HOLYPORT COLLEGE

Pedagogy, Practice and Professional Learning Policy

"Every student, every lesson, every time"

Holyport College - Our vision of teaching and learning:

At Holyport College, we are creating a culture where the highest expectations and standards, the most effective teaching practice and the foremost pedagogy are evident in every classroom, every day. Not only this, but we are aiming to ensure that this approach to teaching and learning has a real and tangible impact on the progress and development of all of our students.

At Holyport College, we believe:

- That the development of each individual student as a person, a learner and a thinker is of equal importance to their learning in any given subject and is the responsibility of all.

- That all students deserve access to teaching which enables them to make progress on a par with or better than that made by the highest achieving students nationally.

- It will not restrict or smother but will give freedom and opportunity to teachers to get the most of out of their teaching and our students' learning.

- "The quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007).

- The development of our teachers is more important than the measurement of their quality.

- Exemplary teaching looks and sounds different across different classrooms but it builds on common elements which enable effective learning to occur: What's best is what works.

- Teachers (as all learners) learn best when there is ownership, engagement and the opportunity to reflect, implement and reflect again.

Roles and Responsibilities:

Learning and development is the core responsibility of <u>ALL</u> staff at Holyport College, no matter their role.

Teaching and Learning team:
Oversee, plan for, direct and lead HPC teaching and learning vision.

Mr Ben McCarey   Deputy Headmaster
Mr Adam Bicknell   Assistant Headteacher (T&L)
Ms Hayley Blackwell   Lead Practitioner

Extended Leadership Team:
Support Teaching and Learning Team achieve the College vision.

Heads of Department:
Responsible for monitoring and continual professional development of their teams.

All Teaching Staff:
Responsible for delivering the highest possible learning within their lessons, *'Every student, every lesson, every time'*.

"When good practice is embedded it is organic and doesn't feel like a stuck-on activity plucked from a toolkit."

Holyport Learner Attributes

Before we get into the intricacies of our College approach to Teaching and Learning, it is important that we constantly remind ourselves of what the end goal is. Our College ethos states that:

We will give our students the tools they need to go on to lead independent, purposeful and fulfilled adult lives.

Claxton and Lucas (2015) suggest that 'success in the modern world depends on attributes of the mind and heart that are deeper than the ability to get your sums right'.

We will endeavour to nurture the following attributes within our students :

- **Confidence**
- **Curiosity**
- **Collaboration**
- **Communication**
- **Creativity**
- **Commitment**
- **Craftsmanship**

By doing this,

"We are equipping them with the relevant skills to address the challenges of the competitive world in the 21st century."

Foundations of Great Teaching & Learning

To achieve our vision, we have designed an approach to teaching and learning founded on six foundations:

Independence, Collaboration, Feedback, Questioning, Differentiation and Creativity.

Each of these foundations will be represented by an icon. These icons will be highly visible in our classrooms, in our teaching resources, in our   lesson planning, in our staff training and in our lessons.

Our staff and our students will develop a shared understanding of the pedagogy behind each icon and of the expectations on them in relation to it; our students will develop metacognitive capability, an awareness of how they are learning what they are learning and so better understand the approaches that their teachers are using, which will in turn, exponentially accelerate their learning processes; our staff will benefit from, and tap into, the work of their colleagues through the shared visual reminder of the common experiences of our   students.

Through shared ownership and regular collaboration, the foundations will become a habitual aspect of day to day teaching and learning at the College.

"....the Foundations will become a habitual aspect of day to day teaching and learning at the College."

The Fundamentals

At the heart of our foundations is a systematic and consistent approach to creating a focused learning environment. Whilst great teaching looks, feels and tastes different across subjects, we recognise that they share some important basic elements. By securing the non-negotiables of the classroom, teachers and students can build great learning around them. The College crest represents our core fundamentals of the classroom, a set of important features that should be present in every lesson.

