



# Teaching & Learning Policy

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Link Manager:	Mr J Williams, Deputy Headteacher
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# 1. The SHS Way

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**The SHS Way – Classroom Best Practice for our students** document replaces the various non-negotiables documents developed over the last 10 years to cover priority focus areas of teaching and learning at Sale High, including SEND and PP. It encapsulates the T&L practices that have been identified as most effective for meeting the needs of our students and ensuring good progress and achievement. SHS Best Practice is not a checklist for T&L at Sale High, but the relevant elements of best practice should be evidenced as appropriate in classrooms and lessons and forms the basis of our training and quality assurance.

Our **Classroom Best Practice** is structured under 3 guiding principles:

- Lead and Manage
- Engage and Connect
- Adapt and Support

## Lead and Manage

Teachers are leaders in the classroom and are responsible for managing learners and the classroom in order to ensure an excellent level of learning for all. Consistent classroom routines and expectations are essential to promote good behaviour for learning. The Lead and Manage elements of our **Classroom Best Practice** reflect the Ready, Safe, Respectful principles that form the basis of our behaviour and conduct policy for students, which is regularly shared with them throughout the year in assemblies and form presentations.

Lead and Manage	
Students collected from lines and/or greeted and checked at door	Form groups in all years are collected from lines at the start of the year. After the first 1-2 weeks Y11 and then Y10 are allowed to go direct to form and do not have to line up at break and lunch. Students should be checked in the lines for uniform and made to stand silently in single file. All classes should be greeted by the teacher at the classroom door and checked while entering. These processes are designed to ensure calm transition into the school building and reduce conflict in the classroom over basic expectations such as correct uniform. It is essential that staff arrive promptly to lines.
Register is taken in first 5 minutes and missing students flagged. Register updated for lates. C3 issued for 5+ minutes late	
Clear routines to support B4L (books out; managed arrival & exit; student roles; managing resources; KS3 KOs on desks)	Routines will vary according to variations in classroom set-up, staff and subjects. However, certain basics should be consistent. <ul style="list-style-type: none"> <li>• all KS3 students will put their KOs on desks</li> <li>• seating plans enforced</li> <li>• materials and resources distributed in a safe and efficient manner that maximises learning time</li> </ul>

	The priority is that all other routines are consistent within each classroom and, where necessary, for the subject (ie PE, D&T)
'No hands up' questioning & targeted teacher questioning	The basic principle in all classrooms should be that students do not put their hands-up unless directed to. The default for questioning should be that staff pose questions, pause and then name a student to answer. Staff have been trained in 'Cold-calling' and provided guidance taken from Teaching WalkThrus.
KS3 students have their KO to hand throughout lesson	KOs should be integral to teaching and learning at KS3. A range of strategies and approaches for use of KOs have been shared through training and can be found in <a href="#">I:\Knowledge Organisers</a> KOs can be used to: <ul style="list-style-type: none"> <li>• introduce/pre-teach new topics</li> <li>• revise key concepts and terminology</li> <li>• form starters and plenaries</li> <li>• support revision and test preparation</li> </ul>
<b><i>Use 'attendance buddies' and/or ILs to maintain books of absent students</i></b>	Staff nominate buddies to maintain books of absent students. This could include: <ul style="list-style-type: none"> <li>• sticking in sheets</li> <li>• writing in headings and dates</li> </ul> It is also good practice for teachers to maintain a 'master' exercise book for each class in which they collate completed sheets, annotated WAGOLLS etc and write any models

### **Engage and Connect**

Lessons and resources should be planned to ensure students are engaged in learning from the outset of the lesson. Learning is planned around a key question and the lesson appropriately structured to deliver against this learning objective. Lessons should provide opportunities for revisiting and connecting to prior learning.

<b>Engage and Connect</b>	
Key question is displayed and referred to.	The Key question is essentially the question that students should be able or equipped to answer by the end of the lesson. Ideally the key question should appear on every ppt slide and should be referred back to through formative assessment, questioning, tasks, plenaries.
Silent settlers and/or engaging starter activities.	Silent settlers should be accessible low-stake tasks that engage learners. They can take the

	<p>form of handout/slips distributed on arrival at the door, or ppt slides.</p> <p>Settlers and starters should achieve the following:</p> <ul style="list-style-type: none"> <li>• revisit previous learning</li> <li>• access and activate existing knowledge relevant to the topic</li> <li>• provide formative assessment against which progress in the lesson can be measured</li> </ul> <p>Settlers and starters should require as little input from staff as possible, and allow time for register and distribution of resources etc.</p>
<p>Spiral learning is a regular feature (including quick quizzes, learning recaps, whiteboard checks)</p>	<p>Spiral learning is based on the premise that a learner learns more about a subject each time the topic is reviewed or encountered. The idea is that each time a learner encounters the topic, the student expands and consolidates their knowledge or improves their skill level. At SHS we provide regular opportunities for students to revisit prior learning through a range of activities including:</p> <ul style="list-style-type: none"> <li>• Knowledge Organiser based recall tasks</li> <li>• low stake quizzes</li> <li>• settlers and starters</li> <li>• whiteboard checks</li> <li>• mind mapping and brainstorming</li> </ul>
<p>Teachers are active and mobile (live marking, checking learning, supporting students)</p>	<p>At SHS teachers and support staff are active in monitoring and assessing understanding and progress, and providing the required support and intervention to close gaps. Our staff do not 'sit and watch' learners.</p> <p>Live marking is an excellent formative assessment strategy that can be used with those identified as most in need of support, and provides instant feedback while the class is working.</p>
<p>Strategies for actively engaging disadvantaged students are integral to delivery (incl. paired &amp; group work/whiteboards/card sorts/visualiser feedback)</p>	<p>Between 20 and 30% of our students are disadvantaged. Active engagement helps to ensure these students stay on track.</p> <p>SHS believes that good teaching is good teaching, and what is effective for one group will be effective for all. Therefore any strategies and approaches targeting our disadvantaged students will benefit all.</p> <p><i>See Strategies for Disadvantaged Students and Effective Teaching and Support Strategies</i></p>

<p>Utilise emotion coaching - 'connect before correct' - building firm and positive relationships</p>	<p>Emotion coaching is a way of communicating with a student who is struggling to manage their emotions. It is about helping students to understand the different emotions they experience, why they occur, and how to handle them.</p> <p>In simple terms the steps of emotion coaching are:</p> <ol style="list-style-type: none"> <li>1. Recognize the student's feelings and empathise with them.</li> <li>2. Validate and label the feelings.</li> <li>3. Set limits on behaviour (if needed).</li> <li>4. Problem solve with the student.</li> </ol>
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### Adapt and Support

Recent teacher training at SHS has focused on a transition from differentiation to adaptive teaching. Adaptive teaching can be defined as:

- Prior to teaching – adapting lesson plans and resources to meet the needs of all learners
- During teaching – in-lesson adaptations such as redefining tasks, re-teaching concepts, providing extra support
- Post-teaching – using knowledge gained from teaching to make short and medium term changes to schemes and lessons, plus longer term curriculum changes in consultation with MLLs

As far as possible teachers should pre-empt and anticipate which students will need support and plan accordingly but staff need to be flexible and adaptive in the room, drawing on a range of supportive strategies, some of which are summarised in the best practice document.

