions | Create sharp transitions which have impact and signify changes. Use voice, a hand up, countdowns and silence to stop work, and countdown into new activities. Inject pace to get them working and slow down for deep thinking. |
| O | ptimistic | Have high expectations of all students of all abilities. Show high professional values and give your classroom an aspirational feel. Praise effort, not achievement, and get them to dream big whenever possible. |
| N | o hands up | Target your questions to ensure student accountability and inclusive teaching. Look out for and identify 'hidiers' and challenge them first. Probe students to develop their answers. Create a culture in the classroom where students are able to critique and develop the answers of others. |
| H | ello | Set the tone for the lesson from the very start. Have a high quality, consistent greeting routine which promotes punctuality, calmness and purpose. Be welcoming, but establish authority from the start of the lesson. Make this consistent, and it will soon become a routine part of lessons. |
| I | ndividual | Know the class inside out. Who are the PP/SEN/EAL students? Where do they sit and what special provision is required for them? Be aware of what individual students respond well to. All students need to be stretched and challenged. Add more layers of support rather than make the work easier. |
| L | earn together | Use group work to aid learning, assist in social and linguistic development. Set up interdependence, so that students feel that their success is built upon the need to work together. Ensure accountability by assigning specific roles. Set up tasks that encourage students to 'think together'. |
| L | ove reading! | Include demanding texts in lessons and make sure reading activities are planned carefully, using tools such as the PLANETS template. The more that reading is practised, the quicker students move through texts and are able to summarise pieces of writing. We are all teachers of reading. |
| S | peaking and Listening | Use talk to promote reasoning, conceptual understanding and reading comprehension. Model good talk skills in whole class discussions. Ensure students are able to rehearse answers with another student before giving a detailed answer to the class. This is also a prerequisite for good writing. |
| W | ork through | Any high challenge skill should be modelled before students attempt it. Use academic language to show the standard you want. Once they've done it, draft and redraft. Never accept poor work from students – give it back if it is still not up to your standards. |
| A | sk, ask, ask | Mix your questions, asking for simple answers for concrete facts and open-ended questions to promote deep thinking. Build up questions to your big question. Give thinking time to develop quality responses to questions, and give quality feedback in books to demand even more. |
| Y | ou | The quality of the lesson starts with you. You are the defining factor in the classroom. You make the weather. Never allow yourself to make excuses for poor learning in your lesson. Be reflective and demand more. |

The Expected Five

Our Colton Hills Way of Teaching policy has been influenced by a range of different educational thinkers, but most central is the work of Doug Lemov and his book 'Teach Like a Champion'. The book contains many excellent practical teaching strategies, and focuses on lessons which create engagement, pace and depth and where all students are expected to participate well. We are confident that our teachers have a good grounding in these strategies and support this further by ensuring that all teacher development activities link back clearly to this policy, creating consistency in teaching across the whole school.

The Expected Five

Teach Like a Champion



1. Cold Call – targeted questioning, no hands up
2. Breaking the plane – circulating around the room
3. Right is Right – probing for deeper answers.
4. Brighten Lines – Clear instructions, energy injected into the start of each task. Students know how long they have and what will be happening when the task is complete. Efficient transitions between tasks
5. TLS – Track, Listen, Sit up.

Even within this policy, however, we go further to focus on the most key elements of successful teaching with our Expected Five. These are the five strategies that we believe make the most difference in creating a high-challenge learning environment and we ask our teachers to make these their highest priority in every lessons. We focus on creating lessons with pace and energy where questioning is paramount and where all students are expected to

regularly being involved. This, we are confident, will enable our students to achieve well.

Classroom Routines

To ensure consistency across the school there are set routines for lessons that must be followed in all lessons, and that our students should come to expect at all times.

In summary, they are:

1. Meet and greet students from a safe distance as they enter the classroom (uniform to be corrected on entry if necessary).
2. Students to get out their equipment out place on the desk, bags underneath tables and coats on the back of their chairs.
3. Formal greeting routine where students are asked to stand BEHIND THEIR CHAIRS and are asked to be seated by the teacher-shows a clear start to the lesson.
“Year Please stand, good morning/afternoon year ... Class reply – good morning Mr/Mrs Teacher – please take a seat”
4. Students to sit in their seating plan, with an appropriate starter activity (on screen) ready on entry wherever possible.
5. Lessons should be taught with doors open (unless it's a fire door) to allow for our open-door philosophy.
6. Routine for full engagement – **“STOP (Hand up), COUNT DOWN 3, 2, 1, EQUIPMENT DOWN, Track the teacher, Listen to the speak and sit up straight.”**

-
- T** Track the teacher
 - L** Listen to the speaker
 - S** Sit up straight

Lesson Structure



This recommended approach that works well, rooted in ideas about the brain, long-term memory, cognitive load and the science of how the mind works. Each topic of work has a 'Big Question' that can only be answered when all of the 'small questions' have first been covered. The small question would therefore be the title of each lesson and would be shared with the students alongside the lesson objectives and success criteria.

Retrieval Phase

This is where students are asked to recall and use information from previous lessons. This helps students to understand where lessons fit into the overall sequence with the wider Big Question and sets them up well to acquire new content that builds on where they left things from the previous lesson or homework. Lessons where Knowledge Books are used have five questions that relate to the prior learning but other strategies for different groups are equally effective, such as asking questions from 'Last lesson, Last Topic, Last Year'. This should be a short activity that builds students' confidence and memory skills.

Knowledge Phase

New information is shared with the students from range of sources such as teacher presentation and exposition, Knowledge and Assessment Organisers or video clips. This phase would include the teaching of new vocabulary which should be taught through text to give context and with examples of usage. This knowledge should be cultural capital-rich, and made as relevant to the real world as possible.