Teachers

Meet and Greet
Be punctual and arrive on time

Seating Plan
Know your students

Get Them Going
Starter activity to grab their attention

Right To Teach & Right To Learn
Insist on respectful and safe learning environment

Sweat the Small Stuff
Consistent use of college rules and procedures

Reflect on Progress
Check their understanding

End and Send
Neat and tidy exit

Students

Arrive on Time
Be punctual and arrive on time

Be prepared
Have the correct equipment and prep

Enter Quietly
Create a focused learning environment

Respect the Right of the Teacher to Teach
Concentrate, avoid distractions and enjoy learning

Respect the Right of the Class to Learn
Respect your peers opinions and views

ASPIRE · ACHIEVE · SUCCEED

Independence

- Builds confidence and resilience, motivates and challenges.
- Students work independently in a focused environment.
- Rigorous approach to learning in the classroom.
- Students appear engrossed in their own work.
- Tone of learning activity is one of searching even deeper.
- Students are empowered to lead their own learning and figure it out for themselves.
- Teacher has high expectations in terms of work ethic and focus upon detail,

Planning for Great Independent Learning:

- Are students expected to work independently of the teacher or independently of everyone?
- Should students be able to talk? If so, why?
- What will be the outcome of the work? Is this expectation differentiated?
- How will you establish the boundaries for this type of work?
- Do you need to scaffold or provide examples?
- Have you planned an extension task for those who finish early?
- Are your timescales realistic and clearly communicated?
- Do students know what to do when they get stuck?
- Will you need to get the class to practice this type of activity?
- Have you set prep?

Holyport Learner Attributes Developed:

- Commitment
- Confidence
- Curiosity
- Craftsmanship

"Greatness is largely about focus and hard work."

Collaboration

- Students work together to lead and maximise their own and others' learning.
- Students are actively involved in their learning by doing "hands on tasks."
- There is engaged discussion, group work and energy in the class room.
- Students thrive in lessons when given the opportunity to work within a team.
- Shared thinking enables students to reflect about their learning by identifying common misconceptions and actions to ensure they are corrected.
- High levels of student participation, co-operation and collaboration.
- Pupils respect and value their peers' contributions.
- Pupils are assigned specific roles with the teacher communicating the criteria for success and the types of social skills that will be needed to be effective.
- Teachers encourage groups to reflect on their interactions to identify potential

Planning for Great Collaboration:

- Why are they collaborating? What is this adding to the task?
- How are you selecting your groups? Are there specific roles?
- How will you ensure ALL have input?
- How will you maintain momentum?
- How is the control level?
- How will they feedback? Apply this feedback to their own answers?
- Will they assess their learning?

Holyport Learner Attributes Developed:

- Collaboration
- Communication
- Commitment
- Craftsmanship

"...most great teaching happens in groups. Collaboration is the stuff of growth."

Questioning

- Is central to our development of thinking and our capacity to learn.
- Can create a 'culture of inquiry' in our classroom that opens minds and provokes truly independent thought.
- Questioning techniques are used to target all students in the classroom.
- Probing questions delve deeper and force the students to think for themselves.
- Thinking time allows all students to formulate an answer.

Planning for Great Questioning:

- Why are you asking the question in the first place?
- Have you prepared targeted questions?
- Have you ensured that students have thinking time?
- Do you want students to put their hands up or not?
- Who is asking the questions?
- Are all students engaged?
- Can you bounce answers around the room?
- Verbal or written questions/answers?

