Teaching & Learning Policy

Policy reviewed: May 2025

Next review: May 2026

Link Manager: Mr J Williams, Deputy Headteacher

Governor Committee: Standard & Achievements

Contents	Page

1. The SHS Way

1.1 The SHS Way – Classroom Best Practice

The SHS Way Classroom Best Practice 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 greeted and checked at door	All classes should be greeted by the teacher at the classroom door. Uniform should be checked and corrected before admittance. Staff at the door should also be vigilant for behaviour on the corridors outside their rooms.
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. - all KS3 students will put their KOs on desks - seating plans enforced - materials and resources distributed in a safe and efficient manner that maximises learning time The priority is that all other routines are consistent within each classroom and, where necessary, for the subject (ie PE, D&T)
Cold calling (No hands up) & 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 I:\Knowledge Organisers KOs can be used to: • introduce/pre-teach new topics • revise key concepts and terminology • form starters and plenaries • support revision and test preparation
Staff maintain a 'Class book' and use 'attendance buddies' and/or ILs to maintain books of absent students	It is 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. These can then be copied from or loaned to students following absences. Staff should nominate buddies and/or use ILs to maintain the books of absent students. This could include: • sticking in sheets • writing in headings and dates

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.

Engage and Connect	
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 etc.
Silent starters or DO NOW	Silent starters should have learning value and be accessible low-stake tasks. Word searches and similar tasks with no learning value should not be used. Starters can take the form of handout/slips distributed on arrival at the door, or ppt slides.

	Settlers and starters should achieve the following:
	• revisit previous learning
	• access and activate existing knowledge relevant to the topic
	• provide formative assessment against which progress in the lesson can be measured
	Settlers and starters should require as little input from staff as possible, and allow time for register and distribution of resources etc.
Spiral learning is a regular feature (including quick quizzes, learning recaps, whiteboard checks)	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:
	• Knowledge Organiser based recall tasks
	• low stake quizzes
	• starters
	• whiteboard checks
	• mind mapping and brainstorming
Teachers are active and mobile (live marking, checking learning, supporting students)	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.
	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.
Strategies for actively engaging disadvantaged students are integral to delivery (incl. paired & group work/whiteboards/card sorts/visualiser feedback)	Between 20 and 30% of our students are disadvantaged. Active engagement helps to ensure these students stay on track.
	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.
	See *Strategies for Disadvantaged Students* and *Effective Teaching and Support Strategies*

Utilise emotion coaching - 'connect before correct' - building firm and positive relationships	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.
	In simple terms the steps of emotion coaching are:
	1. Recognize the student's feelings and empathise with them.
	2. Validate and label the feelings.
	3. Set limits on behaviour (if needed).
	4. Problem solve with the student.

EMOTION COACHING

Attend to the emotion — acknowledge somethings wrong — 01 — SAY "Whoa! I can tell something's up right now"

Name the emotion — Put the emotion your child's experiencing into words — 02 — SAY "You look really mad " or "you seem disappointed"

Validate the emotion — Remember – all emotions are valid, even if the behavior accompanying them is inappropriate. — 03 — SAY "It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

Meet the Need of the Emotion — Help your child get through the emotion until it passes — 04 — SADNESS needs comfort, FEAR need safety & security, ANGER needs patience & boundaries

emotion coaching helps children learn feelings are normal, and they need to be experienced, not suppressed or avoided.

Adapt and Support

At SHS we place great emphasis on adaptive teaching, which 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, choosing not to move on until understanding is secure
- 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 MLs

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.
Whole class marking feedback sheets are motivating and address misconceptions and gaps in learning.	Whole class feedback (WCF) sheets should be ==used as per the school's Assessment & Feedback policy.== WCFs should be informed by live marking, an assessment or a sample of books - they should not just be re-used from previous assessments. For assessed pieces, any EBIs, next steps, or targets for improvement, should make clear to students which targets are specifically relevant for them.
Use layered modelling structure I Do/We do/You do and utilise metacognitive talk	Staff are expected to live model when teaching skills and how to use knowledge. At SHS we use layered modelling (I Do/We do/You do). Teachers should support students in developing their capacity for metacognitive thinking by modelling thought processes and promoting metacognitive talk in lessons - essentially this is a process of narrating thought processes and making them explicit. Students should then be given structured, supported opportunities to practise, building towards independence.
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 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.
'Take It Further' tasks challenge thinking	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. TIFs can also be offered as alternatives to the main class task and provide an extra layer of challenge. This can be done by: • requiring students to approach a topic/task from a different perspective or adopt a different persona

	• creating obstacles – ie. identifying key words that cannot be used • adding requirements – ie 'you must include…'
Staff maximise opportunities for improving and celebrating literacy and oracy (Say it Like a.., tiered vocabulary, active reading)	See **Section 3: Developing Students' Literacy and Oracy skills**
Provide differentiated homework that is accessible to all	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.
Minimise copying from board	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: • following a teacher as they model answers • collating class responses ie. in a mind-map • green penning work under the visualiser as a class • writing down definitions of new or key vocabulary/concepts
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	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 I:\Knowledge Organisers 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.
Use visualizers 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	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: • modelling reading and writing • sharing student responses with the class • annotating texts • collating student responses and ideas • guiding self and peer assessment • supporting formative assessment
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.	*See Engage and Connect – spiral learning.* At SHS we provide regular opportunities for students to revisit prior learning through a range of activities including: • knowledge Organiser based recall tasks • low stake quizzes • settlers and starters • whiteboard checks • mind mapping and brainstorming
Pre-empt and address common misconceptions, including cultural ones.	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.
Use formative assessment to identify misunderstandings and misconceptions, and then adapt to address	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.