Adapt and Support	
Adaptive teaching strategies are evident (scaffolds, cloze, translations etc)	See above.
<p>Whole class marking feedback sheets are motivating and address individual needs. Expected responses develop metacognition and independence</p>	<p>Whole class feedback (WCF) sheets are used between scheduled assessed pieces for providing feedback on book samples (see A&amp;F section for guidance on use of and subject-specific requirements for WCFs). They can also be used to support feedback from scheduled assessed pieces.</p> <p>Each subject/department may have slightly different templates for WCFS but they generally include:</p> <ul style="list-style-type: none"> <li>• addressing misconceptions</li> <li>• focus on literacy – key vocabulary, definitions of key terms, common errors, recognition of good literacy (ie sophisticated language use)</li> <li>• successes – identifying exemplar work, acknowledging student excellence</li> <li>• next steps or EBIs</li> </ul> <p>WCMFS must be informed by the teacher’s marking of an assessment or sample of books, and amended accordingly, and not just be repeat documents from a previous assessment. For assessed pieces, any EBIs, next steps, or targets for improvement, should make clear to students which targets are specifically relevant for them.</p>
Use layered modelling structure I Do/We do/You do and utilise metacognitive talk	<p>Staff have been trained on effective modelling following the I Do/We do/You do model. Staff are expected to live model when teaching skills and how to use knowledge. Teachers should support students in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons. Essentially it is a process of narrating thought processes and making them explicit. Students should then be given structured, supported opportunities to practise, building towards independence.</p>
A growth mind-set is actively promoted through low stress, high challenge culture – ‘it is ok to make mistakes (FAIL) and try again.’ Curiosity is celebrated. Errors are addressed without shame/blame.	We encourage our students to have a growth mind-set rather than a fixed mind-set. The way a teacher interacts with and responds to students is key to developing this culture.
Collaborative work is a regular and planned feature of learning	Collaborative work builds communications skills and allows students to share knowledge and

	<p>expertise, and learn from each other. Team or group work must be planned, including the composition of groups, what groups will do, how they will do it, and how they share and feedback to the class.</p>
<p>'Take It Further' tasks challenge thinking</p>	<p>TIF tasks should be embedded in every lesson. Rather than just an extension (more of the same) TIFs should provide an extra task that provides a further level of challenge. All students should be encouraged to attempt TIFs if they complete the main task.</p> <p>TIFs can also be offered as alternatives to the main class task and provide an extra layer of challenge. This can be done by:</p> <ul style="list-style-type: none"> <li>• requiring students to approach a topic/task from a different perspective or adopt a different persona</li> <li>• creating obstacles – ie. identifying key words that cannot be used</li> <li>• adding requirements – ie 'you must include...'</li> </ul>
<p>Staff maximise opportunities for improving and celebrating literacy and oracy (Say it Like a..., tiered vocabulary, active reading)</p>	<p>See <b>Section 3: Developing Students' Literacy and Oracy skills</b></p>
<p>Provide differentiated homework that is accessible to all</p>	<p>Homework should be planned to consolidate and extend learning. Spiral learning should be a key feature of homework tasks. Homework must never be 'finish off class work'. Any materials required for homework should be provided in advance and/or posted on Satchel with the task. Best practice is for time to be spent in lesson explaining and preparing homework, and to model how homework should be completed. Where necessary, simple adaptations should be made to meet student needs.</p>
<p>Minimise copying from board</p>	<p>Students do not learn from 'copying' large sections of text and copying from the board is actually counter-productive for SEND and disadvantaged students. Key texts needed in books should be provided by the classroom teacher. 'Copying' from the board is valid in certain circumstances, such as:</p> <ul style="list-style-type: none"> <li>• following a teacher as they model answers</li> <li>• collating class responses ie. in a mind-map</li> <li>• green penning work under the visualiser as a class</li> </ul>

	<ul style="list-style-type: none"> <li>• writing down definitions of new or key vocabulary/concepts</li> </ul>
Accessible starters to help set the standard of engagement for rest of lesson	The best starters are pitched at the right level of challenge and accessible to all. They should require minimum input from the teacher. If starters are too easy or difficult, and do not have learning value, students will quickly become disengaged.
Provide special equipment where needed– e.g. overlays, fiddle toys, coloured paper, font size, hearing support etc.	Staff at Sale High know their students and meet their needs – this information should be collated from SEND registers, pupil profiles, etc Where necessary staff should seek advice and guidance from the SEND department.
Know and cater for your ‘additional needs’ students: EHCP, multilingual and SEND students (see class profiles and I drive)	
Encourage independence and resilience through structured use of Knowledge Organisers	<p>KOs should be integral to teaching and learning at KS3. A range of strategies and approaches for use of KOs have been shared through training and can be found in <a href="#">I:\Knowledge Organisers</a></p> <p>Effective use of KOs in lessons models key revision skills for students. The more they are used in class the more students will use them independently to support their own learning. Rather than ask for help students should be encouraged to find the answer themselves using KOs.</p>
<p>Use visualizers to model, and present WAGOLLS to help all students access tasks.</p> <p>Refer to physical props and diagrams to support any abstract ideas, especially in Maths and Science</p>	<p>Visualizers are an essential tool for teaching and learning at SHS. Every teacher in SHS has access to a visualizer and they should be in regular use in lessons. Visualizers can be utilised for many purposes, including:</p> <ul style="list-style-type: none"> <li>• modelling reading and writing</li> <li>• sharing student responses with the class</li> <li>• annotating texts</li> <li>• collating student responses and ideas</li> <li>• guiding self and peer assessment</li> <li>• supporting formative assessment</li> </ul>
Provide for needs of exam special arrangement students during assessment phases	Teachers must request any classroom support required for students during assessment phases (ie. readers, scribes, laptops etc) well in advance.
Provide opportunities to recall, practice and revisit important knowledge.	<p><i>See Engage and Connect – spiral learning.</i></p> <p>At SHS we provide regular opportunities for students to revisit prior learning through a range of activities including:</p> <ul style="list-style-type: none"> <li>• knowledge Organiser based recall tasks</li> <li>• low stake quizzes</li> <li>• settlers and starters</li> </ul>

	<ul style="list-style-type: none"> <li>• whiteboard checks</li> <li>• mind mapping and brainstorming</li> </ul>
Pre-empt and address common misconceptions, including cultural ones.	<p>Teachers should not assume what students do and don't know. Our disadvantaged/pupil premium students in particular may have gaps in their wider cultural knowledge and experience. Explicit teaching of cultural knowledge relevant to learning should be built into SOLs.</p> <p>Experience often helps staff to anticipate likely misconceptions but teachers at SHS also use classroom activities and formative assessment to do this. At SHS we do not allow learners to continue with misconceptions and misunderstandings that may undermine future learning. Teaching should be adapted, including deviating from planned lesson sequence, in order to ensure issues and gaps are addressed.</p>
Use formative assessment to identify misunderstandings and misconceptions, and then adapt to address	

The ***Sale High Way to Success*** was introduced in 2023-24, with the aim of establishing a shared understanding of classroom practices and expectations between staff and students. It is a student friendly guide to teaching and learning practices, and classroom routine based on the ***The SHS Way – Classroom Best Practice for our students*** and the school's behaviour for learning principles of ***Safe, Ready, Respectful***. At SHS we believe that greater consistency between classrooms, and a common framework for the classroom experience will lead to higher standards and better outcomes. The ***Sale High Way to Success*** is regularly referenced in assemblies.