Application Phase

Once the task has been modelled by the teacher and the success criteria is clear, the students complete the task. Speaking and listening activities are encouraged prior to the completion of any writing to ensure all are in a position to complete the work to the best of their ability. Misconceptions are corrected throughout the duration of the task with 'live marking'. Students are then asked to reflect on their work, share their ideas and listen to the thoughts of other students offering a critique where appropriate.

Consolidation Phase

This takes the form of a plenary activity where the students are able to review what they have learnt and revisit the original small question from the beginning of the lesson. Students are expected to be in a position to answer the small question at the end of the lesson and this could take the form of an 'exit ticket' or similar activity. There should be a clear sense of whether the key knowledge has been learned.

Summary

Beyond this, there is no set template that all teachers need to follow for all of their lessons in terms of precise timings and certain activities. Teachers are treated as professionals and given the freedom to construct their lessons in the way that will best serve the specific class in front of them. Once the lesson has been completed the teacher would be expected to reflect on the strengths and areas for development and share their thoughts with their subject departments.

Marking and Feedback Policy

Effective feedback is the single most important strategy we can employ as practitioners to ensure students make good progress over time. Marking and feedback must be as efficient as possible both in terms of teacher time and what the students get from it to help them know how they are doing and what they need to do to improve.

There are a number of essential components that represent the foundations from which the marking and feedback policy is built. The follow points must be in lessons


- Live marking for literacy and misconceptions
- All student response questioning e.g., use of mini whiteboards
- Planning for quality questioning as part of The Expected Five
- Regular use of visualisers to model students' work
- Regular peer and self-assessment

Teachers are required to mark six pieces of work individually across the academic year for each student. Three of these will be the Cumulative Assessments and the other three are to be determined by the department.

The key principle at the centre of the policy is that books are to be looked at more regularly but marked in the traditional sense less frequently. Below is the schedule that teachers are expected to follow as a minimum requirement of how regularly they should be reading the books and for collective feedback.


| | KS3 | KS4 |
|---|------------------|--|
| Core | Once per 2 weeks | Once per 2 weeks |
| Foundation GER, GEOG, HIST | Once per 3 weeks | Once per 3 weeks |
| RS, Art, D&T, Music, Performing Arts, IT/Computer Science | Once per 4 weeks | Once per 3 weeks |
| BTECs | N/A | Once per 3 weeks as an average of the year. Marking load will vary at different times of the year |

Staff would read through a set of books but will not be expected to write anything in each book other than a number. This number refers to the particular 'Excellence Task' that the student will be required to complete. Once the teacher has looked at the books, they will produce a 'Responding to Feedback' slide. This will serve as collective feedback for the class. See the example below. In the following lesson, students will, in green pen and under the title 'Responding to Feedback', complete the review of their work and then the Excellence Task. This means the students will fully re-engage with their work, evaluate their work and take more ownership over the quality of work they are producing.

Responding To Feedback 


Title of piece of work/work covered

| | |
|--|---|
| <p>Original Success Criteria:</p> <ul style="list-style-type: none"> • • • | <p>General misconceptions/mistakes</p> <ul style="list-style-type: none"> • • • |
| <p>Common Spelling errors X3</p> <ul style="list-style-type: none"> • • • | <p>Excellence Task</p> <ul style="list-style-type: none"> • • • |

Responding to Feedback 

What did Christians learn from Muslims during the Crusades?

| | |
|--|---|
| <p>Original Success Criteria:</p> <ul style="list-style-type: none"> • Include a range of points from the information sheet. • Explain what impact the new ideas could have. • State why your character's views on Muslims have changed. | <p>General misconceptions/mistakes</p> <ul style="list-style-type: none"> • Good description but not enough explanation of the impact a particular idea could have • No mention of how your view has changed about Muslims • Not enough key words used • Not enough new ideas have been mentioned |
| <p>Common Spelling errors</p> <ul style="list-style-type: none"> • Holy Land • Saladin • astronomy • algebra | <p>Excellence Task</p> <ol style="list-style-type: none"> 1. Write a paragraph explaining the possible impact of one the new ideas when it arrives back in England. 2. Imagine you are a Crusade Knight. Write a paragraph explaining how and why your opinion of Muslims has changed now that you have visited the Holy Land. |

Responding to Feedback 

What did Christians learn from Muslims during the Crusades?

1. Correct spellings x3
2. *After reviewing my I found that...* (include one strength and one area for development – this must link to the original success criteria)
3. Excellence Task

Key Stage 5

The marking expectation is different at KS5 not just from KS4 but also between A Levels and BTECs. The principles of the Responding to Feedback slide for collective feedback are valid and it has the potential to save the teacher time and encourage the students to be more reflective and self-critical. However, this is not compulsory in the same way as it is in KS3 and KS4. The teacher is permitted to use their professional judgement as to what is suitable marking to push students to their potential. Across a whole A Level (this could be one teacher taking all the lessons or two teachers taking half each), the expectation would be that there are a total of 4 times per half where work is marked individually. Slides not expected in the same way.

Quality assurance

When the students' books are looked at there should be a clear pattern of regular 'Responding to Feedback' and 'Excellence tasks'. When students have reviewed their work and completed the excellence task, there should be evidence of their changes being applied in a future piece of work to demonstrate progress. This is something that Curriculum Leaders, Success Leaders and SLT would be looking for during any work scrutiny. Departments would also be encouraged to bring books to a collective review along with a collection of 'Responding to Feedback' slides to share good practice.