Holyport Learning Attributes Developed

- Commitment
- Confidence
- Curiosity
- Communication
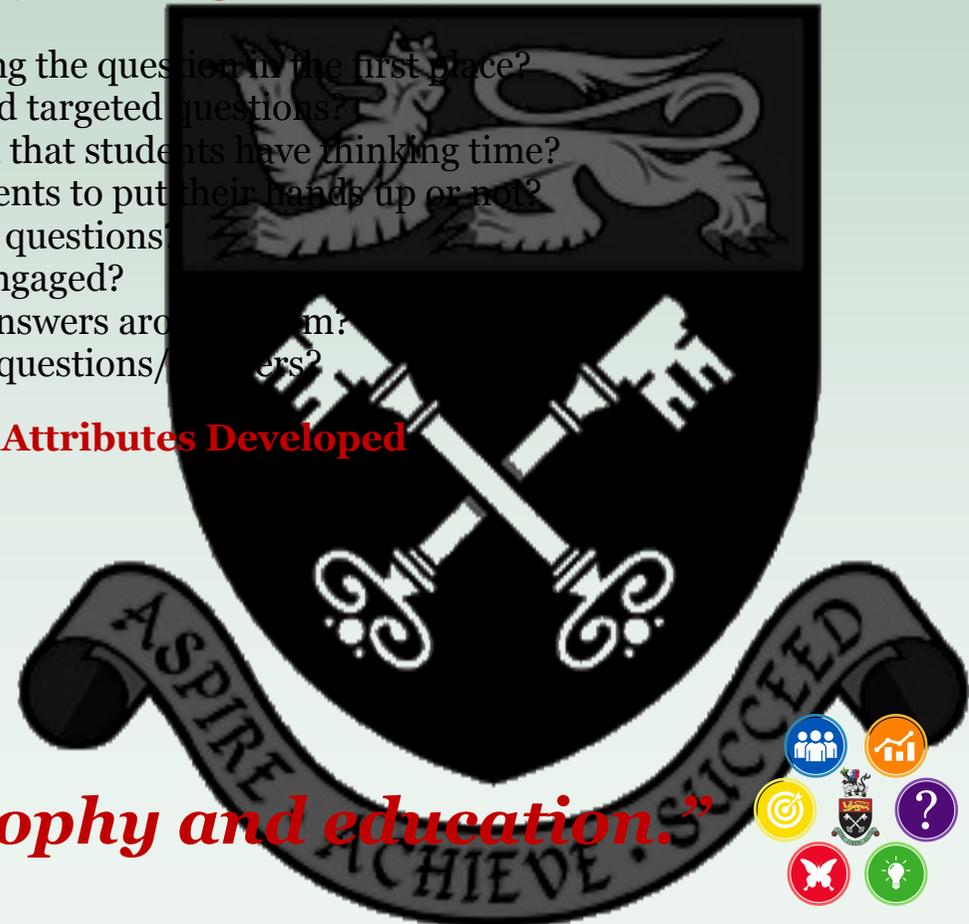
"...is the very cornerstone of philosophy and education."

Feedback

- Research strongly suggests that less teaching plus more feedback is the key to achieving greater learning.
- Teacher strives to provide frequent and continuous feedback, developing both conceptual understanding of the subject and problem-solving skills.
- Feedback should be goal-referenced; tangible and transparent; actionable; user-friendly; timely; ongoing; and consistent.
- Students know what they have done well, but also how and where they can improve.
- Students reflect on their own and, where appropriate, one another's learning and

Planning for Great Feedback

- Who is providing the feedback?
- How will feedback be delivered?
- When will the pupils get a chance to act upon it?
- Is it formative rather than summative?
- How will students know what they are aiming for?
- Do you need to provide a model/framework?
- Will students know how to act on the feedback?

Holyport Learner Attributes Developed:

- Confi...
- Comm...
- ...

"There is no failure, only feedback."

Creativity

- Often how the seeds of a deep-rooted love of learning are sown.
- Teachers seize every possible opportunity to fire our students' imaginations and to stoke their passions.
- Teachers create a learning environment where it is safe to take risks.
- Lessons create curious learners who are fully engaged by the content.
- Students are set challenging goals but given the confidence and tools to achieve them.

Planning for Creativity:

- How can you make this topic come to life?
- Can you 'fascinate' - grab their attention?
- Can you provoke an emotional response?
- Are there any current, real world links of interest?
- Can you give freedom to the pupils?
- Can you encourage risk taking?
- Are students required to think critically or originally?

Holyport Learner Attributes Developed:

- Creativity
- Craftsmanship
- Confidence
- Curiosity

"...life is full of wondrous things that are there to be studied, discovered and enjoyed."

Differentiation

- Is integral to the whole learning process.
- Differentiation is embedded and habitual.
- It begins and features within all of the Foundations of Great Teaching.
- The teacher knows the students.
- Learning is differentiated in response to the strengths and needs of all pupils.
- Support and intervention enables those most and least able to learn well in lessons.
- Lesson planning and delivery makes best use of LSA support available.
- Effective routines have been established to allow students to self help when stuck or extend when finished.

