

# **LEARNING TEACHING & ASSESSMENT POLICY**

**Dormers Wells High School**

**Maths, Computing and Applied  
Learning Specialist College  
& Leading Edge School**

Ratified by Governors	October 2020
Review Date	October 2021
SLT Responsible	Mr P Cohen

**Contents:**

<b>Page</b>	
Page 3	1.1 Rationale
	1.2 Our vision for education
Page 3	2.1 Great Learning
Page 4 + 5	2.2 Expectations of our Teaching Staff
	2.3 Quality First Teaching
	3.1 Consistency
Page 6	4.1 Dormers Wells High School Key points for every lesson
	5.1 Development of Teaching Staff
	5.2 Teaching & Learning Team & Lead Practitioners
Page 7	5.3 Curriculum Leaders (CL)
	6.1 Monitoring the quality of Learning and Teaching
	7.1 Intervening in underachievement
Page 8	8.1 Developing an independent Learner
Page 9	9.1 Assessment
	9.2 Formative Assessment
	9.3 The Importance of Providing Feedback and Marking
Page 10	9.4 Responsibilities for Marking
	9.5 Presentation of work

**The following policies should be read in conjunction with this policy:**

- a) Behaviour & Inclusion Policy
- b) Curriculum Policy
- c) Child Protection Policy (Safeguarding)
- d) Continuing Professional Development Policy
- e) Gifted & Talented Policy
- f) Home Learning Policy
- g) Literacy Policy
- h) SEND policy

## **Dormers Wells High School is a Learning Community**

As a school we believe it is fundamental to our achieving an ethos of challenge and support that we project the whole school as a learning community. We believe, as a community of learners, we have a fundamental duty to ensure everyone associated with the school sees themselves as a lifelong learner.

### **1.1 Rationale:**

Learning and teaching is the core focus of the school. Good and outstanding teaching which promotes good and outstanding learning, progress and enjoyment is the key to raising standards.

All our students have special skills, abilities and aptitudes and are entitled to access a broad, challenging and appropriate curriculum.

All students are entitled to experience a variety of learning activities, which enables them to exceed their expected levels of progress.

Our aim is to help students to become creative and independent thinkers who are not afraid to take risks and see mistakes as opportunities for learning.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the curriculum.

All staff are also learners and must strive to improve their practice through self-reflection, peer support and Continuing Professional Development. The school recognises that continued professional support, coaching and mentorship at all levels are essential to empower staff to deliver effective learning experiences.

### **1.2 Our vision for education: Our school for the future**

Dormers Wells High School's vision for education is rooted firmly in the school's overarching aspiration '**Opening the door to success**'. It reflects our intentions to continue to meet the challenges of 'Helping Children Achieve' and more specifically our key outcomes:

- Improving the emotional and physical health and well-being of our learners
- Raising the aspirations of our learners to improve their employment and life prospects
- Developing a supportive learning community which provide opportunities for learners to fully participate.
- Raising the educational performance of all learners, regardless of ability
- Ensuring that all learners can lead safe and secure lives, free from unreasonable risk

We believe the school should provide:

- A stimulating and engaging curriculum
- Effective personalised learning
- Extensive preparation for academic success
- A commitment to lifelong learning
- Flexibility and adaptability of organisation, layout and use of resources to meet changing needs
- A shared vision with parents and carers

### **2.1 Great Learning at Dormers Wells High School:**

Learning and teaching at Dormers Wells High School is our core focus and with this as our key driver we have developed the Dormers 9 which represents the essential aspects of great learning for our students. These aspects of "Great Learning" are regularly shared with our students and our own professional development as staff focuses on them to ensure they are embedded within our practice.



**High expectations** – we are highly aspirational with all our students ensuring they work and aspire to outstanding levels in their learning, extracurricular participation and future aspirations.

**Active behaviour for learning** – we encourage and facilitate all our students to develop both in and out of lessons outstanding positive behaviour for learning where they take responsibility for actively engaging in the learning process.

**High levels of literacy** – we place great focus on supporting our students to develop their literacy across the curriculum by ensuring that each student receives personalised feedback, which includes development of their oracy and written work to encourage the highest standards.

**A positive growth mindset** – we develop a positive growth mindset with all our students so that they become resilient learners and can face challenges with confidence.