	Refer to the school's Assessment & Feedback policy.

1.2 The Sale High Way to Success

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 policy. 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.

1.3 How lessons are structured at Sale High

Lessons at Sale High should follow a basic typical structure.
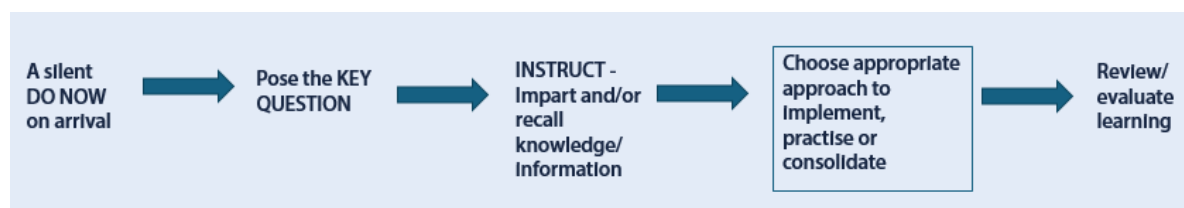
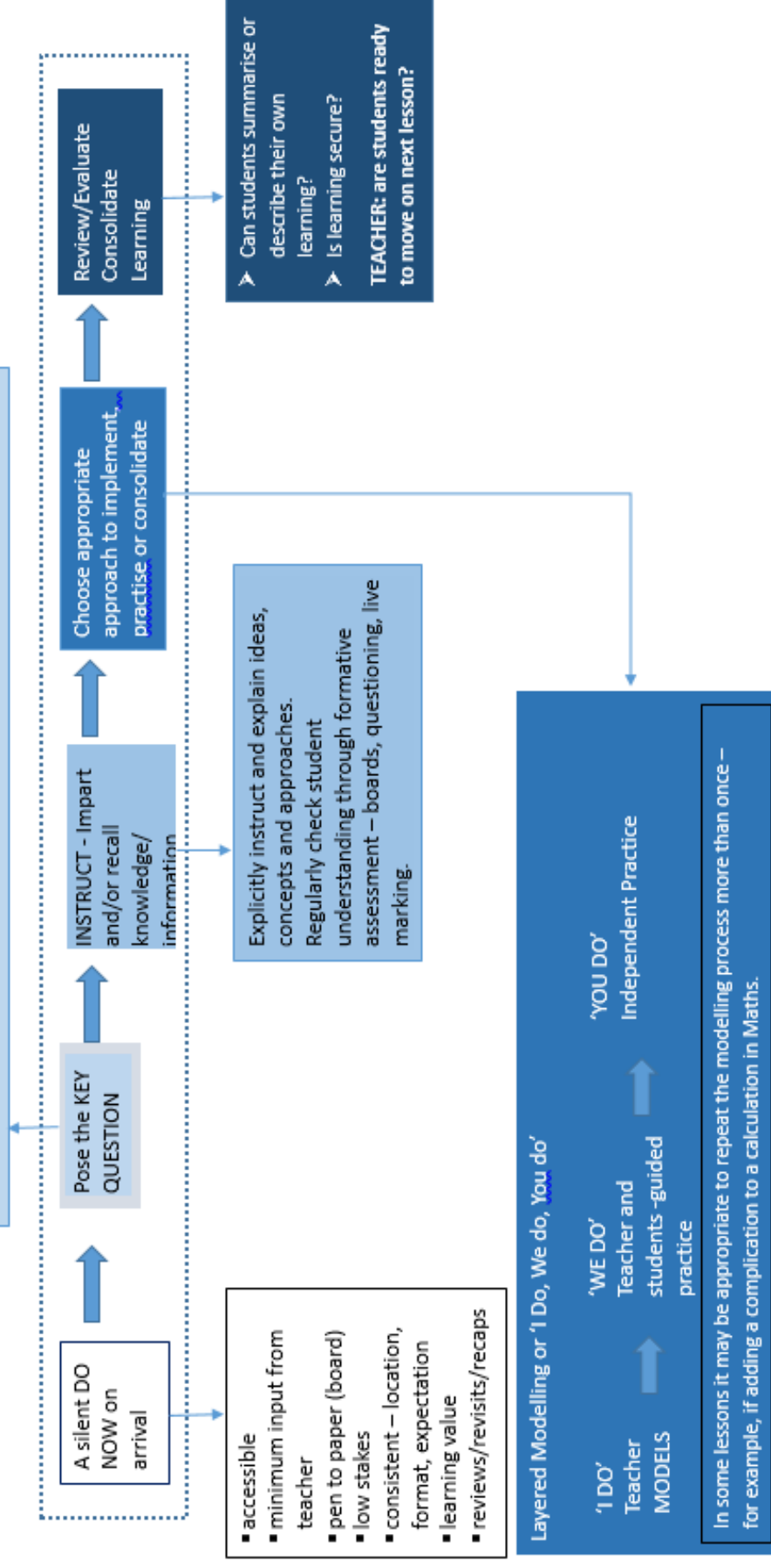# The SALE HIGH WAY – Typical Lesson Structure