Marking and Feedback FAQs

| Question | Response |
|--|---|
| Can I still mark in the traditional way if I want to? | If you want to write comments in each book, make a specific comment about effort or presentation, you may do so, but this is beyond the expectation. You will not be criticised for not doing this. Working in this way will result in a heavier workload. |
| What happens if a student does not complete the review and Excellence Task? | These components are compulsory, and the student should be sanctioned in the same way as for failure to complete classwork. A conversation is needed with the student to find out why the work has not been completed to this can be put right for the future |
| I would like to mark more frequently than suggested in the policy. Is this ok? | Yes, this is fine. From a workload point of view, using the collective feedback slide would save a significant amount of time. |
| What about work scrutinies? | Work scrutinies will take place on a regular basis (by CLs, SLs and in collective department scrutinies) but it is to see the quality of the review and Excellence Task and not judging any comments written by the teacher. |
| How is evidence provided for more practical subjects? | Where there is no opportunity to write 'Responding to Feedback' in books and complete the work from the collective feedback slides, teachers may be asked to supply a selection of the collective feedback slides themselves and conversations with students. |

Independent Study Policy

Independent study is essential. It gives pupils the opportunity for research, develop independent learning skills and reflection. Through independent study, students are able to consolidate previous learning and prepare for future topics; extend learning in the classroom and assess progress towards their targets; receive feedback on the strengths and weaknesses of their work in each subject area and develop the skills they will need to in preparation for exams.

The experiences of remote learning and student voice surveys align with what we already know around metacognition and how students learn. Consequently, the central principle of the independent study policy is that work should be set more frequently but should be smaller and take less time to complete and therefore mark. Platforms such as Bedrock, Seneca, First News and Microsoft Quizzes or Forms are student and teacher-friendly, provide excellent opportunities for pre or post learning for lessons, and are not labour intensive when it comes to teacher assessment and feedback. The opportunity to set longer pieces of work is still available as part of a wider range of tasks that teachers can select.

The term 'homework' is replaced with 'independent study' and all independent study will be identified to students by teachers as either 'Pre' or 'Post' independent study. These changes highlight the importance of this work outside the classroom and emphasise the way that it will be fully integrated into the learning that is done in lessons.

'Pre' Independent Study – this could be to 'pre-learn' contextual information and develop understanding or vocabulary.

'Post' Independent Study - This comes from what students have learnt in class. This is where knowledge and skills can be practised, applied or consolidated for retrieval.

Flexible Challenge – Periodically, departments will be asked to set an optional piece of independent study (such as Microsoft Form) around a topic which is not necessarily covered in class but would be an opportunity to build cultural capital. Achievement points would be awarded accordingly and would feature as an inter-house competition.

Extra Credit pieces of work – Each department will provide suggestions of optional homework projects that students can complete which is beyond their normal studies. Students will be rewarded with achievement points and will feature in a special Extra Credit Exhibition where parents will be invited to see all the excellent work completed over the course of the year.

High quality independent study is characterised by the following. It will be:

- Planned in advance of the lesson and integrated into schemes of work to ensure relevance to current learning within the classroom
- Identified as 'pre' or 'post' independent study to students. Teachers will explain where the tasks fits into the plan for the unit of work.
- Differentiated to be accessible for all with an extra challenge for High Prior Attaining students
- Accessible to all pupils, including those from lower socio-economic backgrounds and those whose home life may create additional obstacles to the successful completion of independent study
- Varied to include a wide range of activities including; Seneca, Bedrock, Microsoft Quizzes/Forms, practice exam questions, reading, learning, problem-solving, completing research, essay writing, redrafting, producing presentations, carrying out simple experiments, drawing etc.
- Assessed promptly and in line with the marking and feedback policy
- Used to inform teacher planning

How frequently should independent study be set?

Students are expected to spend two hours a day on homework. This includes general reading and literacy, and numeracy tasks such as Time Table Rock Stars. Research conducted by the EEF states that students who conduct two hours of independent study per day perform significantly better than their peers who would do less.

These independent study tasks can be prepared well in advance to save time. The self-marking facility of the likes of Microsoft Quizzes and Seneca mean that the teacher just needs to set the task and check the results at the end.

Student planners will contain the homework timetable for the two-week timetable. This is so students have a rough guide of what they will need to be working on each night. It will also aid parents and carers in supporting their child.

| | KS3 | KS4 |
|---|-----------------------------------|--------------------------------|
| Core | Once a week (up to 30 minutes) | Once a week (up to 45 minutes) |
| Foundation GER, GEOG, HIST | Fortnightly (up to 30 minutes) | Fortnightly (up to 45 minutes) |
| IT/Computer science RS, Art, D&T, Music, Performing Arts | Fortnightly (up to 30 minutes) | Fortnightly (up to 45 minutes) |
| BTECs | N/A | Fortnightly (up to 45 minutes) |

How is the independent study work set?

Go4schools/Teams - more details for this section to follow.

Roles and Responsibilities, including Monitoring and Evaluation

Students are expected to:

- Complete all independent study on time and to the best of their ability
- Reflect on and discuss feedback about their independent study work in order to evaluate their own progress and plan next step. This will be in line with the marking and feedback policy.
-

Subject teachers will:

- Issue independent study work in accordance with the whole school independent study timetable and according to the principles of high-quality independent study as outlined above.
- Assess independent study promptly according to the agreed marking and feedback policy.
- Monitor information about students' completion, non-completion or late completion of independent study.
- Issue sanctions and reward points relating to independent study in accordance with the whole school policy.
- Communicate with parents/carers where there are concerns about the completion or quality of independent study.