Planning for Great Differentiation:

- Who are your targeted groups/students and have you referenced key data?
- How can you challenge every pupil in the class?
- What extension tasks are there? Is there a generic extension activity display/process?
- Have you scaffolded resources , used writing frames or offered model answers?
- Is prep suitably differentiated?
- Are you meeting specific needs of vulnerable/identified students?
- Will you make best use of the LSA and how will you communicate this with them?
- What self-help strategies are in place to help those who are stuck?

Holyport Learning Attributes Developed:

- Confidence
- Communication

"...teachers need to cater for students with a range of skills, aptitudes and dispositions."
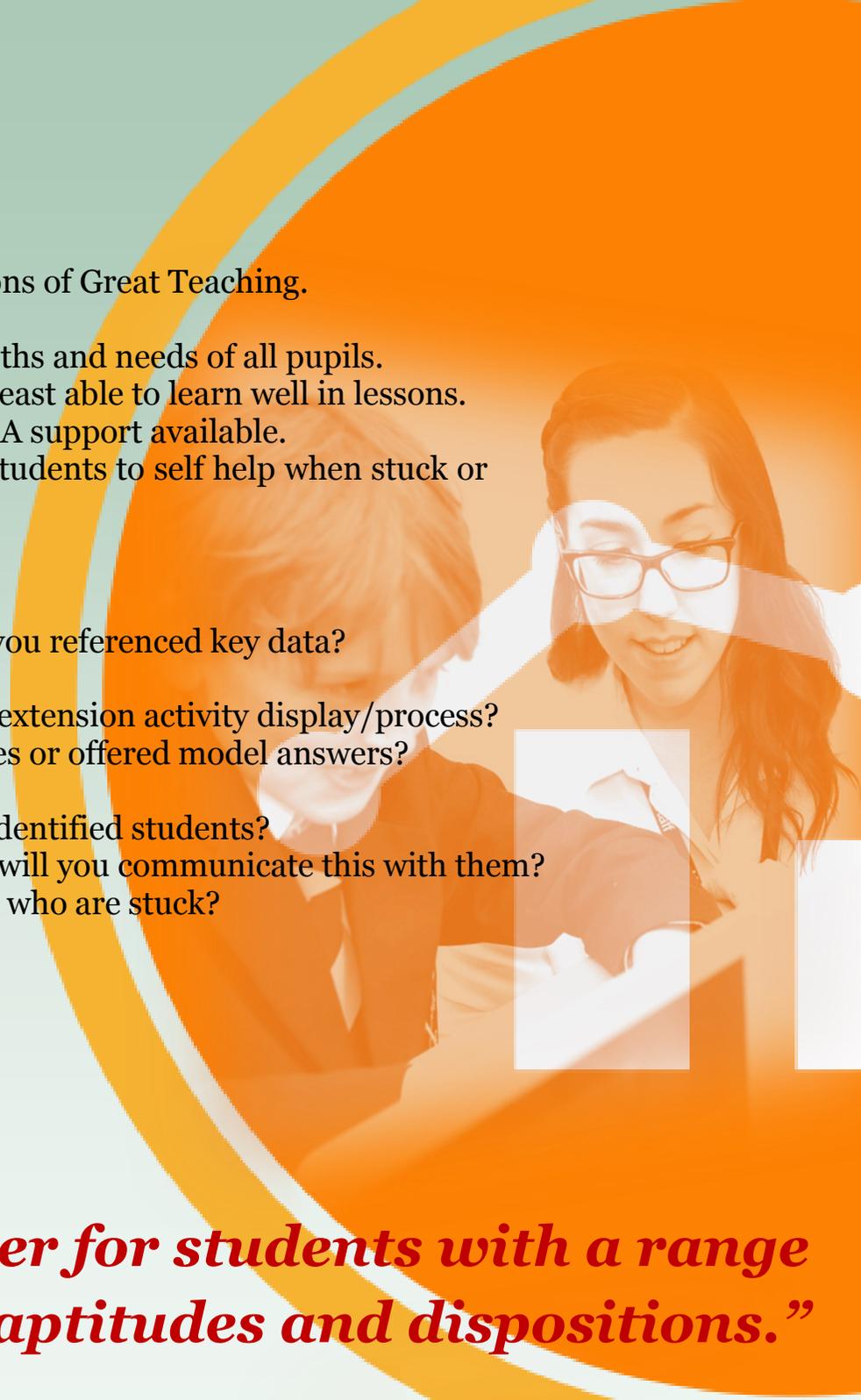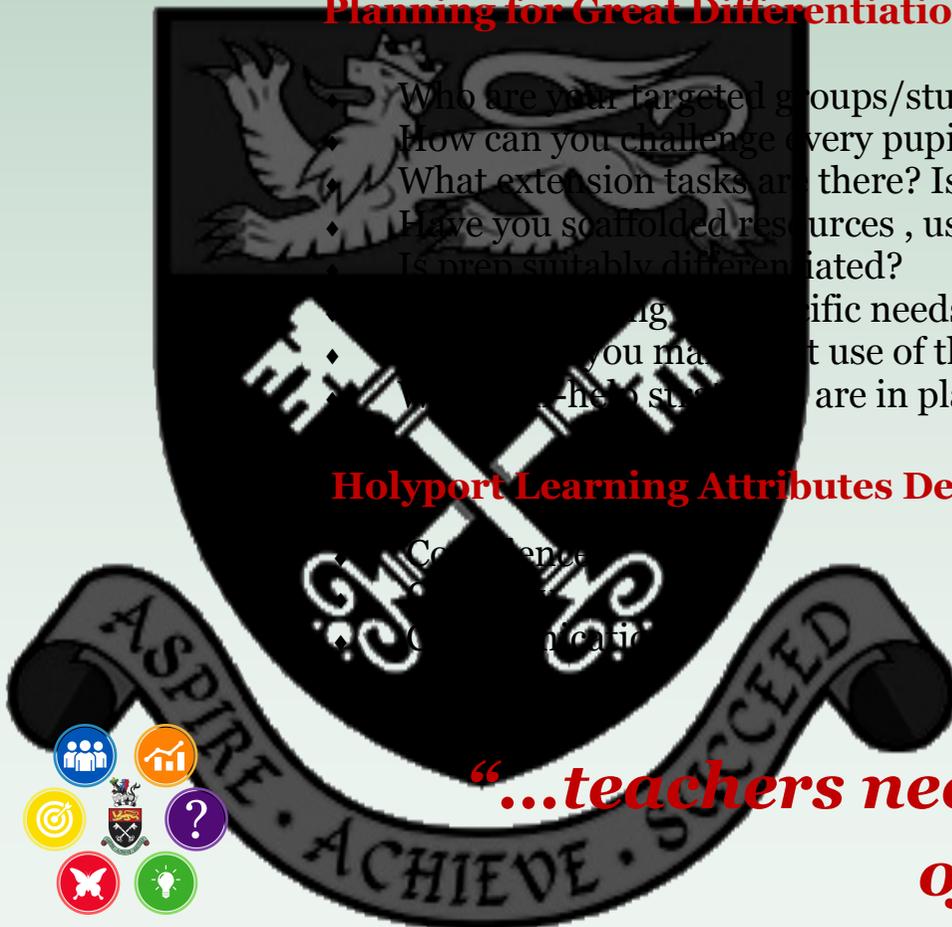
Iconic Lesson Planning

Planning enables you to think about your teaching in a systematic way before you enter the classroom. The outcome of your planning is a coherent framework which contains a logical sequence of tasks which prepare the field for more effective teaching and learning.

Plans only express your intentions. Plans are projects which need to be implemented in a real classroom with real students. Many things may happen which you had not anticipated. In the end you need to adapt your plans in order to respond to your pupils' actual needs. Prepare thoroughly, but in class, teach the learners not the plan.

It will not restrict or smother but will give freedom and opportunity to teachers, to get the most of out of their teaching and our students' learning.