### How lessons are structured at Sale High

At Sale High we want teachers to have the freedom to adapt lessons, resources and pedagogy and practice to meet the needs of their learners, and for students to experience variety in their learning. Therefore we have minimal requirements for the structuring of lessons. A typical lesson at Sale High will have the following structure:



- Silent DO NOW on arrival will be accessible, require minimum input from teacher, put pen to paper (or board), be low stakes and have learning value. It will typically review, revisit or recap prior learning.
- The key question will typically take the form of **What... How... To what extent... Why...** though this is not an exhaustive list. This is the question staff are teaching students to be able to answer. By the end of the lesson, if students do not explicitly answer the question, the teacher should be confident that they *could* answer the question. **Key**

**questions should be planned as part of the scheme of learning, building towards the end point of the unit.**

- **INSTRUCT** is the part of a lesson where staff convey knowledge and skills, explicitly instructing and explaining ideas, concepts and approaches. Teachers should regularly check student understanding.
- The choice of appropriate approach to implement, practise or consolidate skills and knowledge is key to the success of a lesson. Though it is not required in every lesson, layered modelling (I Do, We Do, You Do) should be a regular and typical feature of lessons at Sale High.

'I do, we do, you do' is a 'layered process which gradually shifts cognitive work from the teacher to the learner during interactive instruction'. *Teaching One-Pagers, Jamie Clark*

The modelling process can be summarised as follows (based on Teaching WalkThrus):

1. Talk through the preliminary thinking – narrate thinking through the problem: what is being asked? What do we already know? What are we trying to achieve? How could we break the task down?
  2. 'Model how you organise messy thinking' – narrate the decision making process: how do you decide what to do next and what approach to take? What options are available to you and why do you choose one over the others?
  3. 'Think out loud' as you model an answer/example/solution. Narrate and explain: why you discard some ideas/answers; choices you have and how you make them; previous mistakes and how they help you; how you refer to success criteria
  4. **Review** the success or quality of your own work - is the model correct? How far does it meet the success criteria? How could it be improved or developed?
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Next steps:

- Model alternative approaches and/or further examples (more complex if understanding is secure)
- Guided practice (WE DO)
  - involve students in producing a second worked example
  - provide partly completed or scaffolded practice task; word banks
  - circulate and support - offer 'expert' guidance
- Independent Practice (YOU DO)
  - Encourage students to use the model(s) as scaffolds
  - Facilitate self-assessment and evaluation, as modelled in 'I DO'

## 2. SHS Approach to Assessment & Feedback

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See *Assessment and Feedback policy 2022-2024* for the full rationale behind our approach.

*'Effective feedback, whether it be written or verbal, should move the learning forwards. Comments should identify what has been done well and what still needs improvement, and should give guidance on how to make that improvement...to be effective, feedback should cause thinking to take place.'*  
*Working inside the black box, Black et al (2002)*

### How we will assess and feedback work at Sale High School

Work will be marked using the principle of 'manageable, meaningful and motivating'.

**Manageable:** the nature, depth and frequency of marking should not be burdensome. However, it is part of a teacher's professional responsibility to be observant for literacy errors and subject misunderstandings or misconceptions in students' books, beyond those found in key assessed pieces. This can be done through:

- monitoring students' work during lessons
- periodic book checks

Errors should be addressed appropriately, whether through teaching intervention, written correction, verbal feedback, or whole class feedback sheet. However, it is understood that not all 'errors' can be identified or corrected in books.

Exercise books and folders should be maintained at a high standard of presentation – it is a teacher's responsibility to ensure this through observation in the classroom, effective classroom routines and practices, and book checks where appropriate

**Meaningful:** work marked in depth should allow the teacher to identify and address any gaps in learning and understanding. Meaningful feedback should also facilitate student progress: identifying what has been done well, what still needs improvement, and provide guidance on how to make that improvement.

**Motivating:** marking should help students make progress and this does not always mean detailed comments. Verbal feedback, acknowledgement marking, peer and self-assessment should also be used as a way of encouraging students to review their work and ensure students take pride in their work.

### Testing and assessment cycle

Key Stage 3:

Regular quick testing builds to synoptic testing which occurs twice a year. We report a projection at KS3, which is informed by professional judgement as to what the student will achieve at the end of Year 11 based on their current performance. Results are reported as a percentage. The average and top tenth percentile are also reported home.

- core subjects of English, Maths and Science will carry out one closed book assessment and one additional common assessed piece each half term.

- Subjects with a medium frequency of lessons, for example, humanities and MFL, will mark one key common piece each half term and in addition a further 3 to 4 assessments throughout the year.
- Subjects with the lowest frequency of lessons, for example, expressive arts subjects, will mark either one closed book assessment or one additional key piece each half term.

The teacher will assess and feedback in depth, including for literacy, on all pieces completed as part of the testing and assessment cycle. The teacher will apply the principles of DIRT (Directed Improvement Reflection Time) marking. Whole class marking feedback sheets can be used. Student response should be detailed and substantial. Staff must ensure there is sufficient time given to allow for this level of response.

#### **Key Stage 4:**

We report a 'working at' grade at KS4, informed by the synoptic assessment that has taken place.

- students have two opportunities to take GCSE style exams: in the winter and in the spring. Students receive detailed feedback from these assessments in the form of DIRT marking. It is the expectation that students will respond in detail to this feedback.
- each subject identifies two additional common classwork tasks that will be marked in depth by every teacher (to include cross-curricular themes such as literacy as well as subject based feedback – foci agreed as a department) each half term. This must be substantial. Whole class marking feedback sheets can be used. Again, student response should be substantial and detailed.

#### **Whole Class Feedback**

From September 2024 staff are required to complete whole class feedback sheets between the assessed pieces outlined above. The purpose of WCF is to ensure that staff are regularly engaging with student books and providing constructive feedback to support improvement. WCF can be informed by sampling a minimum of 5 books from a class, either through live marking in a lesson, or by taking in books for a review. Students selected should include at least one disadvantaged, one SEND and one low or under achieving student. WCF should be printed on green paper.

WCF should be completed as follows:

Subjects by lessons per fortnight	Whole class feedback sheets
KS3 Core	twice per half term
KS3 Non-core (3 or more lessons)	once per half term
Core subjects	twice per half term
PSHE/Art/Drama/Music/RE (2 or fewer lessons)	once per term (within first half-term)

At present, staff have discretion to adapt WCF sheets as required, but have been provided with the following template as a starting point.

Whole Class Feedback: <i>Book look (date) / question / activity</i>		
Strengths	Feedback and misconceptions	Literacy Key terms:
		Example / model answer
Presentation	Next steps / actions:	

### **Helping students prepare for assessments**

Revision materials including knowledge organisers will be posted on Satchel 4 weeks prior to assessment/examination period. Staff will embed revision in lesson time. In addition, assemblies and form tutor time will focus on revision techniques and strategies. Parents will be invited to attend information and advice evenings where revision techniques will be shared.

### **Homework Marking**

In the interest of ensuring assessment and feedback is manageable and meaningful a significant proportion of homework will be set through automated assessment software (for example, Mathswatch, Seneca, Satchel quizzes). Teachers will also set learning homework from the knowledge organiser tested at the start of the lesson in a quick topic test. However, teachers must always check homework has been completed and acknowledge this when circulating the room and reviewing books. This should take place on the day the homework is due. Staff should also monitor achievement/progress and intervene as appropriate where students are under performing or plan appropriate teaching to address issues identified through homework.

### **Assessment and Feedback Non-Negotiables**

Staff at SHS must apply the ***Assessment and Feedback Non-Negotiables*** to ensure consistent, effective and high quality provision for our students in response to their work.