Curriculum Leaders will:

- Fulfil all responsibilities as outlined for subject teachers, at the highest standard
- Develop and review their own subject specific independent protocol to reflect the principles of this document
- Ensure that independent study is integrated into departmental planning and that schemes of work provide adequate guidance for subject teachers about suitable independent study tasks
- Monitor Microsoft Teams to ensure that quality independent study work is issued consistently
- Carry out work sampling of Key Stage Three, Four and Five students in their subject area to monitor student response to independent study
- Provide guidance on the effective differentiation of independent study for all groups of students in their subject area
- Support subject teachers on all issues relating to independent study according to the school's sanctions system

Independent Study FAQs

| Question | Response |
|--|---|
| Can I still set my usual independent study tasks? | You may still set work that is longer and use the collective feedback model outlined in the marking and feedback policy. However, this would be more labour intensive for the teacher. It makes sense to vary the types of independent study that are set, and this is where things like Seneca or Microsoft Forms can be useful. |
| What happens if a student does not complete a piece of independent study? | This will result in a stage 2 sanction and a conversation to find out why the work has not been completed. If this persists, the issue would be referred to the Curriculum Leader and Success Leader. |
| Isn't this approach unfair on students who do not have access to smart phones, tablets or computers? | Work has been done to ensure students are supplied with technology and house teams are aware of any issues. The school can support with loans of technology. Most students have access to a device to complete online tasks. For those who do not, opportunities to complete independent study in school during period 6 are available. |
| How often should I set independent study? | This depends on how many times across the week you see a particular class. See the independent study table above below for more information. |
| What should the ratio of 'Pre' and 'Post' independent tasks be? | There is no set ratio as long as there are some of each over each half term. However, the school has done a great deal of work on retrieval and so 'post' tasks should be spaced a suitable point to ensure students are able to retain key messages. |

Additional points

- The purpose of the task is to be made explicit when set
- All independent study must be set using the template below to ensure uniformity across the school.
- The minimum expectations of each task are to be made clear
- Students are to have at least two evening to complete a piece of work.
- To ensure equity within a subject, all task will be selected at the start of the term and shared then shared on a week-by-week basis with parents via text messages.
- Each subject identifies a range of voluntary tasks that can be completed to generate of love of the subject – Flexible Homework. These are mapped across the year in the student planner.



Year 9 History Homework

Task: *Write an article for a German newspaper reacting to the Treaty of Versailles. Further details are on Teams*

Purpose: *To apply the knowledge from today's lesson to a particular point of view*

Expectations: *The piece of writing should be at least 10 lines long and presented as well as classwork*

Expected duration: *up to 30 minutes*

Due date: *At least two nights*

Year 9 Homework Club is in room _____



PRACTICE



ALTERNATIVE PERSPECTIVES



Literacy and Numeracy

We know that for our students to be successful, they need to be highly literate and numerate and we place these skills as central to our curriculum. All students have a significant commitment of time to English and Maths as part of the curriculum throughout Key Stages 3 and 4, and our intent is that all students leave school with the skills necessary to achieve good qualifications in English and Maths, as these are the gateways to many of the opportunities that can follow.

Literacy

Central to our teaching approach is a focus on literacy and reading. We support our entire curriculum with a high level of focus on reading because we know that literacy is vital to educational success and social mobility. We build this into our curriculum in several ways, such as through Library Lessons in Key Stage 3 English, the use of the Accelerated Reader and Bedrock Vocabulary programmes, twenty minutes of reading time per day with our weekly Drop Everything and Read strategy and an increase of the extended reading that students do in all of their lessons.

| PLANETS: Reading to Learn | | The Colton Hills Way of Teaching |
|---------------------------|---------------------------------------|--|
| Before | Predict it | <ul style="list-style-type: none">Use an inference grid to predict content by asking literal, then inference and exploratory questions about a key image in or related to the text.Predict what the text will be about by only showing parts of the text such as an image, headings, topic sentences, key words and phrases. |
| | Listen and follow it | <ul style="list-style-type: none">Play an audio of the text or the teacher reads the text aloud.Pupils listen and follow to get an overview and assess their predictions.Pupils complete a visual organiser to see how the information is laid out. |
| During | Ask questions about it | <ul style="list-style-type: none">Pupils read text closely and discuss margin questions written by teacher (e.g. about content/ideas, word meanings, how information is organised)Pupils read text closely and write their own margin questions to discuss.Teacher asks line number questions to clarify new meanings. |
| | Note down answers to questions | <ul style="list-style-type: none">Pupils annotate the text with answers to questions and word meanings.Pupils add new vocabulary to a glossary or word list in their books. |
| After | Extract information from it | <ul style="list-style-type: none">Pupils scan the text to find answers to comprehension questions.Pupils take notes, at first using frameworks and models, then without. |
| | Transform the information | <ul style="list-style-type: none">Pupils apply the information to a new but related task. |
| | Summarise it | <ul style="list-style-type: none">Pupils produce a verbal summary of the text type and key ideas they have read about in the text. |

In addition to these wider strategies, we have supported our teachers and students with a strong focus on the skills of reading that they develop in each lesson. Working with advisors from our Local Authority, we have developed our

PLANETS reading strategy, which teachers use when getting students to undertake reading in their lessons. These are the unspoken reading skills which enable students to decode challenging texts and make meaning out of them in ways which will support them in exams and beyond.

Our mentality at Colton Hills is that whilst we may teach different subjects, we are all teachers of reading, and this is pivotal to the focus of our school. See the Literacy Action Plan in the appendix

Numeracy

At Colton Hills, we have a passion for mathematics that many of our students share, reflected in our strong and improving outcomes in this area. We build on a Key Stage 3 experience which is based on the Mathematics Mastery model, which uses manipulatives and other mathematical thinking strategies to get students to become confident in how maths works and curious about learning new skills.

We also want our students to know why mathematics is so important, and we have built this into our curriculum, too. We underpin our teaching with explanations of where these mathematical concepts are used in the real world, in employment and in all fields of human endeavour. We also give our students access to the cultural knowledge of how mathematical discoveries we made, so that they know that the story of maths is every bit as compelling as the stories elsewhere in the curriculum. Our curriculum also involves a significant amount of cross-curricular mathematical work, in particular with our Science department, so that all students have a regular diet of experiences to secure key skills.