Our Holyport Iconic Lesson Plan offers:

♦   A clear whole school approach to lesson planning

♦   Fr____ and _____ _____ _____ and the foundations

♦   O_____ for differe_____ __ each lea____ episode

♦   Op_____ to ____w _____ha____ ___as/resources via Pinterest—

"Success doesn't just happen. It's planned for."

Professional Learning

We recognise that observing other professionals is a crucial part of developing our professional practice and ensure teaching and learning is quality assured. Our positive and supportive approach to learning walks, empower our staff to drive the development of teaching and learning at the College.

Teachers (as all learners) learn best when there is ownership, engagement and the opportunity to reflect, implement and reflect again.

Colleagues are asked to commit to a number of learning walks throughout the year , each with a specific focus based upon our foundations. The purpose of the learning walk is to obtain a brief snapshot of the classroom in order to demonstrate and share best practice on the specific focus. Any observations are documented on a shared online learning log and should be free of any judgement. Learning walks are a powerful tool to observe and develop common trends in our classrooms.

Teaching and learning walks are:

♦ Positive—focusing upon best practice.

♦ Non-judgemental—we trust each other.

♦ Developmental—driven by our foundations.

♦ Collaborative—allowing for discussion.

♦ Short and hopefully stress free—best use of time.

Holyport Professional Teaching Standards Overview:

♦ Maintain high expectations which motivate and challenge.
♦ High quality teaching and learning which promote good progress and outcomes and develop resilience.
♦ Adapt teaching to respond to the learning needs of all students.
♦ Demonstrate good subject and curriculum knowledge.
♦ Make effective use of assessment (both formative and summative) to the benefit of the learning process.
♦ Provide productive feedback.
♦ Create a positive and safe learning environment.
♦ Make a positive and enriching contribution to the school community.
♦ Demonstrate consistently high standards of personal and professional conduct.

Date	Observer	Verbal Feedback Given?	❓	💡	✖️	👥	🎯	📊
050516 10Yf	ABI	Yes	Questioning had good pace, no hands were accepted and they were clearly targeted. This challenged to students to focus as well as engage them.			Students were encouraged to work with a partner to share ideas.	Good use of timer to give a visual cue for indepedent work at the start of the lesson. The students were focused and silent.	Could the MA students in the room have more challenging work - 1 had completed the task within 1 minute of starting - How can you stretch and challenge?
24052016 10YFA	HCA	No	Questioning was varied and targeted to each student.	Amy used music in this lesson and the students were expected to fill in the gaps during one of the activities. This was a creative exercise and the students responded well to it.		Students did some group work and they were asked to compare answers on one of the activities.	Students were asked to do some independent learning and this was a timed activity. The students responded well to the challenge.	Good differentiation used, both by resource and by outcome.ANB had different expectations regarding questions set for the students.
26/07/16 Y10	WMC	Yes		Always had to speak french. If they wanted the window open or closed. Amy used a "cheesy" song and challenged her pupils to give their responces.	Always quick to praise and pauses well/ slight noise made to encourage that little bit extra detail for the pupils answers.		Amy made the pupils work independently to translate three statements which gradually progressed in difficulty. Her extension task was for the pupils to write their own sentences based on their future. "Which statement are you going to follow? Challenge yourselves, how much detail are you going to put in your answer"	Amy did this by making her pupils read certain elements of the statements. The pupils all seemed of a high ability. Could they potentially be asking each other questions or their opinions about the future tense in french about their class mates answers?

"In improving as teachers, we are not collecting tools, we are seeking to change our habits... the things we do automatically every day."

Professional Development

Training and good quality development should be available to all. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success.

In order to maintain on-the-pulse professionalism for the benefit of our students, regular and sustained staff training will be part of our daily diet. We aim to provide all teachers with a forum for making learning feasible within the working day.

Our training days are well-planned. They are sustainable, specific to the individual and one that makes significant impact on the teacher, as well as the students in their classroom.