<b>Assessment and Feedback Non-Negotiables</b>
Key pieces are completed, assessed and fed-back as per <u>assessment cycle</u>
Key pieces are <u>marked for literacy</u> , with errors identified and/or corrections made (without being over-whelming)
All key pieces are <u>DIRT marked</u> and students are provided time to act upon this in a meaningful way
feedback of key pieces is supported by <u>whole class feedback sheets</u>
feedback identifies a <u>student's strengths</u> - what they have done well
feedback identifies <u>where a student needs to improve</u> and/or what knowledge/understanding/skills they need to develop
feedback should be <u>adapted</u> to meet the needs of different learners
whole class feedback sheets are informed by marking of individual student's work
Students should be supported (on an individual basis where this need cannot be met by a whole class feedback or activity) to avoid making the same error(s) again
Staff assess and feedback in <u>purple pen</u> ; students act upon staff feedback in <u>green pen</u>
It is a teacher's responsibility to be observant for literacy errors and subject misunderstandings or misconceptions in students' books, beyond those found in key assessed pieces. This can be done through: <ul style="list-style-type: none"> <li>▪ monitoring students' work during lessons</li> <li>▪ periodic book checks</li> </ul> These errors should be addressed appropriately, whether through teaching intervention, written correction, verbal feedback, or whole class feedback sheet etc. It is understood that not all 'errors' can be identified in books.
Exercise books and folders should be maintained at a high standard of presentation – it is a teacher's responsibility to ensure this through observation in the classroom, effective classroom routines and practices, and book checks where appropriate

**DIRT (Directed Improvement Reflection Time)** marking is an integral part of our approach to assessment and feedback. DIRT marking can include or take the form of:

- Questions at the end or within the body of a student’s work
- Sentence starters - at the end or within the body of a student’s work - that students have to complete to develop and enhance their work
- Specific tasks directly arising from and related to areas of improvement from the assessed work (ie. redraft a section using...; find 3 examples of...and replace with...; find 3 places where you could add...)

Students must be given ample time to respond to, and act upon, DIRT.

### 3. Developing Students’ Literacy and Oracy skills

Sale High’s current core literacy provision is summarised below. See SHS *Literacy Strategy* for full details about the school’s provision and approach. Please note that the school’s literacy strategy and policy is currently under review and will be updated shortly (October 2024).

Sale High Literacy Provision			
Targeted intervention	Whole school provision		
Additional support for weakest readers	Culture of Reading – reading independently and for pleasure	English curriculum	Wider curriculum – disciplinary literacy
<p><b>Y7/8/9 students with standardised score below 85</b></p> <ul style="list-style-type: none"> <li>• Core 5 Lexia</li> <li>• Lexia power up</li> <li>• Individual and group sessions using Fresh Start phonics programme</li> <li>• One-to-one/small group reading interventions</li> </ul> <p><b>Y10/11 EAL small group reading support sessions</b></p> <p><b>Additional Support</b></p> <ul style="list-style-type: none"> <li>• Weekly Y12 Sale Grammar Reading Support for Y7s</li> </ul>	<p><b>Opportunities to read</b></p> <ul style="list-style-type: none"> <li>• Form time reading in years 7-10, 2 days a week</li> <li>• Library access on a year by year schedule at break and lunch</li> </ul> <p><b>Library and access to materials and resources</b></p> <ul style="list-style-type: none"> <li>• Full time, qualified librarian</li> <li>• Well stocked and diverse catalogue to meet the range of reading abilities and interests</li> <li>• Access to online booking/reservation and texts</li> </ul> <p><b>Other opportunities</b></p> <ul style="list-style-type: none"> <li>• Half-termly literacy events and competitions</li> <li>• Book clubs and book fairs</li> <li>• Author visits</li> <li>• Library helpers</li> </ul>	<p><b>Accelerated reader</b></p> <ul style="list-style-type: none"> <li>• Every Y7 and Y8 student has an AR book matched to their ability</li> <li>• All KS3 students read AR books for 10 minutes at the start of every English lesson</li> <li>• Rewards system linked to AR quizzes</li> <li>• Staff share and discuss STAR tests results and AR progress (in library lessons)</li> </ul> <p><b>Reading in English</b></p> <ul style="list-style-type: none"> <li>• Carefully selected reading texts as part of the English curriculum</li> <li>• Fortnightly KS3 library lessons</li> <li>• Y8 Let’s Think programme</li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>• Weekly SPAG focus</li> </ul>	<p><b>Vocabulary instruction</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of tier 2 and 3 vocabulary</li> <li>• Knowledge organisers</li> <li>• Etymology</li> </ul> <p><b>Assessment and feedback</b></p> <ul style="list-style-type: none"> <li>• Literacy errors addressed in WCFB sheets and all scheduled assessments</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• regular opportunities to read across the curriculum</li> <li>• staff support reading through a range of strategies</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• staff prepare students to produce quality writing, including the use of scaffolds and stems</li> <li>• 2 spelling bees per subject per half-term</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• ‘Well Said’ stickers acknowledge good oracy</li> <li>• ‘Say it Like a...’ posters to encourage academic expression and language</li> </ul>

Excellent communication skills – both written and oral – are essential for our students to succeed in education, the world around them, and future careers. In recent years we have based our literacy training on the Education Endowment Foundation’s *Improving Literacy in Secondary Schools (uploaded 27<sup>th</sup> October 2021)*.



Implementing the recommendations:

Teachers should anticipate what academic and subject-specific vocabulary (particularly tier 2 and 3 words) is likely to be insecure or unfamiliar to students, and therefore require explicit teaching and/or revisiting from prior learning. To support with this SHS has focused on the use of morphology and etymology.

Morphology is the study of words and their parts. Morphemes, like prefixes, suffixes and base words, are defined as the smallest meaningful units of meaning.

Etymology is the study of the origin and development of words (ie recognising loan words from other languages, and how modern words have evolved).

One approach we use to teaching sophisticated and complex vocabulary is breaking words down using morphology and etymology. By breaking complex words down into their root or component parts we can access and use existing knowledge to work out the meaning of words. Learning the etymology of words can also make them more memorable. Both approaches help students to decipher complex words they come across in the future which contain the same familiar roots and component parts.

The T&L team has provided etymology templates and approaches that can be easily adapted by different subjects and inserted into lessons. In addition, every subject has created examples and saved them into the shared area for reference and use.

In 2022-23 subjects also compiled lists of key vocabulary that were used to create a list of essential root word and prefixes/suffixes to be added to knowledge organisers. Staff should use these lists at KS3 in particular to support the decoding of new words.

All of these resources can be found at:

[I:\ Literacy\ Etymology 2022 2023](#)

Example etymology slide and template.

**Monologue**  
 'One' ← → 'Talk'

Monorail  
 Monochrome  
 Monologue = speech given by one character directly to audience/reader  
 Apology  
 Dialogue

Part1Part2  
 ↓  
 origin word

Keyword image  
 IMAGE – part 1    IMAGE – part 2

Keyword = definition ★

• Story example

Curriculum links:  
 ✓ Word (subject)  
 ✓ Word (subject)

**Using 'Etymology' to break down new and complex words**

Etymology is the study of the origin of words and the way they have developed over time. Many words have their 'roots' in other languages. When trying to understand a new word, start by thinking about any part of the word, or similar words that you are already familiar with. Use the list below to help you....