EAL Provision

EAL teaching must enable students to acquire English whilst using the mainstream curriculum as the context. This involves developing specific resources and skills, which make the language of the curriculum accessible through for example increased use of visual prompts, scaffolding and modelling while also keeping the cognitive challenge and interest and engagement levels high.

The key difficulty experienced by EAL students is that they have to learn in, through and about English all at the same time.

Strategies for good practice when teaching students with EAL include:

- When you plan your lessons at all times keep language in mind.
- Model 'Standard English' at all times and in all contexts in school, adjusting the speed of delivery for EAL learners and rephrasing so that they can understand the simpler language.
- Promote articulacy.
- Introduction of keywords prior to subject learning, using speaking and listening strategies.
- Students will remember new language much quicker if they have heard and spoken it before we give them the word in writing.
- The normal order for language acquisition will always be in the order of, listening, speaking, reading and lastly writing.
- Talk is the bridge to good understanding and writing. If they cannot say it and understand it, they will not be able to write it.
- Plan for speaking and listening activities. There is an implicit belief that subtle skills of active listening and reasoned speaking will simply happen and this is not the case.
- Allow EAL learners thinking time to answer questions so that they can process then translate their answers even if it means coming back to them later.
- PowerPoints displaying good use of visuals and text in recommended fonts and size are helpful for EAL learners i.e. comic sans 12+
- Model key language structures and enable students to see patterns in language so they can assimilate it.
- Create classroom cohesion by embracing EAL learners' first language.
- Allow students to discuss aspects of their lesson in their own language as comprehension and understanding must come before written or spoken outcomes.
- Creating a safe and secure environment for new arrivals by reinforcing that each student's contribution is valued regardless of level of ability and encouraging a supportive ethos from other students.
- Encourage EAL learners to answer questions appropriate to their level of English.
- Use body language, gestures and facial expressions to aid understanding whenever possible.
- Break down instructions into manageable steps and ask students to repeat them to

ensure understanding is secure.

- Provide opportunities for structured talk with fluent English speakers and advanced EAL learners.
- Plan for group activities to enable less able students to be guided by students that are more able.
- Introduce role-play activities to develop confidence and speaking skills.
- Translation of key words into the first language.
- Encourage the use of a bilingual dictionary or ipad for translation

There are materials and further suggested strategies on [the T Drive/ Inclusion / EAL EAL Toolkit](#), which will support teachers preparing lessons to engage students with EAL.

Assessment Requirements


Twice per year, teachers will be required to make assessment decisions about the progress our EAL students are making in their development of English Language skills. We are required by the DFE to declare proficiency in English of our EAL students and we use the NASSEA levels in all four skills of Listening Speaking Reading and Writing.

Appendices

| Resource | Appendix |
|--|----------|
| Teach Like a Champion – The Colton Hills Way | 1 |
| The Colton Hills Revision Cycle | 2 |
| The Literacy Action Plan | 3 |

Appendix 1

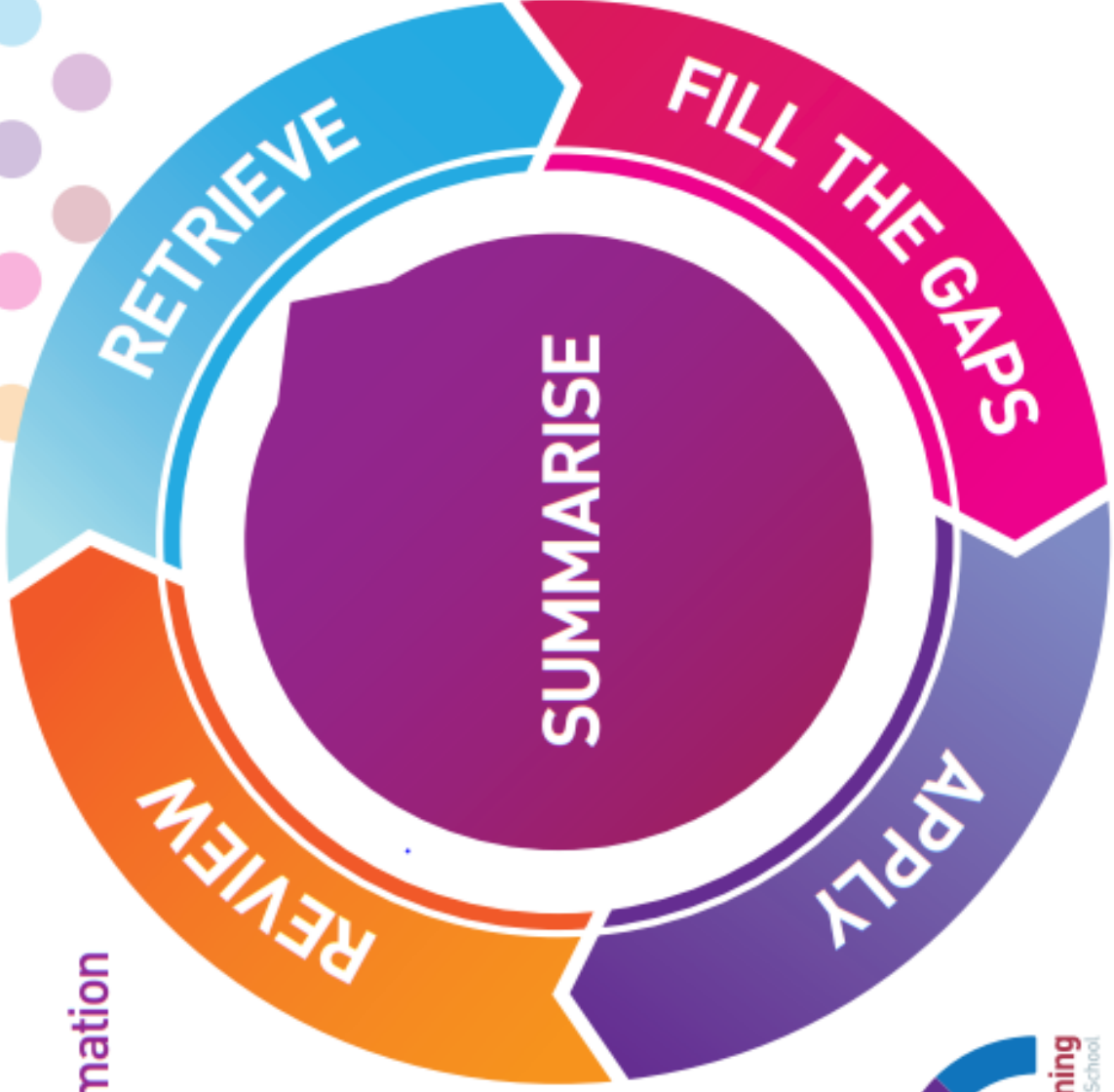
Teach Like a Champion – The Colton Hills Way