**Well-planned learning outcomes** – we always share our challenging learning outcomes with our students. Throughout the lesson, students' progress is regularly reviewed against the outcomes and teaching adapted to ensure any misconceptions are tackled to ensure progress within lessons and over time.

**High levels of challenge** – we ensure that all students are challenged within each lesson so that they are pushed to always excel and “better their best”. The pace of our lessons is brisk to maximise student engagement and stimulate learning.

**Effective questioning** - we check our students understanding throughout the lesson through rigorous questioning and encourage our students to question us.

**Quality feedback** – all our students receive very specific verbal and written feedback so that they can clearly identify the strengths of their learning and very importantly the next steps to further improve. Our students are encouraged to reflect and respond to all feedback to demonstrate their improved understanding and time is given within lessons for this to take place.

**Data to drive learning** – we use students personal performance data to drive our planning and development of learning opportunities to ensure these are acutely matched to each student. All our learners (SEND, EAL, High Attainers) have access to appropriate differentiation to develop and extend their knowledge, understanding and ability to learn independently.

## 2.2 Expectations of our Teaching Staff

**To ensure a quality first learning experience for our students our staff will:**

- have high expectations of themselves and take responsibility for the learning of all students in their classes
- keep up to date with developments in their curriculum area, with advances in pedagogy and with research evidence about learning (including cognitive, emotional, personal and social aspects)
- deploy a range of strategies to support student learning, both collaborative and independent learning, for example: engagement, modelling, questioning, explaining and the opportunity to work in pairs and groups

- provide regular and timely written and verbal feedback to support learners to further progress. Build in regular opportunities for students to respond to this feedback
- encourage active participation in lessons, provide constructive feedback and respond to students' efforts with praise and support
- take responsibility for knowing the learning profiles of their students in their classes and using the class data to support their planning to meet the needs of all learners
- plan and set regular purposeful home learning
- ensure they are confident in using online resources and platforms such as Microsoft Teams to support and extend students' learning outside of the classroom (where they are not confident, staff are expected to actively seek training and guidance)
- seek advice from specialist staff on the needs of particular students
- apply evidence from prior data and prior learning of students to support students' progress and the development of their critical thinking
- take responsibility for developing literacy, numeracy and ICT across the curriculum – specifically in their own area. They understand that high standards in these are the responsibility of all staff
- understand their own contribution to the development of students' key skills and attributes: namely, literacy and communication, numeracy, ICT, working with others, problem solving and reflecting on their own learning and progress so they can become successful learners, confident individuals and responsible citizens
- establish a classroom climate, which is safe for students: so that all students can feel comfortable taking risks and meeting new challenges and where learning is an enjoyable process
- deploy other adults in the classroom effectively to ensure their impact on students' progress is maximised

### **2.3 Quality First Teaching**

- Provides carefully structured activities that are matched appropriately to learners' needs, making use of the full range of data available
- Gives learners responsibility for their work and independence
- Develops well planned, prepared and paced lessons that maintain high levels of interaction with the class
- Provides ample, challenging work stemming from expert knowledge of the curriculum, how to teach it and how learners actually learn
- Maintains high levels of learner involvement in tasks
- Creates a positive atmosphere in the classroom through excellent relationships
- Incorporates high levels of praise and encouragement
- Uses a variety of approaches. Strategies and techniques are well selected and time is used productively.
- Uses home learning effectively, particularly to reinforce and extend what is learned in school, and to carry out research for new areas of study
- Uses the techniques of assessment for learning to give students informative feedback to enable them to understand the level at which they are working and what their principle areas for improvement are

### **3.1 Consistency**

**We encourage all staff involved in lessons to be creative, innovative and empowering. All who are engaged in teaching contribute to consistency by:**

- setting high expectations of students that clearly define the effort and behaviours that students should put into learning in lessons
- communicating optimism by using positive language and designing challenging tasks
- demonstrating a commitment to every student's success, making him or her feel included, secure and valued
- creating a growth mindset ethos, an environment where learners are encouraged to take intellectual risks and learn from their mistakes always aspiring for Mastery

- creating a 'high-challenge low-stress' environment for learning in which students are relaxed, believe that they can learn (high self-esteem) and want to learn (motivated)
- ensuring skills, knowledge and understanding are greatly enhanced when clear links are made with prior learning. AFL and regular review should be integral to all lessons and should inform on-going delivery and planning

#### **4.1 Dormers Wells High School Key points for every lesson:**

Meet and greet all students as they come into your classroom – be a presence on the corridor at each changeover.