Greek Root	Meaning	Examples
anti	against	antibacterial, antidote, antithesis
ast(er)	star	asteroid, astronomy, astronaut
auto	self	automatic, automate, autobiography
biblio	book	bibliography, bibliophile
bio	life	biography, biology, biodegradable
chrome	color	monochromatic, phytochrome
chrono	time	chronic, synchronize, chronicle

### Improving Oracy at Sale High School

Teachers should ensure opportunities for structured talk within lessons, with appropriate support and guidance. At SHS we ensure that students are challenged to express themselves clearly and confidently using academic language and every subject has created a 'Say it Like A...' poster. This concept should be referred to when encouraging students to better express their ideas, answers and opinions. For example, a student may say an answer using simplistic language or unclear expression and then be encouraged to 'Now, try to say it like a historian.' Staff should provide vocabulary banks and scaffolds to support students when preparing their ideas and answers, and when being challenged to improve their articulation/expression. Key vocabulary is also included in Key Stage 3 Knowledge Organisers.

SHS staff actively seek to acknowledge and praise good oracy and should hand out 'Well Said' stickers to be put in books when students demonstrate good oracy.

### Disciplinary Literacy

Whilst the school has some cross curricula initiatives and strategies, we fully agree with the EEF guidance that 'Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.' Whilst we have made some progress in this regard, we will now focus on 'ensuring training related to literacy prioritises subject specificity over general approaches.' [taken from *Improving Literacy in Secondary Schools – Guidance Report*]. During 2024-25 we will deliver training on approaches to

supporting reading and writing, empowering subjects to adopt strategies that work best in their subjects.

Below is a summary of school consistencies and subject disciplinary approaches:

Whole School Consistencies			
Reading	Writing	Oracy	Assessment & Feedback
<ul style="list-style-type: none"> <li>Staff ensure relevant and appropriate opportunities for students to read, and that no reading opportunities are missed</li> <li>Staff ensure tier 2/3 vocabulary is explicitly taught and modelled in use</li> <li>Subjects use knowledge organisers to support learning of academic language and key terminology</li> <li>Staff have access to reading data and are trained in how it can be used to support in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>writing is planned and prepared for</li> <li>scaffolds are used but withdrawn to build independence</li> <li>teachers utilise metacognitive talk to deliver layered modelling</li> <li>WAGOLLS</li> <li>vocabulary banks and definitions are provided for specific tasks</li> <li>spelling bees in all subjects, twice per half-term – students see spellings in advance and have an opportunity to improve spellings between bees</li> </ul>	<ul style="list-style-type: none"> <li>Good oracy is celebrated and promoted – 'Well Said' stickers</li> <li>Students are challenged and supported to use academic language, and rephrase and improve poor expression</li> <li>Staff are trained in structured talk</li> <li>Cold-calling is used to ensure participation in discussion</li> </ul>	<ul style="list-style-type: none"> <li>Literacy is addressed in all whole class feedback sheets and assessments</li> <li>Staff use common marking codes and symbols for essential elements of SPAG in feedback</li> <li>Students rewrite spellings 3 times when errors are identified</li> </ul>
Subjects (Disciplinary Literacy)			
<ul style="list-style-type: none"> <li>Opportunities for extended reading are identified in SOLs</li> <li>Consistent subject approach to reading – agreed reading approach/model(s) specific to subject</li> <li>Subjects provide extended reading lists</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for writing are identified in SOLs</li> <li>Writing models such as PEE, PEAR, QTA are subject specific and used consistently across subject classes</li> <li>Typical stem sentences and scaffolds are consistent across the subject</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for oracy are identified in SOLs</li> <li>Every subject classroom displays a 'Say it like...' a poster</li> </ul>	<ul style="list-style-type: none"> <li>Subjects may have additional marking codes specific to their subject</li> </ul>

## 4. SHS Approach to Behaviour for Learning

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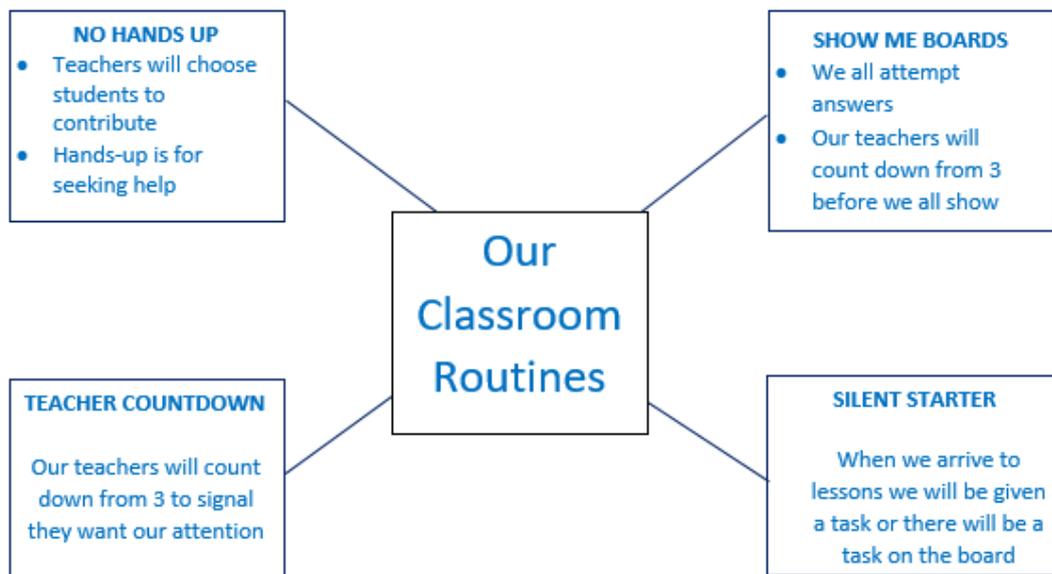
As a school we understand that excellent teaching and learning, consisting of well-planned lessons delivered at the appropriate pace and level of challenge, coupled with effective adaptation and support, is the best way to promote good behaviour. When teaching is excellent students will feel safe, supported and purposeful, and disruption of lessons is less likely.

The Principles of **Ready, Safe, Respectful** (see appendix B) are integral to our approach to Behaviour for Learning and are encapsulated in **The SHS Way – Classroom Best Practice for our students**.

We believe that positive reinforcement of good behaviour and rewarding success are key tools for managing behaviour. We aspire to praise more than we warn. Staff actively seek opportunities to praise, thus ensuring positive messages and meaningful rewards dominate student culture. ClassCharts is a key tool staff should use to support behaviour for learning, clearly informing students when sanctions (C1, C2, C3) and rewards are issued.

At times, some students will fail to meet our high expectations and will need to be sanctioned with an appropriate consequence. We believe that most negative behaviour can be addressed by effective lesson planning, exciting learning opportunities, considered seating plans and teacher impact, however some of our students may still display negative behaviours. In such cases staff will use the school's consequence system to manage negative behaviour, as outlined in the Behaviour for Learning Policy.

To support good classroom management we have introduced a number of basic classroom routines and expectations which are incorporated into the Sale High Way (see section 1). Staff have been trained in these approaches and they are included in teaching and learning observation forms as part of our quality assurance process. These expectations are also regularly reiterated to students through assemblies and form time.



### **Support for Teachers**

SLT monitors class-charts data in conjunction with drop in reports, student voice and pastoral updates to intervene with classes/students that are identified as failing to meet standards. There are a number of ways in which staff can be supported:

- referral to Middle leader and subject team
- Add classes to 'HotSpot' list for on-call/patrol and SLT drop-ins
- Coaching from T&L and/or QofE team
- support and advice from the pastoral team
- directed to peers who are successful with particular students/groups

Please see the school's [Behaviour for Learning Policy](#) for a full explanation of our rationale, rules, consequences and processes.