A silent DO NOW on arrival

- accessible
- minimum input from teacher
- pen to paper (board)
- low stakes
- consistent – location, format, expectation
- learning value
- reviews/revisits/recaps

Pose the KEY QUESTION

What... How... To what extent... Why...?
This is the question you are teaching students to be able to answer.
By the end of the lesson, if they do not explicitly answer the question, you 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 - Impart and/or recall knowledge/information

Explicitly instruct and explain ideas, concepts and approaches. Regularly check student understanding through formative assessment – boards, questioning, live marking.

Choose appropriate approach to implement, practise or consolidate

Review/Evaluate Consolidate Learning

➤ Can students summarise or describe their own learning?
➤ Is learning secure?

TEACHER: are students ready to move on next lesson?

Layered Modelling or 'I Do, We do, You do'

'I DO'
Teacher MODELS

'WE DO'
Teacher and students -guided practice

'YOU DO'
Independent Practice

In some lessons it may be appropriate to repeat the modelling process more than once – for example, if adding a complication to a calculation in Maths.

Formative Assessment should be an integral feature of lessons at SALE HIGH – check student understanding at key points in the lesson. Identify and address misconceptions. Only move on when the majority are secure in their understanding

Arrival
Go to Se

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, but the above structure should be the basis for most lessons.

- <u>Silent DO NOW on arrival</u> 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.
- <u>The key question</u> 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.**
- <u>INSTRUCT</u> 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 through formative assessment.
- The choice of <u>appropriate approach to implement, practise or consolidate</u> skills and knowledge is key to the success of a 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?

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'
  - Circulate to support, check progress and/or live mark

2. SHS Approach to Assessment & Feedback

> *'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)*

See **Assessment and Feedback policy (July 2025)** for the full detail and rationale behind our approach.

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

The majority of assessment and feedback at Sale High will be **formative assessment**. This can take the form of low stakes quizzes and tests, live marking, whiteboards, cold-call questioning etc. Staff will use the information gathered from formative assessment within lessons to adapt their teaching:

- During teaching – in-lesson adaptations such as redefining tasks, re-teaching concepts, providing extra support, choosing not to move on until understanding is secure
- Post/Pre teaching – using knowledge gained from formative assessment to make short and medium term changes to schemes and lessons

Where common misconceptions are identified in lessons through formative assessment and/or live checking of work:

the teacher will make a direct intervention and adapt the lesson to address the misconception

OR

Complete a **Learning Check** (whole class feedback) slip and address the misconception next lesson

The school has a schedule for **summative assessments** at KS3 and KS4. At KS3 this takes into account the different weighting of curriculum hours in core subjects, and medium and low frequency non-core subjects. Feedback from summative assessments should be detailed and provide clear guidance to individual students on how they can improve. Students should be given time to act upon this guidance, supported by teachers.

Non-negotiables for summative assessments:

➢ summative assessments are individually dirt marked and students are provided an opportunity and time to respond/act upon this in a meaningful way

➢ individual student's assessed pieces are marked for literacy, with errors identified and/or corrections made (although over-correction can be overwhelming for students)

➢ feedback can be supported by whole class feedback sheets

➢ feedback should identify a student's strengths and/or what they have done well

➢ feedback should clearly identify where a student needs to improve and/or what knowledge/understanding/skills they need to develop

➢ feedback should be differentiated to meet the needs of different learners

➢ whole class feedback sheets are not 'fixed' documents - they are informed by marking of individual student's work within a group (ie targets should be adjusted for each class)

➢ Staff assess and feedback in purple pen; students respond and act upon staff feedback in green pen

---

Green Pen work

'Green pen work' should be a regular and significant feature of students' class work, and be prevalent in students' books. Green pen work could include:

➢ Student responses to DIRT marking
➢ Self-correction and improvements, including SPAG and literacy
➢ Self-addition and enhancement – for example, following completion of a class task, during the sharing of ideas/responses students add their peers' ideas/comments to their own work
➢ copying out correct spelling corrections
➢ writing down a teacher's verbal feedback
➢ annotation of WAGOLLs modelled answers

2.2 Manageable, Meaningful and Motivating

At SHS assessment and feedback is planned and completed following the principles of 'manageable, meaningful and motivating'.