- Immediate engagement for students with a starter / "Do now" activity
- Register taken at start of lesson (within first ten minutes)
- Share learning outcomes of lesson – ensure there are clear levels of challenge for all students.
- Open ended higher order questioning to facilitate challenge and engage target students.
- Learning and progress reviews and feedback throughout and at the end of the lesson (plenaries)
- A variety of activities with appropriate and effective differentiation / scaffolding
- Modelling the use of Standard English and academic language in speaking and writing linking to the lesson's / topics keywords – explicitly teaching tier 2 and tier 3 vocabulary
- Clarity of explanations/instructions
- Opportunities for students to work collaboratively and also to work independently so that they can develop and embed these lifelong skills

#### **5.1 Development of teaching staff:**

Our performance and practice are developed and supported in the following ways:

- Appraisal action planning and development opportunities
- Professional Development CPD sessions on Learning and Teaching via Staff Training /PLTS (Personal Learning Teaching Sessions working in pairs or as a triad / DLTS (Department Learning Teaching Sessions)
- MLDP (Middle Leader Development Programme)
- Senior Leadership Meetings
- CATD and Year Team Training
- INSET days
- Curriculum and Year Reviews
- Feedback after lesson observations
- Working with key members of staff on specific areas for development including peer observations
- External CPD
- Specific Leadership coaching programmes for individuals and groups (e.g. Curriculum and Year Leaders / Leadership Team)
- Subject Network Meetings
- Borough Training opportunities e.g. ETSA Teach Meet
- NQT & ITT training programme
- Induction Programme for new staff
- Observing others teach key learners via our work within triads
- Mentoring and coaching sessions

#### **5.2 Teaching and Learning team & Lead Practitioners**

Teaching and Learning team & Lead Practitioners are school teaching staff who are committed to developing the Learning and Teaching within the school. They will work with colleagues across departments, run professional development CPD sessions during PLTS and contribute to whole school INSET. In addition, they are regularly observed teaching to support the professional development of others and observe and work with individual colleagues, as well as working with curriculum areas on specific focus areas for development. The Lead Practitioners also give specific support to our NQT colleagues via a structured programme of training and individual one to one sessions.

#### **5.3 Curriculum Leaders (CL)**

The principal focus for all CLs is the development of learning and teaching within the department and monitoring the quality of teaching to ensure consistency across all team members. In addition, CLs are leading and facilitating the sharing of good practice to improve all aspects of learning and teaching via CATD and DLTS time.

## **6.1 Monitoring the quality of Learning and Teaching**

Our performance and practice are monitored in the following ways:

- Teacher's own exams analysis
- Implementation of the Department Development Plan
- CL exams analysis (Sept) within Exam Meeting
- Curriculum and Year Reviews (lesson observations and meetings)
- NQT regular lesson observations
- Subject Reviews with external consultant
- Monitoring Learning walks (by CL and LT)
- Progress Reports analysis by teacher, CL, YL, LT
- Work Scrutiny / Deep Dive
- Student Voice interviews
- Line Management Meetings
- Other activities which involve monitoring, e.g. uptake of extra-curricular activities, options, open and parent evenings etc.

## **7.1 Intervening in underachievement:**

Where monitoring of student progress identifies underachievement, there must be immediate action taken to address this:

### **Teachers must:**

- familiarise themselves with relevant data (for example, reading ages, KS2 data, SEN / EAL levels, FFT Target grades) and use this to inform expectations and monitor progress
- use relevant data which must be shared with students
- address barriers to learning which may prevent students from achieving, such as disruptive or passive behaviour or lack of confidence
- be aware of other factors, such as SEN, EAL and Higher Attainers needs as well as any social and emotional influences that may affect learning
- ensure Schemes of Work are pitched to their particular class, taking account of variations in gender, ethnicity and ability
- talk to students about their learning in order to establish reasons for any underachievement. Progress must be recognised and encouragement given
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard as per our Behaviour for Learning policy
- ensure parents/carers are informed. If students fail to respond to sanctions then the Curriculum Leader (CL) must be informed. If at this stage a student continues to be of concern the Year Leader (YL) should also be involved to investigate if these issues are affecting progress across the curriculum
- ensure marking follows our Whole School & department marking & feedback policy and that students receive regular and specific feedback that supports their progress