## ***4. Training and CPD – Developing Excellent Teaching***

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At Sale High we are committed to providing excellent teaching for our young people, developing life-long learners who are empowered to achieve academic success and fulfil their potential. We believe in a rigorous and relentless focus on ensuring high quality teaching over time. If children do not learn the way we teach then we need to teach the way they learn.

To secure excellent teaching and learning, Sale High is committed to the continuing professional development of all teachers and support staff. We believe that focusing on the professional development of staff not only improves staff morale and engagement but also brings greater improvement in student outcomes.

### **SHS CPD Programme**

At SHS we plan and constantly review our CPD to ensure that we meet the DfE Standard for Teachers' Professional Development, and that staff are kept up to date with the latest research and best practice.

Our meeting and training schedule ensures regular opportunities for sharing good practice and delivering training.

**Staff information Briefings (SIBS)** take place before the start of the students' school day:

**Monday and Friday SIBs** are usually whole school and are led by members of SLT, or relevant specialists from the school staff. They are often used for whole school notices but are also utilised for sharing good practice sessions and short information/training presentations. Every Friday B week is given over to form tutor meetings in year groups.

The Thursday training and meeting schedule is planned to include T&L training.

Monday meetings (on weeks where there are no Thursday events or training) include the following opportunities, at least once each per half-term:

- Department meetings
- Pastoral meetings

During 2024-25 we have planned a twilight session near the start of each half-term, during which training related to school improvement priorities will be delivered. Quality assurance is then completed over the half-term to ensure training is embedded in school practice.

Our ECTs meet fortnightly for sessions led by the ECT co-ordinator, with training focusing on key areas such as teaching and learning, SEND, behaviour management and safeguarding. ITTs and new staff are also welcome to attend these sessions.

*Please see SHS Meeting and Training Schedule for specific information.*

### **Sharing of Best Practice**

There is an 'open door' culture at SHS, where all teachers welcome colleagues into their classrooms to observe teaching. New staff and teachers at the beginning of their careers are encouraged to observe colleagues within and outside their departments in order to develop their practice. ECTs and Teach First Participants should conduct regular – at least fortnightly - 'Peer Observations'. New staff, depending on their experience and areas for development, should observe at least two colleagues in

their first half-term. MLLs, the ECT co-ordinator and T&L leads should provide guidance as to which staff are most suitable to be observed, according to the observing teacher's focus for development.

## **5. Quality Assurance of Teaching and Learning**

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Teaching and learning at SHS is quality assured through a programme of formal observations. The information gleaned from these observations is used to identify and share effective practice, inform individual targets and shape the CPD training programme. We do not formally grade the quality of teaching of individual lessons.

Each year staff will be formally observed in 3 windows as part of the appraisal process:

- Autumn 1 – scheduled observation by MLL or AMLL
- Spring 1 – 'Tell Me What I Will See' learning walks in departments – observations by MLL and SLT
- Summer 2 – Learning Hubs – observations by staff peer

In addition, staff may be observed as part of learning walks conducted over a fixed period of time, as follows:

- Autumn 2 – 'Tell Me What I Will See' learning walks in departments – unscheduled drop-ins by MLL and SLT
- Spring 2 – SLT Learning Walk – unscheduled drop-ins by SLT
- Summer 1 – SLT Learning Walk – unscheduled drop-ins by SLT

For more detailed information see **Quality Assurance of Teaching & Learning** schedule for the relevant year.

Where staff are observed as part of the formal appraisal process, or during a learning walk, they will receive feedback via the **SHS Observation Feedback** form.

### **Minimum Expectations - Good Student Progress and Behaviour for Learning**

SHS believes that the main driver for school improvement and student achievement is first wave teaching and excellence in the classroom. This will always be our key strategic priority and all teachers and learning support staff are expected to aspire to the highest standards of classroom practice at all times. We understand that for high quality learning to take place, there must be a positive classroom culture where all students feel safe to take risks when answering probing questions and attempting challenging work.

We understand that for staff that are new to Sale High it can take time to develop excellent teacher-student relationships, and some staff will experience challenging periods in the first few weeks of the first term. During this time, new colleagues will benefit from informal drop-ins and climate checks carried out by experienced staff in the department, SLT and members of the T&L team. This will be in addition to the quality assurance of T&L schedule.

It is important to note that if behaviour and attitudes are judged as 'good', this does not necessarily equate to students making 'good' progress. Challenge is a driving force of good progress, so for students to retain information, teaching strategies should ensure that they are working just outside their comfort zone, causing them to 'think hard' about the content and engage in healthy struggle.

Developing a growth mind-set is key to ensuring we develop confident, resilient and effective life-long learners.

### **SHS Open Door Culture**

At SHS we have an open door culture and want teaching staff to feel comfortable when their classroom is visited by other staff.

### **Climate Checks and Unscheduled Learning Walks**

SHS is committed to being a beacon of excellence; the school of choice for learners, their parents and employers locally, regionally and beyond. We strive to be recognised locally and nationally for excellence in teaching and learning and for the quality of student outcomes. We recognise that our learners are at the heart of all we do and are committed to fully understanding every aspect of their SHS experience.

As part of this commitment, members of the Senior Leadership Team and Middle Level Leaders (or AMLLs) regularly undertake unscheduled climate checks and learning walks. There is no requirement for formal feedback from these visits, though the visiting staff may do the following in response to good practice:

- send an email acknowledging the good practice seen – this good practice may sometimes be shared with staff through training, email or general notices
- provide verbal feedback soon after the lesson

On occasion an informal visit may raise concerns about behaviour, safeguarding or student progress. Under these circumstance the following process will be followed:

- in the case of a low level concern the observer may consult with the relevant middle level leader and discuss how the staff member can be supported. This may include the MLL conducting a coaching conversation with the member of staff and/or completing a series of drop-ins to evaluate whether this is an ongoing concern or issue
- in the case of a more significant concern or where the MLL observes that this is an ongoing issue or concern, a member of the T&L team will conduct a coaching session with the member of staff and identify how the area of concern can be addressed
- follow up observation to take place within 2 weeks of lesson of concern. This should demonstrate learning from feedback given after the initial lesson of concern.
- a member of the T&L team will carry out the 2nd observation and, where possible, this will be jointly conducted with the original observer.
- If, during the follow-up observation, progress has not been made SLT for T&L will review to ensure ongoing support is put in place. Depending on the needs of the teacher, this may be more targeted coaching or, if required, an additional monitoring and support plan. This will be managed by the SLT for T&L, as part of this informal stage.
- If an additional monitoring and support plan is in place and the required improvement is not shown, a formal Capability process will take place. This will be led by SLT for T&L and reviewed by the HT.