Manageable: the nature, depth and frequency of assessment and feedback, particularly in relation to student books and summative assessments, should not be burdensome. It should take into account staff and student well-being and workload, as well as the effectiveness of A&F practices and the demands of curriculum content. The number and frequency of summative assessments has been reduced accordingly, and less emphasis placed on the traditional 'marking' of books (ie acknowledgment marking, identifying and correcting day to day errors, commenting on class work). However, it remains 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 summative pieces. This can be done through:

• live marking and checking during lessons
• periodic book samples/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 that is assessed in depth, particularly check point assessments and summative assessments, 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. Feedback should allow individual students to understand how they can improve and progress.

Motivating: feedback 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.

3. Developing Students' Literacy and Oracy skills

Sale High's current core literacy provision is summarised below. Please see the SHS *Literacy Policy* (November 2024) which includes the school's *Literacy Strategy* for full details about the school's provision and approach.

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**
Y7/8/9 students with standardised score below 85 • Core 5 Lexia • Lexia power up • Individual and group sessions using Fresh Start phonics programme • One-to-one/small group reading interventions Y10/11 EAL small group reading support sessions **Additional Support** • Weekly Y12 Sale Grammar Reading Support for Y7s	**Opportunities to read** • Form time reading in years 7-10, 2 days a week • Library access at break and lunch time **Library and access to materials and resources** • Qualified librarian • Well stocked and diverse catalogue to meet the range of reading abilities and interests • Access to online booking/reservation and texts **Other opportunities** • Half-termly literacy events and competitions • Book clubs and book fairs • Author visits • Library helpers	**Accelerated reader** • Every Y7 and Y8 student has an AR book matched to their ability • All KS3 students read AR books for 10 minutes at the start of every English lesson • Rewards system linked to AR quizzes • Staff share and discuss STAR tests results and AR progress (in library lessons) (The use of AR is under review for the academic year 2025-26) **Reading in English** • Carefully selected reading texts as part of the English curriculum • Regular library visits • Y8 Let's Think programme • SPARX reader (to be rolled out during 2025-26) **SPAG** • Weekly SPAG focus	**Vocabulary instruction** • Explicit teaching of tier 2 and 3 vocabulary • Knowledge organisers • Etymology **Assessment and feedback** • Literacy errors addressed in WCFB sheets and all summative assessments **Reading** • regular opportunities to read across the curriculum • staff support reading through a range of strategies **Writing** • staff prepare students to produce quality writing, including the use of scaffolds and stems • 2 spelling bees per subject per half-term **Oracy** • 'Well Said' stickers acknowledge good oracy • 'Say it Like a...' posters to encourage academic expression and language

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 27th October 2021)*.

Education Endowment Foundation — IMPROVING LITERACY IN SECONDARY SCHOOLS — Summary of recommendations

1. Prioritise 'disciplinary literacy' across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk
7. Provide high quality literacy interventions for struggling students

3.1 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*].

Below is a summary of school consistencies and subject disciplinary approaches. Elements highlighted in yellow are areas for future development and training:

Whole School Consistencies			
Reading	**Writing**	**Oracy**	**Assessment & Feedback**
• Staff ensure relevant and appropriate opportunities for students to read, and that no reading opportunities are missed • Staff ensure tier 2/3 vocabulary is explicitly taught and modelled in use • Subjects use knowledge organisers to support learning of academic language and key terminology • Staff have access to reading data and are trained in how it can be used to support in classrooms	• writing is planned and prepared for • scaffolds are used but withdrawn to build independence • teachers utilise metacognitive talk to deliver layered modelling • WAGOLLs • vocabulary banks and definitions are provided for specific tasks • spelling bees in all subjects, twice per half-term – students see spellings in advance and have an opportunity to improve spellings between bees	• Good oracy is celebrated and promoted – 'Well Said' stickers • Students are challenged and supported to use academic language, and rephrase and improve poor expression • Staff are trained in structured talk • Cold-calling is used to ensure participation in discussion	• Literacy is addressed in all whole class feedback sheets and assessments • Staff use common marking codes and symbols for essential elements of SPAG in feedback • Students rewrite spellings 3 times when errors are identified
Subjects (Disciplinary Literacy)			
• Opportunities for extended reading are identified in SOLs • Consistent subject approach to reading – agreed reading approach/model(s) specific to subject • Subjects provide extended reading lists	• Opportunities for writing are identified in SOLs • Writing models such as PEE, PEAR, QTA are subject specific and used consistently across subject classes • Typical stem sentences and scaffolds are consistent across the subject	• Opportunities for oracy are identified in SOLs • Every subject classroom displays a 'Say it like...' a poster	• Subjects may have additional marking codes specific to their subject

See Appendix for an example of a subject's disciplinary literacy strategy. Each subject has their own version and it is the responsibility of teachers to be aware of their subject's agreed approaches,

and for middle leaders to quality assure the implementation of these approaches within their subjects.