### **Curriculum Leaders (CL) must:**

- ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work (at all Key Stages) must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate
- regularly lead the Curriculum team in levelling work against age related expectations (standardisation & moderation)
- enable regular department discussions to focus on promoting achievement and result in actions that challenge underachievement – hold team members to account via robust analysis of student data and interventions in place to overcome any underachievement
- monitor and track the progress of individuals and groups of students against relevant data. Curriculum Leaders must liaise with Year Leaders, Line managers, and other “key workers”
- use appropriate actions to support students and staff in challenging underachievement

- present findings on a termly basis via Curriculum Review meeting and other forms of specific monitoring including data analysis for the team

#### **Year Leaders (YL) must:**

- use a variety of sources of information to have an overview of achievement and progress levels within their year group
- liaise with students, staff and parents / carers and take action to tackle underachievement where patterns can be identified for individual students across subjects
- liaise in partnership with Curriculum Leaders to ensure effective actions are in place that are shared to maximise impact for student
- action interventions to maintain outstanding levels of Behaviour & Attendance for all students within the year group
- hold weekly assemblies which promote our school values and create opportunities for self-reflection
- reward and praise students' efforts / work / achievements and celebrate success within year assemblies and via our school website

### **8.1 Developing an independent Learner**

Although we value both independent and collaborative learning, students must become independent learners as this is a fundamental life skill. Research suggests that students become independent learners and learn more effectively when they:

- develop self-discipline and thereby are able to make choices and decisions
- develop confidence in all areas of curriculum
- are encouraged to read a range of fiction, supported by the Accelerated Reader programme and DEAR time, and guided in choosing appropriate and challenging reading material
- ask and answer questions, giving precise instructions, information, and giving and receiving clear or simple explanations, developing reasoning skills, and making predictions
- are willing to accept challenges and to try new things
- select and use equipment and other resources appropriately, confidently and responsibly
- present ideas, experiences, and understanding in a variety of forms
- read and write ideas for different observers – showing the ability to write for varied audiences, e.g. formal and informal
- practise recall and develop good memorisation skills by being given explicit opportunities to do so e.g. via our Knowledge Organisers to support retrieval and recall of subject content
- use different types of media to present information, e.g. written work, word processing, DTP, pictorial work, speaking with no visual aid with an onus on students developing their recall skills with the memorisation of key facts. This last example links directly to a key component within the new style examinations that require students to be confident with the recall of considerable amounts of subject specific information
- evaluate information from a variety of books, WEB, etc., in order to learn how information can be organised and presented. This then encourages students to produce better quality work on their own, or when working with others
- evaluate and reviewing a piece of work in discussion with other students and the teacher
- justify their opinions with reasoned arguments
- it is the **responsibility of subject teachers** to help students to become independent learners. Students should be encouraged to find information out and solve problems for themselves. Students should be empowered with the skills to become independent learners.

### **9.1 ASSESSMENT (see Assessment Policy)**

- Assessment should be formative and used to inform learning
- Assessment for Learning' strategies should be used for all students.
- Home learning must be planned, clear and meaningful and uploaded to Microsoft Teams
- Effective assessment and marking of work are fundamental to successful learning and teaching. All assessment information should be used formatively

### **9.2 FORMATIVE ASSESSMENT**



Formative comments should:

- highlight achievement
- be diagnostic
- indicate how improvement can be achieved usually consisting of one or two targets – it should be subject specific
- be personal by using the student's first name
- encourage and support the student in a constructive way
- it can be in the form of WWW (What Went Well) and EBI (Even Better If)

The EBI can be a subject specific question that challenges the student even further or probes their understanding: example: *What would happen if you increased the temperature of the acid?*

Dormers Wells High School recognises the importance of different forms of feedback to promote learning and that all feedback (verbal and written) should contribute to the learning process and provide students with positive and constructive feedback. (see Marking & Feedback policy).

**Acknowledgement Marking** (flick and tick): this checks that work is completed and obvious mistakes are corrected and this includes students' notes where appropriate to ensure that key learning points have been written down accurately.

**Quality Marking (Deep):** This is used on key pieces of work and it acknowledges that awarding grades/ levels alone does not raise standards.

**Peer Marking and Self-Assessment:** this informs the student of the learning progress (formative).

**Verbal feedback:** this is used continuously in lessons as part of the formative assessment process (but does not replace Quality Marking (Deep) which must be evident in all students' work as per department marking policies).

