

# Teaching and Learning, including Homework Statement of Practice



**Lees Brook**  
Academy

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## Introduction

*“While every great teacher is unique, as a group their teaching holds elements in common”* Doug Lemov.

At Lees Brook Academy in order to ensure all our students have the highest level of teaching and learning, we adopt a consistent approach across all subjects and teaching. We acknowledge that the quality of teaching directly affects how well students learn.

Every lesson is well planned, ensuring that:

- We set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils
- Teachers demonstrate good subject and curriculum knowledge
- Plan and teach well structure lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities, such as communicating with parents.

We are committed to providing teaching and learning of a consistently high standard. To achieve this high level of consistency, we have identified our non-negotiable learning principles as paramount in raising attainment, achievement, enjoyment and aspiration for all our students.

We know from research (Sutton Trust 2011) that high-performing schools are schools with the highest levels of consistently outstanding practice. To ensure consistency, we will use a number of techniques from Doug Lemov’s ‘Teach Like a Champion’ to support our vision for all of our students to receive an exceptional education and drive learning forward.

## Related Policies and Statements of Practice

- Curriculum Statement of Practice
- Feedback Statement of Practice
- ECT Statement of Practice

## Statement of Practice

### **Our Teaching and Learning Principles**

Every lesson is based around Alistair’s Smiths **Accelerated Learning Cycle**. The Accelerated Learning cycle is a well-known teaching and learning philosophy first published by Alistair used to actively engage learners in learning. It is based on research of brain function, student motivation and multiple

intelligences and provides a platform for life-long learning by promoting the importance of understanding how we learn as much as what we learn.

It is expected that, in addition to the Teachers' Standards all teachers at Lees Brook Academy use the Lees Brook Lesson structure in the planning and delivery of lessons. This includes five key elements to lessons:

- Retrieve
- Connect
- Instruct
- Practise
- Review

## **Our Principles to Support Learning**

All lessons aim to maximise the potential of students. To support teachers in delivering high quality lessons we have identified non-negotiables for all lessons, which are:

### **1. One learning outcome is set and referred to regularly throughout the lesson**

There is one learning outcome which is planned to challenge all students, using scaffolding and personalisation to effectively support all of our students in achieving this outcome. The learning outcome explains what we are learning and why we are learning it.

### **2. Greet pupils at the door and dismiss from the door**

Every lesson begins with welcoming pupils at the door into the classroom to build a positive ethos.

They sit in the seating plan created by the teacher which considers a range of factors such as prior attainment, pupil need (SEND, EAL, PP), and behaviour for learning. Pupils calmly exit lessons by standing behind their chairs and teachers dismissing from their doors.

### **3. Every lesson is based on the Accelerated Learning Cycle and starts with a silent knowledge retrieval task**

Every lesson is based on 'The Accelerated Learning Cycle': retrieve, connect, instruct, practise and review. Each lesson begins with a silent knowledge retrieval task. Lesson sequencing, structure and pedagogies are well-matched to the pupil's needs. Teachers use excellent subject knowledge to effectively instruct, model and review learning for and with pupils, ensuring clear progression in understanding throughout lesson sequences.

### **4. Consistent use of behaviour and reward systems**

Pupils demonstrate positive attitudes to learning, respect, courtesy and good manners. Systems and routines, such as positive points and the warning system, are used consistently to promote engaged and positive responses from pupils. Any interruption to learning, if there is one, is consistently and robustly challenged.

### **5. Stretch, challenge and support pupils**

Lesson activities are appropriately pitched to stretch, challenge and support all pupils in the class, and they clearly relate to the learning outcome. Stretch and challenge builds to ensure learning becomes more challenging and increases fluency, rather than 'more of the same'. Support for pupils considers how learning can be scaffolded to ensure learning is accessible yet challenging, and personalisation considers pupil learning needs.

## **6. Feedback is given**

Feedback is provided on a regular basis by following the **Lees Brook Academy Feedback Policy**. Pupils take pride in their work and high quality presentation is insisted upon and rewarded. Effective formative assessment, such as questioning and self or peer assessment, are used help pupils reduce gaps in knowledge, progress understanding and apply learning in a range of contexts. Teachers monitor learning and progress within a lesson and adapt their teaching to respond accordingly.

## **7. Pupils know more and remember more**

Powerful knowledge is retrieved at the beginning of lessons. This activates prior knowledge and understanding to support new learning. Pupils are actively involved and engaged in the learning. The pace of the lesson is appropriate and allows all pupils to make clear progress. New learning is appropriately chunked to limit cognitive overload. As such, pupils demonstrate progress throughout the lesson by completing lesson activities to a high standard.