| | | | | | | |
|--------------------|--|--|---|--|---|---|
| Context | <p>Technique 18: Post It Display your lesson objectives where everyone can see it and identify your purpose.</p> | <p>We have our own requirements for ensuring the context is properly set. The following points are not strategies but essential components of a successful lesson.</p> | <p>Component 1: Know the Big Picture Be clear about why you are teaching what you are teaching.</p> | <p>Component 2: Subject knowledge Demonstrate your strong subject knowledge in exploring wider contexts.</p> | <p>Component 3: Significance What you're teaching isn't just for exams – why is it important to know and can the students articulate the significance of what they are learning?</p> |  |
| Organised | <p>Technique 6: Affirmative Checking Insert specific points into your lesson when students must get confirmation that their work is correct, productive, or sufficiently rigorous before moving on to the next stage.</p> | <p>Technique 7: Plan for Error Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.</p> | <p>Technique 19: Double Plan As you plan a lesson, plan what your students will be doing at each point in class.</p> | <p>Technique 31: Every Minute Matters Respect students' time by spending every minute productively.</p> | <p>Technique 41: Front the Writing Procedure to Routine Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routinizing a key procedure requires clear expectations, consistency, and most important, patience. Even so, it's almost always worth it.</p> | <p>Technique 49: Strategic Investment - From Procedure to Routine Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routinizing a key procedure requires clear expectations, consistency, and most important, patience. Even so, it's almost always worth it.</p> |
| Long term | <p>Technique 16: Begin With The End Progress from unit planning to lesson planning. Define the objective, decide how you'll assess it, and then choose appropriate lesson activities.</p> | <p>Technique 14: Format matters Help your students practice responding in a format that communicates the worthiness of their ideas and is beneficial to them in the long run.</p> | <p>Technique 26: Exit Ticket End each class with an explicit assessment of your objective that you can use to evaluate success.</p> | <p>Technique 47: SLANT Teach students key baseline behaviors for learning, such as sitting up in class and tracking the speaker, by using a memorable acronym such as SLANT.</p> |  | <p>Technique 55: Art of the Consequence Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.</p> |
| Transitions | <p>Technique 20: Do Now Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start even before you begin teaching.</p> | <p>Technique 21: Name the steps Break down complex tasks into simple steps that form a path for student mastery.</p> | <p>Technique 27: Change the Pace Establish a productive pace in your classroom. Create 'fast' or 'slow' moments in a lesson by shifting activity types or formats.</p> | <p>Technique 28: Brighten Lines Ensure that change in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp.</p> | <p>Technique 48: Engage Efficiency Teach students the simplest and fastest procedure for executing key classroom tasks, then practise so that executing the procedure becomes a routine.</p> | <p>Technique 55: Art of the Consequence Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.</p> |
| Optimistic | <p>Technique 15: Without Apology Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship.</p> | <p>Technique 35: Break it Down When a student makes an error, provide just enough help to allow her to 'solve' as much of the original problem as she can.</p> | <p>Technique 38: The Art of the Sentence Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.</p> | <p>Technique 52: Make Compliance Visible Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for, specifically because it will uphold the standard of compliance.</p> | <p>Technique 58: Positive Framing Guide students to do better work while motivating and inspiring them by using positive tone to deliver constructive feedback.</p> | <p>Technique 40: Build Stamina Gradually increase writing time to develop in your students the habit of writing productively, and the ability to do it for sustained periods of time.</p> |
| No hands up | <p>Technique 2: Targeted Questioning Ask a series of carefully chosen, open ended questions directed at a strategic sample of the class and executed in a short time period.</p> | <p>Technique 32: Wait Time Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.</p> | <p>Technique 33: Cold Call Call on students regardless of whether they've raised their hands.</p> | <p>Technique 34: Call and Response Ask your class to answer questions in unison from time to time to build energetic, positive engagement.</p> | <p>Technique 36: Pepper Use Pepper as a fast-paced, vocal review to build energy and actively engage your class.</p> | <p>Technique 39: Show Call Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing—regardless of who volunteers to share.</p> |