### 9.3. The Importance of Providing Feedback and Marking

- Feeding back on students' work in all subjects is regarded as a regular means of communication with students about their individual progress.
- This communication will be in a form which is clearly understood by the individual student and their families.
- The feedback on progress that this represents informs the next step in the learner's learning.
- Feedback directly assists the progress of the learner. An easily identified consequence of this formative feedback is evidence of the student responding by for example, redrafting their work to improve it, correcting spellings, or responding to a further question. These responses will be completed in green pen which all learners should have as part of their school equipment.
- Regular opportunities should be planned by the teacher to allow students specific time to respond to the written/verbal feedback they have received. (DIRT - Dedicated Improvement Reflection Time)
- Marking for Literacy – All staff must provide specific feedback to students that will help them to improve their uses of Literacy across all subjects. The use Standard English (grammar and spelling) both in the written and spoken form must be continuously addressed. (See Codes for Marking for Literacy).
- Feedback need not be just from the class teacher: other teachers, support staff and especially other students and the students themselves are to be encouraged to be part of the feedback process such as via peer assessment.

### 9.4 Responsibilities for Marking

It is the **responsibility** of the **Leadership Team** (LT) to:

- ensure that all Curriculum Area teams specific policy fits with the Dormers Wells High School model of marking and feedback
- monitor the consistent use of the policy across Dormers Wells High School

It is the **responsibility** of **Curriculum Leaders** (CL) to:

- design subject-specific marking policies based on the policy of Dormers Wells High School
- implement the marking and feedback policy
- monitor the consistent use of the policy

- ensure that the centralised and standard system of recording and preserving marks and assessment levels on Go4 Schools are moderated and accurate by each member of their team

It is the **responsibility** of all **classroom teachers** to:

- ensure that all class work and appropriate home learning in whatever form is marked regularly according to the Curriculum Area team's Marking & Feedback policy
- ensure that when marking takes place any unfinished work is subsequently completed
- keep a record of marks and levels achieved in accordance with the agreed procedures within the Curriculum Area Team and that Go4Schools is kept updated
- explain the marking and assessment grading system to students
- ensure that assessment information is displayed at moderation events and informs further curriculum planning

### 9.5 Presentation Expectations for students

- All teachers and staff working in classes must ensure that the work that is presented by students is of the highest possible standard at all times in line with our Pride in Presentation ethos. The following expectations must be applied consistently:
- The date will be written on the top of the page on the right hand side
- The title will be written on the next line
- Date / Title will be underlined
- Writing will be on the lines in the exercise book starting on the left next to the margin
- All writing will be in blue or black. Green will be used when responding to teachers' feedback. Diagrams will be drawn in pencil and labelled in pencil or pen. Different colours may be used for creation of mind maps etc
- All work will be presented neatly. If a mistake is made a neat line is put through it
- The margin will be used for question numbers/correction of spellings
- There will be no graffiti or doodling in the exercise books or their covers

### Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of Governors: Tan Afzal**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Headteacher: Róisín Walsh**

### Addendum:

#### Guidance for Teaching & Learning September 2020

As of September 2020 due to the nature of how the school will be operating it is essential that all staff adhere to the following expectations with regards to teaching & learning to ensure as smooth a running of the school day as possible.

1. Registers **must be** taken each period. Please note period 4 will now be the legal PM register, please can all colleagues ensure that this expectation is complied with. Should you be unable to log on due to the system not operating please take a paper register, copies will be provided. **DO NOT send** a student down to the attendance officer but ask a student to place register in the allocated box within the zone. The attendance officer will collect on her rounds.