♦ 5 inset days throughout the school year

♦ Wednesday morning CPD—led by teaching staff

♦ Department time committed to Teaching and Learning

♦ Learning Walks

♦ Learning Logs

♦ Sharing best practice from inset and other schools

Great Teacher Programme

Every year teaching staff will be invited to join a working party to carry out some action research within our College. This research will based upon the evidence used to support our Foundations of Great Teaching. Evidence –based practice is about making the best decisions through conscientious, explicit and judicious use of the best available evidence from multiple sources. It is hoped that the findings will help us to identify , find and evaluate best practice in our classrooms based upon our students.

The programme will run from April to April, giving the working party time to meet, prepare and plan for their action research to begin in September. The group will have access to The Tony Little Centre for Innovation and Research in Learning. This is Eton's flagship new facility which aims to put Eton College at the forefront of global teaching and learning developments. It will help our teachers to develop their skills still further, through self-assessment and working alongside colleagues across the various disciplines.

Details include:

♦ runs April—April every other year

♦ Open to all teaching staff

♦ Support and guidance from experienced practitioners

♦ Access to Tony Little Centre at Eton College

♦ Collaboration with Eton Colleagues

♦ Action research carried out in our classrooms for our students and teachers.

"...when teachers become learners again their teaching improves."

Metacognition

The ultimate aim of our College is to prepare children to be lifelong learners, therefore it is important to help students become aware of themselves as learners and to take control of their own activities. The Education Endowment Foundation's synthesis of research evidence shows that metacognition and self-regulation has the second highest impact strategy teachers can use in the classroom.

Research has shown that one of the key traits good problem-solvers possess is highly developed metacognitive skills. They know how to recognise flaws or gaps in their own thinking, articulate their thought processes, and revise their efforts (Brown, Bransford, Ferrara, & Campione, 1983). As adults, we actively engage in these skills in our everyday thinking. We decide what method to use to solve a problem or when to ask for help. We use metacognitive skills to help us decide which elements we understand and which we do not understand. In short, we direct our own learning. Students and novices often lack these skills or fail to recognise when to use them (Flavell & Wellman, 1977). As educators, it is important for us to help foster the development of metacognitive skills in our students. These are skills that will help students learn how to learn.

By explicitly teaching our students how to become overtly and consciously familiar with the methods they use to learn (Foundations), why they use them, how they work, why they work, when to apply them and how to apply them, can help them think more like experts.

Through deliberate and well planned projects during Learning for Life lessons, our students will be challenged to plan, practice and play with our approach to teaching in order to gain a better understanding of their own learning experiences.

Teaching staff are encouraged to incorporate the icons within their learning resources, lesson material and classroom displays. Through regular exposure to the icons, our students will begin to recognise and acknowledge the learning processes that they will be using, thus accelerating their learning.

"They are drivers rather than passengers."

Suggested Reading List:

Research:
Teaching and Learning Toolkit
Education Endowment Foundation 2016
Sutton Trust

Evidenced-Based Practice - A Handbook for teacher and school leaders
Gary Jones and CENMs 2016

Developing Teachers- Improving professional development for teachers
Sutton Trust - January 23, 2015

What makes great teaching?
Robert Coe - Cesare Aloisi -Steve Higgins and Lee Elliot Major - October 31, 2014
Sutton Trust

Visible Learning for Teachers: Maximising impact on Learning
John Hattie 2011

Mindset: The New Psychology of Success
Carol Dweck Ph.D. 2006

Pedagogy:
What Works Best in Education: The Politics of Collaborative Expertise
John Hattie 2016

Educating Ruby: What Our Children Really Need to Learn
Bill Lucas and Guy Claxton 2015

The Teacher's Toolkit
Paul Ginnis 2001

Kagan Cooperative Learning
Spencer Kagan & Miguel Kagan 2001

Educational Bloggers:
@teacherhead - Tom Sherrington - Headteacher
@RossMcGill - Ross Morrison McGill - Founder of @TeacherToolKit
@josepicardoSHS - Jose Picardo - Assistant Principal interested in Pedagogy
@DavidDidau - David Didau - Author of PsychBook
@tombennett71 - Tom Bennett - Director of ResearchED
@Andy_Buck - Director at National College and Founder of Leadership Matters

[Centre for Real-World Learning Publications](#)

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