3.2 Vocabulary

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.

All of these resources can be found at:

I:_Literacy_Etymology 2022_2023

Example etymology slide and template

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

3.3 Supporting Writing
- use metacognitive talk to break questions or instructions down and to plan responses
- model and support the planning process
- establish clear success criteria
- avoid just giving scaffolds – work with students to design scaffolds, and develop phrases and sentence starters that will help them to answer the question
- model good writing using the 'I Do, We Do, You do' approach
- provide or collect together elements of language that may help them:
    - discourse markers and connective phrases
    - key vocabulary – word banks
    - relevant language features (ie persuasive techniques)
    - provide and explore WAGOLLs
    - support review and peer/self-evaluation

Remember that it is important over time to withdraw scaffolds and support, and to encourage students to practice the approaches and processes that you have previously modelled with increasing independence.

3.4 Improving Oracy

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.

Cold-calling should be the default approach to questioning in classrooms. It allows you to check and develop understanding, and to support the expression of ideas:
- ➤ Pose a question
- ➤ Pause
- ➤ Pounce – name a student to answer

Avoid accepting 'I don't know' – rephrase or re-frame the question. Ask another student if they have an idea and then come back to the student to give them an opportunity to explain whether they agree or disagree, or to build on that answer.
Encourage students to develop answers using:

- ➤ *Probe* questions – 'Why…?'
- ➤ *Process* questions – 'Really good, what method did you use?'
- ➤ *Prompt* – 'what if you think back to the ideas in the starter…'
- ➤ *Perfect* – 'Right idea, now say it like a scientist….'

4. Behaviour for Learning

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 school has clear learning expectations which apply to all students.

Learning Expectations	
1	Turn up on time, looking smart COMMUNITY
2	Follow teachers' instructions RESPECT
3	Do not disrupt learning RESPECT & ACHIEVEMENT
4	Complete work to the **best** of **your** ability ACHIEVEMENT, ASPIRATION & RESILIENCE
5	**Accountability** (take full responsibility for your actions) RESPECT & RESILIENCE

The following are taken from the school's *Behaviour, Culture and Ethos policy:*

4.1 Classroom Culture, Ethos and Routines

At Sale High School, our classrooms are environments where high-quality teaching and learning flourish. Our shared values – Achieve, Aspiration, Resilience, Respect, Diversity, and Community – underpin all we do and are the foundation of a positive, inclusive, and productive learning environment.

Teachers are the key to establishing consistent classroom expectations and routines that build a culture of excellence and high expectations. When consistency is embedded across the school, students feel safe, supported, and motivated to thrive.

The following is a non-exhaustive guide to effective classroom culture and routines aligned with our values:

· Uniform and presentation are checked on entry; students are respectfully challenged where standards are not met.
· A warm welcome is given at the door, ideally using students' names to build relationships and set a positive tone.
· Punctuality is expected. Late arrivals are logged on SIMS and followed up appropriately.
· Seating plans are thoughtfully constructed and logged on Class Charts.

- Classroom-specific routines are followed consistently in line with the Sale High Way; we acknowledge that these may differ between subject areas.
- Students and staff interact with respect, courtesy, kindness, and professionalism.
- Teachers are recognised as subject experts and leaders in the room. Students listen actively and follow instructions to ensure all have the opportunity to learn.
- Student body language should reflect attentiveness and engagement. Even when content is challenging, we expect students to show resilience and stay focused. Not all learning is fun and exciting and we expect students to concentrate at all times to learn, understand and consolidate difficult knowledge and concepts.
- Active learning is encouraged – students participate fully, work collaboratively, and challenge themselves to achieve their best.
- Disruptive or silly behaviour is not acceptable; students are expected to support a calm, focused environment.
- Items that may distract from learning (e.g. jewellery, headphones, mobile phones) are not permitted at Sale High School on site.
- Talking over others, shouting out, or interrupting is discouraged. Everyone has the right to speak and be heard.
- Every individual matters – we foster a culture of inclusion, respect, and dignity in every classroom community.
- Language used should be kind, constructive, and inclusive. We promote a growth mindset, encouraging students to embrace challenge and learn from mistakes

---

Staff at Sale High School use a range of proactive and restorative strategies to support positive behaviour and re-engagement. These include:

- Clear, consistent and repeat communication of expectations
- Extensive **reward programs** to achieve communicated clearly and frequently
- Seating adjustments or learning environment changes
- Short, private conversations to reset behaviour
- Use of non-verbal cues and reminders
- Restorative conversations to repair relationships
- Use of the RESET room and ISOLATION room to reflect on choices
- Report cards from the form tutor, Head of Year or SLT
- Dedicated time to learn and practise expectations and routines
- Reflection time in detentions
- Behaviour, Expectations & Progress Improvement meetings with parents and carers
- Behaviour and Expectations contracts
- Counselling (if deemed appropriate)
- Alternative Provision (AP)
- Meetings to review behaviour with school Governors

Where appropriate, teachers may also refer to Heads of Department or Heads of Year to implement further support strategies.