2. **Plan your day more strategically than normal** – we will be operating zones and students will remain within their zone each day with only the staff moving. It is essential that each colleague plans ahead in terms of what resources etc they will require for each room – the best solution is to move what you require at the start of the day as you will not have time between lessons.
3. **Remain within your ‘No Zone’ area** at all times when teaching with your door open and windows to provide good ventilation within the room.
4. **Please do not** change the layout of any classroom – all tables must remain forward facing. **You can move children within the classroom.** Each teacher will have their own **seating plan**. All worksheets, books etc should be distributed by students.
5. It is recommended that individual, and very frequently used, equipment, such as pencils and pens, **are not shared**. Classroom based resources, such as books and games, can be used and shared within the bubble. If they are to be used with another bubble then they **must** be wiped clean beforehand.
6. **Move forwards with your curriculum content** from the first lesson – avoid focussing on the online period.
7. **Plan your starter/Do now activities** – with staff changing rooms each period and the need to log on each time there will be occasions when the logging on takes too long and interrupts the flow of our lesson. Bearing this in mind it is essential that your starter/do now activities are **not IT reliant** – have a starter either printed ready for students or write it on the whiteboard.
8. Obviously it will be important to pick out **what students know and do not know** – this needs to be done in a way that **supports their academic wellbeing** – e.g. promoting & celebrating what they do know – **give confidence to students** to further build on their learning – **continue with our ethos of high expectations, with high challenge and high trust**. Encourage **growth mindset** and the importance of learning from our mistakes
9. **Metacognition:** The need for self-regulation has increased because of the lockdown as students need to recognise their own areas of development. Give opportunities to explicitly model metacognitive thinking (through processes such as “think aloud”) are incorporated into lessons – give students the opportunity to practise these skills themselves. Try to explicitly teach students how to **plan, monitor and evaluate** how they are going to approach a task
10. **Questioning:** Students might be more reticent about answering questions in lessons, due to their possible lack of understanding as a result of being away from school for so long. We need to be **more patient than usual** when questioning students in lessons and be prepared to **scaffold more**.

**11. Literacy:** Some students may have gone several months without physically writing anything down or engaged in any discussion around their learning. This may exacerbate vocabulary gaps and students may be inclined towards non-academic and informal language.

- Provide multiple opportunities for reading and writing in early lessons
- Increased use of writing scaffolds; for example, sentence starters, writing frames and graphic organisers
- Teach tier 2 and tier 3 vocabulary and model its use through discussion

**12. Assessment** - Have more **formative assessment** in class than summative – this will allow you to gauge where your students are and maximise teaching lesson content.

- Develop and incorporate lots of short re-call quizzing activities – low-threat to assess knowledge frequently – develop a clear understanding of where your individual student is with their learning
- Use home learning for exam practice activities (we have to accept that this may not be ideal) but will free up time to cover content
- Use home learning effectively to support retrieval practice for student

**13. Marking & Feedback** - the expectation is that students will receive feedback as per department policy in line with the overall school's Teaching & Learning policy. Maintaining regular hand washing etc is important before and after handling students' work

**14. Do not send** any student to do printing for you during lessons - see point 4 above

**15. Please do not leave any student in a classroom unattended – even if the student insists that their next lesson is in the same room they must exit the room and stand outside to line up again (they can however, leave their belongings in the room)**

**16.** If you are not teaching the next lesson you should **remain in the zone to support** orderly lining up

**17. All home learning will be set via TEAMS**

- **Label** any task that refers to home learning as **"Home Learning" + title** – this will support students to differentiate between their normal class assignments and home learning – set home learning via the Assignment tab
- Ensure that students receive **individual feedback** for identified home learnings
- Ensure home learning is **scaffolded** where applicable so that all students can access (SEND/ LAPS /EHCP)
- Think about regularly setting **pre-reading and prep tasks** as part of home learning to support not only students' study skills but also to allow you to maximise time when you have contact with them either face to face or online
- Target your **home learning** (via Teams) to support embedding **retrieval practice** of previously taught topics / material

**Behaviour for Learning Policy** – please ensure you have read the addendum

[Here](#)

**18. Please be aware that should we have to for any reason revert back to online learning there is new DWHS guidance which has been written – please read through it carefully: [Here](#) – the minimum expectation as of September 2020 for online learning will be voiced PPT / with more live audio teaching so that we are more interactive with students.**

In addition, it is worth stating that government guidance has been very clear with regard to the quality of online Teaching & Learning – below are the expectations they expect all school to meet:

When teaching pupils remotely, we expect schools to:

- **set assignments** so that pupils have **meaningful and ambitious work** each day in a number of different subjects
- teach a **planned and well-sequenced curriculum** so that **knowledge and skills are built incrementally**, with a **good level of clarity** about what is intended to be taught and practised in each subject
- **provide frequent, clear explanations of new content**, delivered by a teacher in the school or **through high quality curriculum** resources and/or videos
- **gauge how well pupils are progressing** through the curriculum, **using questions** and other suitable tasks and **set a clear expectation on how regularly teachers will check work**
- enable teachers to **adjust the pace or difficulty** of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- **plan a programme that is of equivalent length** to the core teaching pupils would receive in school, ideally including daily contact with teachers