| | | | | | | |
|--------------------------------------|--|--|--|--|--|--|
| <p>Hello</p> | <p>Technique 45: Threshold Meet your students at the door, setting expectations before they enter the classroom.</p> | <p>Technique 46: Strong Start Design and establish an efficient routine for students to enter the classroom and begin class.</p> | <p>Technique 60: Warm/Strict Be both warm and strict at the same time to send a message of high expectations, caring, and respect.</p> | <p>Technique 51: Radar/Be Seen Looking Develop non-productive behaviour by preventing your ability to see it when it happens and by subtly reminding students that you are looking.</p> | <p>Don't forget a great source of excellent strategies that are proven to work with Colton Hills students are our very own Guilds. If you have a question about a particular area, why not get in touch with a member of the relevant Guild?</p> |  |
| <p>Individual</p> | <p>Technique 4: Tracking, Not Watching Be intentional about how you scan your classroom. Decide specifically what you're looking for and remain disciplined about it in the face of distractions.</p> | <p>Technique 37: Everybody Writes Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.</p> | <p>Technique 51: Radar/Be Seen Looking Develop non-productive behaviour by preventing your ability to see it when it happens and by subtly reminding students that you are looking.</p> | <p>Strategy 3: Talking Triads A triad comprises a speaker, questions and a recorder/analyst. Questions can be prepared in advance for past paper questions. The recorder/analyst says nothing until the discussion has been completed and then comments on the previously agreed success criteria. This can be done in front of the class or with lots of triads.</p> | <p>Strategy 4: Mastery Modelling Teacher gives a group a series of models, good and bad, including some with common errors that students would identify. Students complete a critical appraisal of these models as a group and identify their summary assessment of the models first, before then devising and presenting a 'mastery model' that is a composite exemplar model of work.</p> | <p>Strategy 5: Quiz, quiz, trade Each person in the group has a question, with an answer and a coaching tip. The student asks their question to each person in the group and support them if they're stuck. The students then swap roles and answer the question. Next they find a different partner to go through the process again.</p> |
| <p>Learn together</p> | <p>Effective group work plays an active role in reducing the achievement gap and maximising learning. The following strategies are for successful group work but are not from the Teach Like a Champion programme.</p> | <p>Strategy 1: Think-pair-share Every time you ask a question, get the students to think first, then discuss in pairs before sharing their thoughts. Students are more likely to give a better answer and all students get to have their ideas bounced off another student.</p> | <p>Strategy 2: The Envy method Students research a different topic in groups until they become confident on it. One person from the group becomes the 'envoy' and moves on to another group to explain the concept to the next group. The rotations continue until the envoy is back with the original group.</p> | <p>PLANETS strategy: Ask questions about it Pupils read text closely and discuss margin questions written by teacher (e.g. about content/ideas, word meanings, how information is organised). Pupils read text closely and write their own margin questions to discuss.</p> | <p>PLANETS strategy: Extract information from it Pupils scan the text to find answers to comprehension questions. They then take notes, at first using frameworks and models, then without.</p> | <p>PLANETS strategy: Summarise it Pupils produce a verbal summary of the text type and key ideas they have read about in the text.</p> |
| <p>Love reading!</p> | <p>Technique 23: Contrast the Game Ask students to read aloud frequently but manage the process to ensure expressiveness, accountability and engagement.</p> | <p>At Colton Hills our PLANETS approach is key to developing our work with text. What follows are a small selection of PLANETS strategies but for the full list see the Teaching and Learning area on Teams.</p> | <p>PLANETS strategy: Ask questions about it Pupils read text closely and discuss margin questions written by teacher (e.g. about content/ideas, word meanings, how information is organised). Pupils read text closely and write their own margin questions to discuss.</p> | <p>PLANETS strategy: Make down answers to questions Pupils annotate the text with answers to the questions and word meanings. They add new vocabulary to a glossary or a word list in their books.</p> | <p>PLANETS strategy: Extract information from it Pupils scan the text to find answers to comprehension questions. They then take notes, at first using frameworks and models, then without.</p> | <p>PLANETS strategy: Summarise it Pupils produce a verbal summary of the text type and key ideas they have read about in the text.</p> |
| <p>Speaking and Listening</p> | <p>Technique 42: Habits of Discussion Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussion to be more efficiently cohesive and connected.</p> | <p>Technique 43: Turn and Talk Encourage students to better formulate their thoughts by including short, contained pair discussions-but make sure to design them for maximum efficiency and accountability.</p> | <p>Technique 44: Batch Process Give more ownership and autonomy to students - by allowing for student discussion without teacher mediation, for short periods of time or for longer, more formal sequences.</p> | <p>There are many strategies we have developed ourselves at Colton Hills such as the reading and speaking prompts in the students' planners.</p> | <p>S & L strategy: Thought stems Promote academic or professional talk in each subject area. By encouraging students to think and speak using sophisticated phrasing, they are more likely to internalise it and use it confidently in their writing. The more of this that can be modified the better.</p> | <p>S & L strategy: Paraphrasing You know a student has only listened and comprehended successfully when they can paraphrase their peers' ideas. When the original speaker hears their words spoken back they have the opportunity to refine what they are saying.</p> |
| <p>Work through</p> | <p>Technique 9: Escalate Error Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.</p> | <p>Technique 10: Own and Track Have students correct or revise their own work, fostering an environment of accountability for the correct answer.</p> | <p>Technique 11: No Opt Out Turn "I don't know" into a success by helping students who won't try or can't succeed practice getting it right (and being accountable for trying).</p> | <p>Technique 25: All Bats Because succeeding once or twice at a skill won't bring mastery, give your students lots of practice mastering knowledge and skills.</p> | <p>Technique 50: Do It Again Give students more practice when they're not up to speed-not just doing something again, but doing it better, striving to do their best.</p> | <p>Using a highlighter for live marking is the perfect way to identify errors so the student can correct their work immediately!</p> |
| <p>Ask, ask, ask</p> | <p>Technique 5: Show Me Flip the classroom dynamic in which the teacher gleams data from a passive group of students. Have students actively show evidence of their understanding.</p> | <p>Technique 12: Right is Right When you respond to answers in class, hold out for answers that are "all-the way right" or all the way to your standards of rigour.</p> | <p>Technique 13: Stretch It Reward 'right' answers with harder questions.</p> | <p>Why not team up techniques? Cold Call and Pepper work well together!</p> | <p>Technique 56: Strong Voice Affirm your authority through intentional verbal and nonverbal habits, especially at moments when you need control.</p> | <p>Technique 57: What to Do Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.</p> |
| <p>You</p> | <p>Technique 8: Culture of Error Create an environment where your students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.</p> | <p>Technique 24: Circulate/Breaking the plane Move strategically around the room during all parts of the lesson.</p> | <p>Technique 53: Least Invasive Intervention Maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task students.</p> | <p>Technique 54: Firm Calm Finesse Take steps to get compliance without conflict by establishing an environment of purpose and respect by maintaining your own poise.</p> | <p>Technique 56: Strong Voice Affirm your authority through intentional verbal and nonverbal habits, especially at moments when you need control.</p> | <p>Technique 57: What to Do Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.</p> |