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 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. In simple terms, the process in class is as follows:

- C1 -warning to student
- C2 – removal from lesson to RESET(leads to automatic C3 after school detention)
- Teacher follows up through restorative conversation and/or contact home, making any reasonable adjustments to support good behaviour in the next lesson (ie seating plan change, adapted work)

To support good classroom management we have introduced a number of basic classroom routines and expectations which are incorporated into the Sale High Way. Staff have been trained in these approaches and they are checked as part of the quality assurance process. These expectations are also regularly reiterated to students through assemblies and form time.
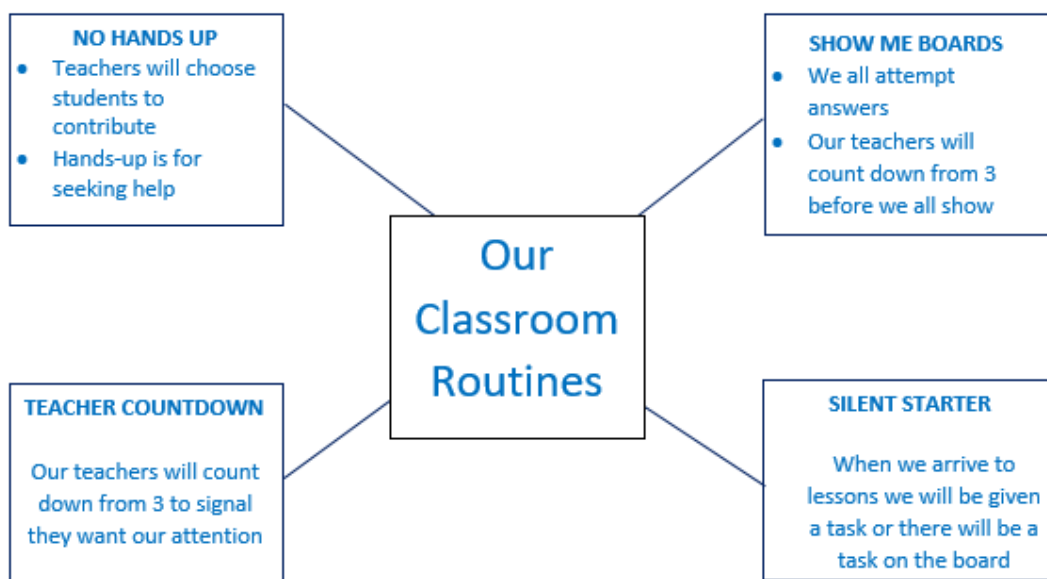
4.2 Support for Teachers

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.

Teaching staff should also be proactive in seeking support from other staff, including their middle leader, the QofE team, pastoral staff or more experienced colleagues.

There are a number of ways in which staff can be supported where a pattern of poor behaviour is identified:

- referral to Middle leader and subject team for coaching
- add classes to 'HotSpot' list for on-call/patrol and SLT drop-ins
- coaching/training 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.

5. Training and CPD – Developing Excellent Teaching

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.

5.1 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.

Monday Training and Meeting schedule is planned to include T&L training.

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

- Department meetings
- Pastoral meetings

Twilight sessions are usually scheduled near the start of each half-term and are used for training related to school improvement priorities. Quality assurance is then completed over the half-term to ensure training is embedded in school practice, and to identify any further training or support needs.

Early Career Teachers (ECTs) meet fortnightly for sessions led by the ECT co-ordinator or another member of the QofE team, with training focusing on key areas such as teaching and learning, SEND, behaviour management and safeguarding. ITTs or new staff are also welcome to attend these sessions, and sometimes staff who have been identified as under-performing may be directed to attend.

5.2 Sharing of Best Practice

At SHS we foster an 'open door' culture, 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.

MLs, 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.

6. Quality Assurance of Teaching and Learning

Quality Assurance of teaching and learning is essential to ensure that school policy is adhered to and implemented effectively, that teachers' standards are being met, and most importantly that students are able to learn and progress in a safe environment.

Each half-term middle leaders agree a schedule of quality assurance for their department or subject area with their SLT line manager. This will focus on school and department improvement priorities.

6.1 Learning Walks and Drop-ins

A compulsory element of the QA for each-half-term will be learning-walks and drop-ins, completed by SLT and/or MLs. Information gleaned from these visits is used to identify and share effective practice, inform individual and department targets for improvement, and shape the CPD training programme. We do not grade the quality of teaching.

> **Learning Walk** – a pre-arranged period of time (usually 2 weeks) where senior/experienced staff (ie QofE team, ML, AML) will visit lessons of a subject. There will be a clear T&L focus for these walks (usually linked to school improvement priorities and/or recent training) which staff will be informed of in advance. Individual staff will usually be visited a maximum of two times during the learning walk period, and for no more than 30 minutes each time. Staff will not usually be told the day/lesson of the visit.