### **Guidance for Online Lessons**

#### **Setting work**

- All work is set for students via the Assignments tab on Teams.
- All work set will be based around a central PowerPoint so that students are not dealing with numerous attachments and instruction sheets
- Students will be given a minimum of five school days to complete their online work, therefore supporting students who do not always have access to a computer/laptop
- All work will be set at the start of the week or on the first lesson of the week to avoid the students feeling overwhelmed with continuous postings from teachers
- Assignments should be challenging, but short and manageable
- Our expectations of students remain high – however, in order to reduce the amount of screen time that students are exposed to on a daily basis and ensuring their wellbeing. In the event that students are expected to work from home, apply the general rule that completing activities should take half of the time they would normally spend in lessons. For example:

<b>Number of lessons over two weeks</b>	<b>Online work set over two weeks</b>
2	1 hour

4	2 hours
5	2 ½ hours
6	3 hours

### Teaching quality is more important than how lessons are delivered

Evidence says that students can learn through remote lessons, but the elements of effective teaching need to be present; for example, clear explanations, scaffolding and feedback.

- The Education Endowment Foundation offers the following useful guidance for structuring online lessons in ‘five steps’: [EEF online lesson planning](#). This should be used to provide ideas for lesson planning, but it would not be expected that a teacher covers all of these stages in each lesson.
- Knowledge organisers, key word lists and revision resources should be used to prep students before lessons and allow students to revise and master the content after the lesson as part of the overall schema.
- Lessons should start with a short review of prior learning and frame the lesson with the bigger picture (purpose of the lesson, where it sits on the curriculum, the assessment that students are working towards).
- Where appropriate, high quality and short model responses should be provided.
- Activities should be short and manageable: for example; 5 key facts, look/cover/write/check/repeat, comprehension questions.
- For research or revision tasks, students should be directed towards credible online sources, rather than being asked to ‘research’ a topic in a general way.
- Peer interactions can provide motivation and improve learning outcomes. While this may be more the case for KS4/5 students, it can also benefit students in KS3. This could involve:
  - Sharing models of good work
  - Constructive feedback discussions on the Teams chat page as a form of peer assessment
  - Opportunities for live discussions of content
- Supporting pupils to work independently can improve learning outcomes.

This could involve metacognitive approaches such as providing checklists and weekly schedules for covering specific content.

### Support teaching and learning through technology

- Use standard fonts (Calibri, Arial, Tahoma, Times New Roman)
- Use a plain background, without unnecessary background graphics, which can be distracting
- Minimise the amount of information on each slide (too much can overload their working memory)
- Diagrams alongside text can help learners build schemas and connections to link knowledge and ideas. See advice on [dual coding](#).
- There are benefits to online ‘live teaching’ and alternatives; what matters most is whether explanations build clearly on prior learning or how students are subsequently assessed. In the event that students are expected to work remotely, it is expected that there is a level of verbal interaction from the teacher.

Teaching strategy	Benefits	Linked examples
Voiceover PowerPoint slides ( <a href="#">video instructions</a> ) are the minimum expectation.	This provides additional guidance for students in a way that they are familiar with from in-	<a href="#">Sociology lesson</a> <a href="#">Biology lesson</a>

	school lessons (e.g. explaining a complex diagram).	
<i>Recorded lesson:</i> this can take place through <a href="#">Microsoft Stream</a> or through a call on Teams, which gets saved to Stream.	Students can pause the video when they choose, allowing for time to complete individual tasks, which lends a level of interaction. Teachers can ask students to pause at specific points.	<a href="#">‘demonstration for teachers – y8 lesson’</a>
<i>Live lessons:</i> a call is made on Teams. Cameras must be switched off and the lesson must be recorded for safeguarding. Students not present can then watch the video later. Please see the Appendix to read the safeguarding protocol for live lessons.	Students can contribute and receive feedback from teachers in real time (through their microphones or the ‘chat’ function). It also lends itself to collaboration and peer feedback.	<a href="#">maths lesson</a> <a href="#">maths lesson</a>
<i>Visualiser use:</i> this would involve the teacher sharing their screen while carrying out a demonstration (e.g. writing, diagrams, maths working, marking examples).	This provides the level of teacher-modelling that students are familiar with from in-school lessons.	<a href="#">‘N13 WiFi’</a> <a href="#">‘Q2 Queue Algorithms’</a>
<i>Class Notebook:</i> this is a digital notebook on Teams where the whole class to store text, images, handwritten notes, links, voice and video.	It allows the teacher a ‘read only’ space to post material, a private channel for students to submit work and the teacher to feedback and also a collaborative space for students to work together.	<a href="#">Science</a> <a href="#">Science</a> <a href="#">Science</a>
<i>Stream channel:</i> a department creates a channel on Stream for short videos of key concepts or key tips. This can be made using video software like OBS which records your screen, allowing you to flip between PPT and visualiser, or using any recording device.	This can be returned to each year for all students, including when the school is open as normal. It sets clear expectations for how work should be approached at home; for example, modelling a series of ‘How to’ videos for deconstructing exam questions, or model writing or reading.	<a href="#">Science department</a>