Revision Cycle

1. **SUMMARISE:** shorten information
2. **RETRIEVE:** find out what you know
3. **FILL THE GAPS:** look at what you don't remember
4. **APPLY:** practice using the information
5. **REVIEW:** reflect on how you have done and repeat



Appendix 3



The Literacy Policy in Action



Our Literacy Vow: To improve the quality and frequency of extended writing by ensuring consistency in the way in which new vocabulary is taught and the depth of academic oracy that is experienced

| V | O | W |
|---|---|--|
| <p>Vocabulary</p> <p><u>How can HPL support this development?</u></p> <p>ACPs</p> <ul style="list-style-type: none"> - Precision - Abstraction <p>VAAs</p> <ul style="list-style-type: none"> - Practice <p>Example: "Recognising how to decode a word that you have never encountered before demonstrates precision. The ability to work effectively within the rules of the domain."</p> <p>Why is this important? Students are exposed to hundreds of new words every academic year and we want them to move from 'discovery' to regular use in academic oracy and extended writing as early as possible.</p> <p>What are we going to do? We have a consistent 'house style' approach to the teaching of new vocabulary based on the latest metacognitive research. Identify the key words you would like the students to learn prior to the lesson and then show them to students in their appropriate context and encourage the students to work out their meaning. Ensure this vocabulary is then integrated into lessons moving forward with opportunities provided for students to practise.</p> <ul style="list-style-type: none"> - Where possible, teachers are to explore word roots in the teaching of new vocabulary. - Where possible, short 'word-building' activities should take place when introducing new vocabulary. For example, this is where prefixes and root words can be matched, for example 'anti-body' or 'anti-<u>rabies</u>'. - Include Tier 3 vocabulary in retrieval tasks as much as possible to increase the level of exposure of words in preparation for academic oracy and extended writing. - Constantly signpost synonyms so students are aware that Tier 2 words can enhance the accuracy and sophistication of their talk and writing. This can be identified through live marking with a 'T2' symbol written by the teacher on the book. - Include the expectation of Tier 2 and Tier 3 vocabulary into the success criteria for a particular task. - As an alternative retrieval starter, get students to write a paragraph incorporating a range of Tier 2 and Tier 3 words discovered over the past few weeks. <p>How will we know when we are successful?</p> <ul style="list-style-type: none"> - Students understand and incorporate a huge range of complex Tier 2 and Tier 3 vocabulary into their work. - The quality of academic oracy improves - The quality of extended writing improves | <p>Oracy</p> <p><u>How can HPL support this development?</u></p> <p>ACPs</p> <ul style="list-style-type: none"> - Intellectual confidence - Automaticity <p>VAAs</p> <ul style="list-style-type: none"> - Confident - Practice <p>Example: "Today we are developing our intellectual confidence by gathering evidence to support our personal view in preparation for the debate we will be having"</p> <p>Why is this important? Talk of the right quality promotes the development of children's reasoning, conceptual understanding and reading comprehension. If a student can give a thorough and detailed spoken response, there is a greater chance that they can write a similarly high-quality response.</p> <p>What are we going to do? -Ensure answers are always given in full sentences -Give students thinking time before asking them to give detailed answers</p> <ul style="list-style-type: none"> - deliberately sequence talk activities alongside reading and writing tasks to give students opportunities to practise new vocabulary, develop new ideas, or discuss ways to overcome common challenges - Provide opportunities to rehearse extended spoken answers with a partner before speaking to the whole class. -Model quality spoken responses, so the students know what they are supposed to sound like - Provide scaffolding and build elements of deliberate practice – sentence starters, a list of key words (Tier 2 and 3), insist on 'because x2' in the success criteria -Students are encouraged to evaluate and/or develop the answers of others and are supported in the process with sentence starters and the other scaffolding mentioned above. <p>How will we know when we are successful?</p> <ul style="list-style-type: none"> -Students will be confident speakers with the ability to express themselves clearly including Tier 2 and Tier 3 vocabulary. - The quality of extended writing improves | <p>Writing</p> <p><u>How can HPL support this development?</u></p> <p>ACPs</p> <ul style="list-style-type: none"> - Self-regulation - Automaticity - Speed and accuracy <p>VAAs</p> <ul style="list-style-type: none"> - Practice - Perseverance <p>Example: "Now that we have completed our first draft it is time for self-regulation. We will revisit the original success criteria and model example and evaluate and self-correct our work."</p> <p>Why is this important? Writing can be one of the weakest areas of teaching. The assumption too often is that imparting knowledge – making sure our students know stuff – is enough. In reality, of course the main way that most knowledge is assessed is through students' writing. It's something that needs to be taught.</p> <p>What are we going to do? There are many specific styles of writing and each of them have their own set of rules. However, the simple guide below applies to all of them.</p> <ol style="list-style-type: none"> 1. Expose students to a quality <u>example</u> 2. As a class, unpick why it is so <u>good</u> 3. The teacher models or 'co-constructs' another excellent example 4. The students have a go <u>themselves</u> 5. Peer or self-assessment 6. Redraft <p>How will we know when we are successful?</p> <ul style="list-style-type: none"> -Students can express themselves at length in writing. - They know the requirements of different styles of writing - A wide range of Tier 2 and Tier 3 words are incorporated -The quality of extended writing improves |