# **Our Routines and Techniques to Support Learning**

This academic year, we are focusing on seven learning techniques largely from Doug Lemov's Teach like a Champion that will drive teaching and learning forward. They are also linked to Rosenshine's Principle's and Beck and McKeown's Tiered Vocabulary. These techniques are essential to every lesson. They are centred around high expectations and levels of engagement from the very start of the lesson, regular knowledge retrieval and interleaving, checking understanding and extending student responses through questioning, as well as driving literacy and the use of academic language.

In the words of Durant "We are what we repeatedly do. Excellence then is not an act, but a habit"

## **1. Threshold and Exits**

Threshold is a technique that allows students to understand the standards their teacher holds, while simultaneously making them feel welcomed and appreciated for coming to class. Before the students arrive, the teacher should position themselves in front of the door on the corridor and greet each student personally as they walk into the classroom. A knowledge retrieval task should be provided as pupils walk enter so learning begins immediately. This should be given to pupils on paper or a task on the board for pupils to start immediately.

At the end of the lesson, pupils should stand behind their chairs and the teacher should dismiss in an orderly fashion from the door. This could be row by row or by table.

## **2. Knowledge Retrieval (Do Now)**

The knowledge retrieval task should be a short 5-minute activity that is given to students as they enter. This may be slightly shorter or longer depending on the needs of the class. Students entering the classroom should never have to ask themselves, "What am I supposed to be doing?" Students should habitually know they are to complete the knowledge retrieval as their 'do now' task. Students should be able to complete the knowledge retrieval with minimal teacher input and without any discussion with their peers. It should be completed in silence as a key purpose of retrieval is to understand each individual pupil's knowledge and understanding. The task should always link to previous knowledge. This could be from last lesson, last week, last month, and/or last year. This will then be self-assessed using guidance from the teacher, correcting any errors and gaps in knowledge.

### **3. RADAR/Circulate**

Having a good radar is fundamental to effective behaviour management. Stand in the corner; peer round column; tiptoes; disco finger; narration. Regularly circulate the room and ensure pupils know that you are looking at their work and them. This is an excellent opportunity for teachers to provide 1:1 personalised feedback to students in order to move their learning on.

### **4. STAR**

STAR is a simple technique to how to conduct themselves within their lessons. This also teaches students key baseline behaviours for learning. When teachers want silence or the whole class to be attentive, they simply say "3, 2, 1 STAR". This is currently used with Year 7 and 8 students. STAR means that pupils:

**S** – Silently sit up straight

**T** – Track the teacher

**A** – Ask and answer questions

**R** – Respect everyone

### **5. Cold Call and No Opt Out**

Cold Call is a technique that creates an expectation that all students are ready to answer every question. This promotes attention, engagement and participation. Cold Call is designed to promote active thinking during whole-class questioning. Rather than asking for a volunteer, the teacher poses a question, pauses, and then calls on a particular student to respond. The pause, or wait time, allows all students to think and prepare an answer in their heads.

No Opt Out ensures that if anyone answers "I don't know", teachers come back to them again to make sure they answer when they do know either through providing wait time or through asking another student and then returning to the original student to build on the answer. This is linked to the stretch it strategy below.

### **6. Stretch It**

The stretch it strategy is a technique that helps teachers develop understanding after a student has answered a question correctly. Instead of using verbal praise and repeating the correct answer to the question, the teacher should follow that correct answer by following up with another question to confirm the student's understanding of the concept. Reward right answers with harder questions e.g. how or why.

### **7. Tiered Vocabulary**

Tiered vocabulary is embedded within knowledge organisers and throughout lessons. Teachers plan to utilise both Tier 2 (academic, non-subject specific) language and Tier 3 (subject specific) language

within their lessons. This includes defining key vocabulary, modelling its use within written work and using the stretch it technique so that students use academic language in their verbal responses.

## **Homework**

The main form of homework at Lees Brook Academy is set through knowledge organisers. The most powerful knowledge is carefully selected by subject experts to support pupils in knowing and - remembering more. Students in Years 7-11 receive three knowledge organisers throughout the academic year. Years 7-10 complete, on average, one hour of homework per evening. Year 11 students utilise their knowledge organisers as part of their revision. Students can be set homework beyond this by their class teachers as and when appropriate.

Years 11-13 students have homework set by their class teachers as and when appropriate, focusing on upcoming exams, assessments and coursework.