A Learning Walk could include student voice (through conversations with students) and/or book reviews. Individual feedback should be provided verbally, as soon as practicable, and should be supported by an email including:

- WWW - acknowledging the good practice seen
- EBI – suggest how one specific area of practice could be improved

Sometimes it will be appropriate to feedback to a department or group of teachers collectively in order to support improvement planning and/or share good practice.

Lesson Drop-ins – where a senior member of staff (ie Qof E team, ML, AML) will visit a lesson for the purposes of quality assurance, observing good practice and/or to address a concern raised by a parent/child/member of staff. Feedback can be provided verbally, but should also be shared by email and recorded. Drop-ins can be unannounced.

A lesson drop-in could include student voice (through conversations with students) and/or book reviews.

There is no requirement for formal feedback from a drop-in, but visiting staff are encouraged to speak to the observed staff where possible, and email with the following:
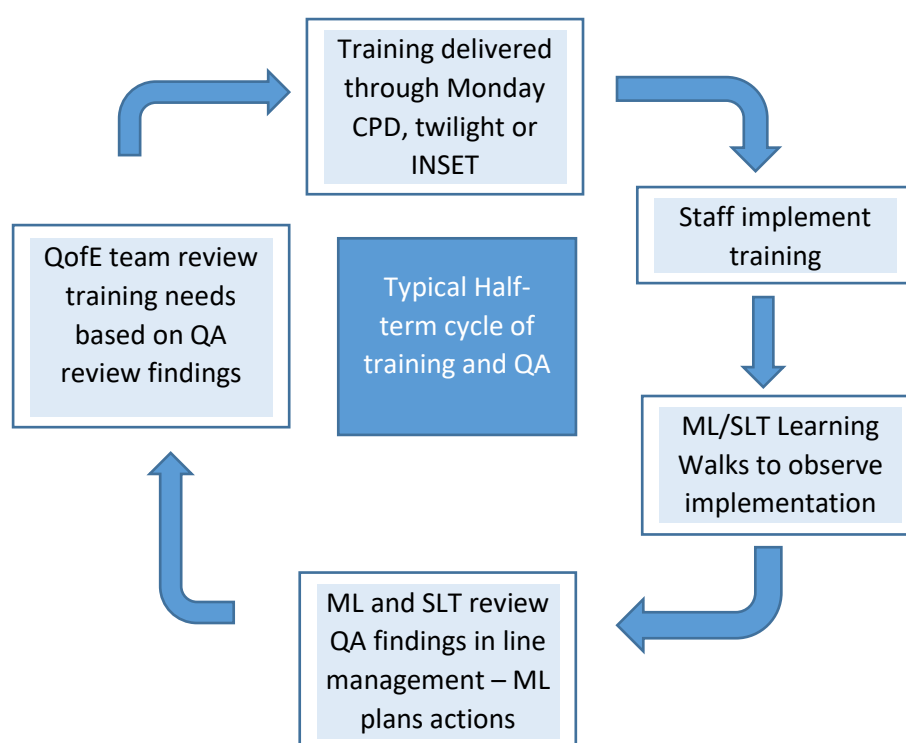
WWW - acknowledging the good practice seen

EBI – suggest how one specific area of practice could be improved

At SHS we promote an open door culture and want teaching staff to feel comfortable when their classroom is visited by other staff. Whilst we recognise that scheduled or unscheduled visits can be a cause of anxiety, we believe that an open, honest and reflective culture is essential to maintain and improve standards.

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. Visiting lessons is an essential part of this commitment.

6.2 Training and Quality Assurance Cycle

Training delivered through Monday CPD, twilight or INSET

Staff implement training

ML/SLT Learning Walks to observe implementation

ML and SLT review QA findings in line management – ML plans actions

QofE team review training needs based on QA review findings

Typical Half-term cycle of training and QA

Typical Schedule of Quality Assurance Learning Walks

The following is a typical QA schedule for a year:

	ECTs/ Teach 1st and equivalent	New staff	All other teaching staff	Performance Management
AUT1 PM1	Planned observations as per ECT/Training provider requirements – ECT lead, QofE team	One hour planned observation - ML and QofE team	Learning Walk over agreed 2 week period – ML and QofE team	Setting of results related targets and outcomes for the year. \n\n T&L focus linked to training priority
AUT2	These staff will also be visited as part of standards QA Learning Walks and drop-ins	'Tell Me What I Will See' learning walks in departments – unscheduled drop-ins by ML with SLT over agreed 2 week period		
SPR1 PM2		Learning walks in departments - unscheduled drop-ins by ML over 2 week period		Mid-year review with line manager against PM targets
SPR 2		SLT Learning Walk – unscheduled drop-ins by SLT over 2 weeks		
SUM1		Learning walks in departments - unscheduled drop-ins by ML over 2 week period		
SUM2	Reciprocal Peer Coaching. \n Pre-arranged 30 minute observation followed by peer feedback			

6.3 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.