In some instances, a drop-in or informal visit may be done in response to a concern raised in one of the following ways:

- data from class-charts
- quality assurance of books

- parental contact
- report from a student(s)
- pastoral staff or support staff visiting a class and observing issues

<b>APPENDICES</b>	
APPENDIX A	<i>The SHS Way – Classroom Best Practice for our students</i>
APPENDIX B	<i>Ready, Safe, Respectful</i>
APPENDIX C	<i>Teaching WalkThrus: Cold-Calling</i>
APPENDIX D	<i>The Sale High Way to Success draft</i>
APPENDIX E	<i>EEF Poster –Improving Literacy in Secondary Schools: Summary of recommendations</i>
APPENDIX F	<i>Quality Assurance of Teaching &amp; Learning 2023-24</i>
APPENDIX G	<i>SHS Observation Feedback Form</i>

APPENDIX A: **The SHS Way** – Classroom Best Practice for our Students

Lead and Manage	Adapt and Support
Students collected from lines and/or greeted and checked at door	Adaptive teaching strategies are evident (scaffolds, cloze, translations etc)
Register is taken in first 5 minutes and missing students flagged. Register updated for lates. C3 issued for 5+ minutes late	Whole class marking feedback sheets are motivating and address individual needs. Expected responses develop metacognition and independence
Clear routines to support B4L (books out; managed arrival & exit; student roles; managing resources; KS3 KOs on desks)	A growth mind-set is actively promoted through low stress, high challenge culture – ‘it is ok to make mistakes (FAIL) and try again.’ Curiosity is celebrated. Errors are addressed without shame/blame.
‘No hands up’ questioning & targeted teacher questioning	Collaborative work is a regular and planned feature of learning
KS3 students have their KO to hand throughout lesson	‘Take It Further’ tasks challenge thinking
<b><i>Use ‘attendance buddies’ and/or ILs to maintain books of absent students</i></b>	Staff maximise opportunities for improving and celebrating literacy and oracy (Say it Like a..., tiered vocabulary, active reading)
	Provide differentiated homework that is accessible to all
<b>Engage and Connect</b>	Create TIFs focusing on reflection and revision to secure knowledge
Key question is displayed and referred to.	Minimise copying from board
Silent settlers and/or engaging starter activities.	Accessible starters to help set the standard of engagement for rest of lesson
Spiral learning is a regular feature (including quick quizzes, learning recaps, whiteboard checks)	Provide special equipment where needed– e.g. overlays, fiddle toys, coloured paper, font size, hearing support etc.
Teachers are active and mobile (live marking, checking learning, supporting students)	Encourage independence and resilience through structured use of Knowledge Organisers
Strategies for actively engaging disadvantaged students are integral to delivery (incl. paired & group work/whiteboards/card sorts/visualiser feedback)	Use visualisers to model, and present WAGOLLS to help all students access tasks. Refer to physical props and diagrams to support any abstract ideas, especially in Maths and Science
Utilise emotion coaching - ‘connect before correct’ - building firm and positive relationships	Know and cater for your ‘additional needs’ students: EHCP, multilingual and SEND students (see class profiles and I drive)
	Provide for needs of exam special arrangement students during assessment phases

	Provide opportunities to recall, practice and revisit important knowledge.
	Pre-empt and address common misconceptions, including cultural ones.
	Use formative assessment to identify misunderstandings and misconceptions, and then adapt to address

## **APPENDIX B – Ready, Respectful, Safe – from School Behaviour for Learning Policy**

### **School Rules:**

At Sale High School we have three rules. We ask that students are:

- ✓ Ready
- ✓ Respectful
- ✓ Safe

These clear and simple rules reflect our expectations of how our students conduct themselves throughout the school day and in the local community.

Examples of how students can adhere to these rules include, but are not limited to:

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
<ul style="list-style-type: none"> <li>✓ Wear correct school uniform at all times and look smart</li> <li>✓ Attend all lessons and arrive on time</li> <li>✓ Have all the required books, PE kit, equipment and homework completed</li> <li>✓ Behave in a way that will make people glad that Sale High School is part of their community both in term times and school holidays</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect everyone in the school and treat others as we would wish to be treated</li> <li>✓ Take personal responsibility for actions and conduct</li> <li>✓ Listen silently when others are speaking</li> <li>✓ Have a strong work ethic and work hard</li> <li>✓ Respect and look after all school and personal property</li> <li>✓ Put litter in the bins provided</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk along corridors sensibly keeping to the left hand side</li> <li>✓ Report any incidents of bullying or unkind behaviour</li> <li>✓ Refrain from chewing, or eating in lessons</li> <li>✓ Drink water but not sugary drinks</li> <li>✓ Bring healthy snacks into school</li> <li>✓ Keep mobile phones switched off and at the bottom of their bags at all times during the school day Leave valuable items at home</li> </ul>

TECHNIQUE

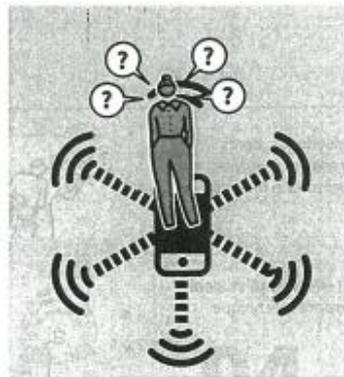
**COLD CALLING**

This technique helps to address the two main purposes of questioning: making all students think and providing feedback to you as the teacher as to how well things are going. If you are to gain a reasonable idea of how well students have understood the material in hand, it is important to involve them all in thinking and then to sample responses strategically. If you allow 'hands up' or calling out, you only get responses from volunteers. This quickly becomes the norm. Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information from which to plan your next responsive steps.

WALKTHRUS IN THIS SERIES

QUESTIONING & FEEDBACK

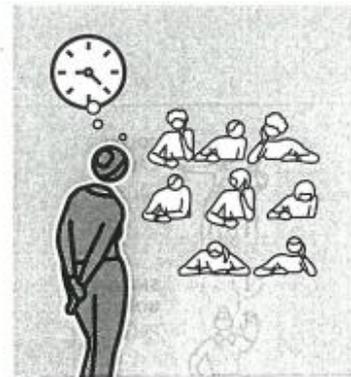
COLD CALLING 90 | THINK, PAIR, SHARE 92 | SHOW-ME BOARDS 94 |  
 CHECK FOR UNDERSTANDING 96 | SAY IT AGAIN BETTER 98 |  
 PROBING QUESTIONS 100 | PROCESS QUESTIONS 102 |  
 FEEDBACK THAT MOVES FORWARD 104 | FEEDBACK AS ACTIONS 106 |  
 WHOLE-CLASS FEEDBACK 108



1

**ASK THE CLASS THE QUESTION**

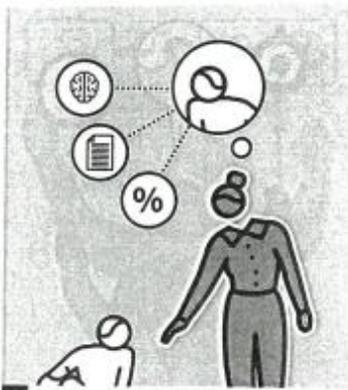
The best approach is to ask a question aimed at everyone in the room. This then gives everyone a chance to consider the answer, checking their own recall and understanding. If you use a range of techniques, you might want to name the approach. "OK everyone, we'll cold call this question: What are the main reasons for ...?" "This tells everyone that you will not accept hands up and that calling out is not acceptable. It also tells students to be prepared to give their answers."



2

**GIVE THINKING TIME**

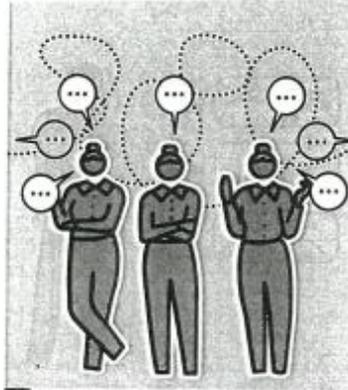
Allow students time to think in silence before seeking responses. This could be anything from 5–30 seconds or perhaps longer depending on the complexity. This is especially important for anything beyond simple recall questions where shorter response times might be more appropriate. Use the thinking time to scan the room, checking students are focusing on the task, as far as you can tell.