### Be mindful of Well-Being

Each of us (both students and staff) have been affected in different ways by the disruption – be conscious that your assumptions regarding some students’ nonparticipation in online learning may not necessarily be accurate.

As we resume school it is important that assessment practices prioritise emotional well-being and some of the recommendations to support our learners’ well-being are:

- Be cautious of using diagnostic quizzes and high stakes evaluation that will heighten the stress for some learners and therefore will not provide meaningful or accurate direction for the teacher
- Consider formative, low-threat assessments-for-learning to reveal students' strengths and needs

Due to the range of experiences that our students have had throughout this period it is also important that we reflect on our usual practices – many students have had for quite some time complete autonomy at home deciding when and where to learn and how to manage their own time. In addition, a few have taken it upon themselves to opt out of learning altogether. Here are some ideas on how to facilitate a little more flexibility, choice and allow for students to voice their opinions on their learning:

- Invite students to share the positive insights emerging from the situation. What did they learn? What did they learn about themselves? What are they grateful for?
- “De-front” the classroom by taking the emphasis from the teacher and placing it on students
- Promote collaboration among students. When students work in groups, there is flexibility, more voices engage
- Incorporate choice into assignments and classroom activities
- Arrange the classroom to support student movement (where possible and respecting social distancing requirements)
- Create a discrete way for students to share vulnerabilities or concerns
- Enable students to make suggestions about what and how to learn

### **Useful links:**

[How to install PPT, Word or other Office apps on Office 365.](#)

[How to creating voiceovers in PPT slides.](#)

[How to insert hyperlinks into a PowerPoint.](#)

[General guidance for setting work on Teams.](#)

[How to set an assignment on Teams.](#)

[How to upload to DWHS Learning Resources.](#)

[Advice for supporting SEN students in online lessons.](#)

### **Sway tutorials:**

1. [Creating a Sway](#)
2. [Adding and deleting sections](#)
3. [Adding and moving text](#)
4. [Inserting images](#)
5. [Inserting Videos](#)
6. [Embedding powerpoint and word files](#)
7. [Changing the default layout and theme](#)
8. [Using a stack](#)
9. [Share to collaborate](#)
10. [Share to view for students and parents](#)

### **Appendix: Protocol for Live Teaching via Remote Learning**

Parents and students will be informed of the key points.

Live lessons are optional for staff to undertake.

- Microsoft TEAMS will be the only system to be used by staff and students
- Students or teachers will not share private or personal information
- Cameras must be turned off for the students and staff



- Any computers used should be in appropriate areas, not bedrooms.
- Students must not communicate with teachers through their personal emails. All correspondence needs to be through TEAMS. Sixth formers can use their school email
- Students must not take screen shots or video recordings of their live/virtual lessons. This is strictly prohibited. Live lessons will be available on the stream
- Students and staff will always maintain a very high level of professionalism and treat any online lesson in the same way as they would treat a normal classroom lesson
- All live/virtual classes will be recorded by the member of staff so that if any issues (e.g. misbehaviour, an allegation etc.) were to arise, the video can be reviewed
- Recorded lessons will be posted on TEAMS for students who did not attend
- Teachers need to check that any other tabs they have open in their browser would be appropriate for a student to see, if they are sharing their screen
- Staff will record the length, time, date, and attendance of any sessions
- Staff should not have any 1:1 virtual teaching sessions
- Staff will consider the needs of vulnerable pupils and SEND students
- Lessons will only commence once signed agreements to the protocols have been received from parents and students

A log of all the lessons that are going on with the date, time and year group will be set up on Office 365.