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.

6.4 New, temporary and less experienced teachers

All staff at SHS are expected to follow the school's teaching and learning policy -we believe this is the best way to assimilate to the school's culture and ensure positive behaviour and learning in the classroom.

We understand that for staff that are new to Sale High it can take time to familiarise themselves with the school's expectations, routines and processes, and to develop excellent teacher-student relationships, and that some staff will experience challenging periods in their first few weeks. During this time, new colleagues will benefit from informal drop-ins and learning walks carried out by experienced staff in the department, the pastoral team, and SLT from the QofE team. This will be in additional to the main Teaching and Learning quality assurance schedule.

6.5 Addressing Concerns and Supporting Teacher Improvement

On occasion, a concern may be raised about a teacher's performance or behaviour, the behaviour of students in their lesson(s), quality of teaching, safeguarding or student progress. Cause for concern could be raised in a number of ways:

- a drop-in or learning walk (whether scheduled or unannounced)
- 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

In these cases, steps will be taken to verify the concern and then there will be a clear emphasis and focus on supporting staff to improve. However, it should be noted that in the case of a potential disciplinary issue, a different process would be followed. The following steps may be taken to establish if there is a cause for concern:
- speak to member of staff who is cause for concern
- speak to other relevant staff (ML, teaching assistant)
- conduct drop-in(s) on the class(es) involved

Where it is confirmed that there is a legitimate concern, there is a graduated support and intervention approach to support staff improvement. The following diagram indicates how the appropriate level of support will be identified:

Graduated Stages of Support and Intervention for Teachers

1. Early Support Plan - Informal coaching and training, from ML/AML – light touch
2. ML Support Plan – 2-4 week plan lead by ML/AML
3. SLT Support Plan – 6 week plan lead by SLT from Q of E team
4. Capability – where a staff member fails to make adequate or sustained improvement against teacher standards

EARLY SUPPORT PLAN

Concern or issue raised

ML/SLT gather information

Minor issue that can be addressed through conversation with teacher

Review as part of QA to ensure improvement is sustained

Concern/issue requires drop-in visit by ML and/or SLT

Concern can be addressed through coaching/training/ peer obs. – ML set specific targets

Revisit teacher/class over 2 week period to measure progress

ML satisfied that progress has been made – no further intervention required

Review area of initial concern as part of QA to ensure improvement is sustained

Still significant concern – lack of sufficient improvement

Concern requires
ML SUPPORT PLAN
(2-4 weeks):
- if previous ML support/intervention has not led to sustained improvement or staff has had significant previous support
- may involve Q of E team

If insufficient progress ...

Concern requires
SLT SUPPORT PLAN
(6 weeks):
- has been on previous ML Support plan
- or ML Support plan failed

Insufficient or un-sustained improvement following SLT SUPPORT plan may lead to CAPABILITY

The different levels of support can be summarised as follows:

Concern raised		
Early Support Plan (ML)	ML Support Plan (ML)	SLT Support Plan (SLT)
Low level concern – light touch	More serious concern and/or previous support provided	More serious concern and/or has been on an ML Support plan previously
• ML gathers information • Conduct drop-in if needed • Plan appropriate support – coaching/training/peer obs • Set specific targets • Revisit class/teacher over 2 weeks • If sufficient progress has been made no further intervention is required • Review area of initial concern as part of QA to ensure improvement is sustained	• ML gathers information • Conduct drop-in • Plan appropriate support – coaching/training/peer obs • Set specific targets • Revisit class/teacher over 2-4 weeks • Ensure review meeting with staff member after 2 weeks and plan any further support • After 4 weeks complete final review meeting - if sufficient progress has been made no further intervention is required • Continue to review area of concern as part of QA to ensure improvement is sustained	• ML refers to QofE team – decide on ML or SLT support plan • SLT conduct drop-in • Meet with teacher to share observations and plan appropriate support • Set specific targets • Review at mid-point (3 weeks) • If sufficient, sustainable progress has been made, the plan can be ended • If sufficient, sustainable progress has not NOT been made, plan any further support and confirm targets • After 6 weeks meet with teacher to decide if they have made sufficient improvement • Where progress has not been made and teacher standards are not met, move to CAPABILITY

6.6 Staff Improvement through Instructional Coaching

From September 2025 the school will begin the process of introducing an Instructional Coaching model. We will begin by developing a small team of coaches to support staff improvement. Instructional coaching will be for the sole purpose of improving teaching and not linked to Performance Management or addressing a concern as described above.

APPENDICES	
APPENDIX A	
APPENDIX B	
APPENDIX C	
APPENDIX D	
APPENDIX E	
APPENDIX F	
APPENDIX G	

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 ▪ 30 minute minimum for existing staff ▪ 60 min for new staff or ECTs	A GCSE class where available (year 11 priority)	To be agreed in advance with MLL. This should be: • Personal improvement priority from previous year OR • Whole school T&L priority OR • Department improvement priority	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.