3

**SELECT SOMEONE TO RESPOND**

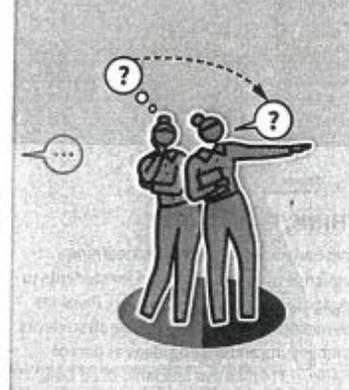
Using your knowledge of the students, select a student to respond. The idea is that this could be anyone including someone you have only recently asked. Using names tells them that you are interested in each respondent and their ideas. It can be helpful to ask a diffusing question such as "James, what were you thinking?" which invites James to present his half-formed thoughts or to say that he wasn't sure. If we over-stress correctness at an early stage, this can inhibit less confident students. Make it safe for errors, doubts and misconceptions to surface.



4

**RESPOND TO THE ANSWERS**

Try to turn each question into a short exchange. If a good answer is given, respond with an affirmation and a **Probing Question** or a **Process Question**. "Yes, that's really good — which method did you use?" Or "And can you give me another example?". If the answer isn't quite right, respond with something like "Good try... but that's not quite right..." before re-teaching or giving a prompt either directly or via another student. Very often the **Say It Again Better** strategy is useful as a response.



5

**SELECT ANOTHER STUDENT AND RESPOND AGAIN**

After the first exchange, invite another student to respond to the exact same question or a slight extension of the original question. Choose a range of students including those who are enthusiastic about answering and those who are less confident and would tend to opt out. Scan the room making sure all students know that they too could be asked. Repeat the response process each time until you feel you've received enough feedback to decide to proceed or to re-teach.

APPENDIX D: DRAFT of *The Sale High Way to Success*



APPENDIX E: *EEF Poster –Improving Literacy in Secondary Schools: Summary of recommendations*, updated 27/10/21 - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>

# IMPROVING LITERACY IN SECONDARY SCHOOLS

## Summary of recommendations

1

Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject-specific over general approaches.

2

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their reading subject knowledge.
- Teaching strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on mastering

6

Provide opportunities for structured talk



- Talk matters, both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflections.

7

Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of interventions, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

## APPENDIX F: *Quality Assurance of Teaching & Learning 2023-24*

QA	Appraisal process	When	Duration	Who	T&L Focus	Feedback
Observation with MLL or AMLL	Yes	Aut 1	Up to 1 hour <ul style="list-style-type: none"> <li>▪ 30 minute minimum for existing staff</li> <li>▪ 60 min for new staff or ECTs</li> </ul>	A GCSE class where available (year 11 priority)	To be agreed in advance with MLL. This should be: <ul style="list-style-type: none"> <li>• Personal improvement priority from previous year</li> <li>OR</li> <li>• Whole school T&amp;L priority</li> <li>OR</li> <li>• Department improvement priority</li> </ul>	Observing staff will compile WWW and EBI to share with staff during a professional discussion within 2 days of observation
'Tell Me What I Will See' Department Learning Walks – SLT & MLL		Aut 2	Learning Walk to take place over a week – 20 minutes per staff, no more than 2 visits per staff	Any class	MLL to tell SLT about each teacher and their strengths/areas of development prior to drop-in.  MLL will also explain where the lesson stands in the curriculum, how it builds on or links to prior learning, and how it is building skills/knowledge for future learning	MLL and SLT will agree WW and EBI for each staff visited.  SLT to report on MLLs knowledge of department and staff – share with SLT team and MLL.
'Tell Me What I Will See' Department Learning Walks – SLT & MLL	Yes	Spr 1	Learning Walk to take place over a week – 20 minutes per staff, no more than 2 visits per staff	KS3 Classes	MLL to tell SLT about each teacher and their strengths/areas of development prior to drop-in.  MLL will also explain where the lesson stands in the curriculum, how it builds on or links to prior learning, and how it is building skills/knowledge for future learning	MLL and SLT will agree WW and EBI for each staff visited.  SLT to report on MLLs knowledge of department and staff – share with SLT team and MLL.
SLT Learning Walks		Spr 2	No more than 20 minutes per teacher	Any KS3 or KS4 class	T&L/CPD priority from Spring 1	Department Summary with WWW/EBIs
SLT Learning Walks		Sum 1	No more than 20 minutes per teacher	Any KS3 or KS4 class	T&L/CPD priority from Spring 2	Department Summary with WWW/EBIs
QA	Appraisal process	When	Duration	Who	T&L Focus	Feedback
Learning Hub Peer Observations	Yes	Sum 2	30 minutes	Staff Peer	As part of Learning Research HUBs, staff will trial a strategy or practice in their classes. Focus of HUBs research to be agreed with SLT and HUB leaders based on school improvement priorities.	Staff peers will complete a WWW/EBI for staff being observed, with specific reference to agreed area of research/development. This will also be submitted to T&L lead for collation.  HUB research and findings are shared in a whole staff event towards the end of Summer 2.

APPENDIX G: SHS Observation Form 2024-25

Lesson Observation Sheet 2024 - 2025			
Teacher		Observed by	
Date		Time	
Class/Set		Topic	
Teaching and Learning Priorities			
Adaptive Teaching	WWW		
	EBI		
Formative assessment	WWW		
	EBI		
T&L observations (see SHS Best Practice overleaf)			
What went well: <i>(What the learners achieved / What the teacher achieved)</i>		Even better if: <i>(if the learners were given opportunity to / if the teacher focussed on)</i>	
Refer to best practice overleaf:			
Strengths		Areas for development	

## Lesson Drop-ins QA Template 2024\_25

Teacher		Class		Date		Reviewer(s)	
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Start of lessons				Notes and Comments
Register accurate and on time		Key Question displayed		
Effective meet and greet		Silent starter		
Resources managed		KOs out and in use (KS3)		
Seating Plan in place				
Effective Teacher Behaviours				
Cold-calling		Teacher active - circulates and supports		
3-2-1 whiteboards		Directing LSAs		
3-2-1 attention		Use of C1/2/3 behaviour system		
Emotion Coaching		Promoting growth mindset and resilience		
Adaptive Teaching				
Writing scaffolds and stem sentences		Use of WAGOLs		
Layered modelling (I/We/You Do)		Use of visualiser to model and demonstrate		
Dual coding – visual reinforcement		Identify and address misconceptions		
Assessment & Feedback				
Live A&F with purple pen		Opportunities for green pen improvement		
Effective peer/ <u>self assessment</u>		Formative assessment used effectively		
Literacy & Oracy				
Explicit teaching of tier 2/3 vocabulary		Appropriate vocabulary banks and definitions		
Prepare for and support good writing		Prepare for and support good reading		
Challenge poor standard English and expression		No missed opportunities to address literacy		
'Well Said' stickers to reward good <u>oracy</u>		'Say it like a...' encourage better <u>oracy</u>		
Student work and books				
Stickers on cover		Books are neat and well presented		
Subject overviews/ curriculum maps		A&F policy is followed for assessed pieces		
Non-assessment green WCFB sheets		Green pen is prevalent in books		