Secondary Teaching and Learning Policy

2024 – 2025

Approved/reviewed by	
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Date of next review	June 2025

1. Rationale

The Learning and Teaching policy reflects the unique values and ethos that under pins the school's vision. As a school, our overarching philosophy - 'Unlocking the Potential of Every Child' is at the forefront of all we do.

"The goal is to produce an inquiring and accepting atmosphere that leads each student to reaching his or her full potential, if the teacher is attentive and guides each student through the process." (Powell and Kalina, 2009).

2. Purpose

We believe that quality learning and teaching in SBS is imperative in providing our children with daily engaging learning opportunities that will enable them to develop academically, emotionally and socially whilst also providing them with lifelong learning skills.

At SBS, we firmly believe happiness, health and a growth mind-set are key factors for a successful life-long learner. Through our universally accessible curriculum, we provide learning opportunities to support all learners in meeting their own unique goals, across all of our Secondary subjects.

Our innovative learning approaches and shared learning strategies foster a positive learning environment across all subject areas. This shared ethos ensures high quality learning opportunities are universally accessible to all.

3. Pedagogy

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice. Rosenshine's principles provide an innovative link between cognitive theory and classroom practice that is relatable, accessible and provides clarity to the wealth of educational research over time.

Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning

2. Present new material in small steps with student practice after each step

3. Ask a large number of questions and check the responses of all students

4. Provide models

5. Guide student practice

6. Check for student understanding

7. Obtain a high success rate

8. Provide scaffolds for difficult tasks

9. Require and monitor independent practice

10. Engage students in weekly and monthly review

See Appendix 2 for further detail.

As a Teaching and Learning Team at SBS, we collaboratively categorized these into four concise groups: Review, Support, Check and Practice (RSCP).

The Education Endowment Foundation (EEF) also encourages application of cognitive science based principles in classroom practice whilst also highlighting how these are interlinked.

We have also incorporated 'Walkthrus' into our professional development programme this year. This programme offers further support to embed our cognitive science informed practice.

'Walkthrus' is research informed strategy to develop a shared understanding of the intricacies of cognitive science informed practice. A shared understanding will accelerate rapid staff development and subsequently positively impact student outcomes. WalkThrus provide a common reference point so that, through discussion and practice, each teacher and teacher-coach is able to engage with the ideas in the same manner, step by step. With shared understanding, the emphasis is then on how to improve implementation and ultimately outcomes.

At Safa British School, we allow these interconnected principles to underpin our practice through,

- Structured lessons with clear routines and common approaches utilised across all subject areas.
- Stringently identifying and addressing gaps and misconceptions through reviewing previous learning in every lesson.
- An emphasis on incorporating quality feedback into every lesson.
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps.
- Standardised planning templates with clear expectations
- Common rubrics to ensure success criteria is shared and easily understood across all subjects and tasks.
- Cognitive domain focused learning opportunities with a commitment to forming a 5 year GCSE pathway and prepare students effectively for KS5 in each of our curriculum areas.

SOLO Taxonomy

We also incorporate the use of SOLO Taxonomy across all our subject areas *(See Appendix 1 for more details).* This allows us to involve our learners in their own differentiation and makes the process behind the learning explicit. It highlights the difference between surface and deep understanding but more importantly, helps students understand where they are on that spectrum and what they can do in order to further progress.

We thoroughly believe encompassing these principles into our daily practice formulates a standardised, high quality learning experience across all subject areas and empowers our learners to take responsibility for their own learning.

'ERIC' Reading Across the Curriculum

GL Assessment (2020) highlighted a significant connection between reading ability and success in all subjects.

With this in mind, we highly value reading across all our curriculum subjects. We are hugely committed to encourage 'Everyone reading in class' and do so through the ERIC acronym of 'explain', 'retrieve', 'interpret' and 'choice'. These are key features of our pedagogical practice across all of our subjects.

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4. Monitoring and Evaluating

The school has a committee, board, senior leadership team and senior leaders for Learning and Teaching who regularly monitor Learning and Teaching in their areas of responsibility. Please see Performance Management Policy for further information.

References

Education Endowment Foundation (2021). *Cognitive Science Approaches in the Classroom- A Review of the Evidence*. Accessed on: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1681841871

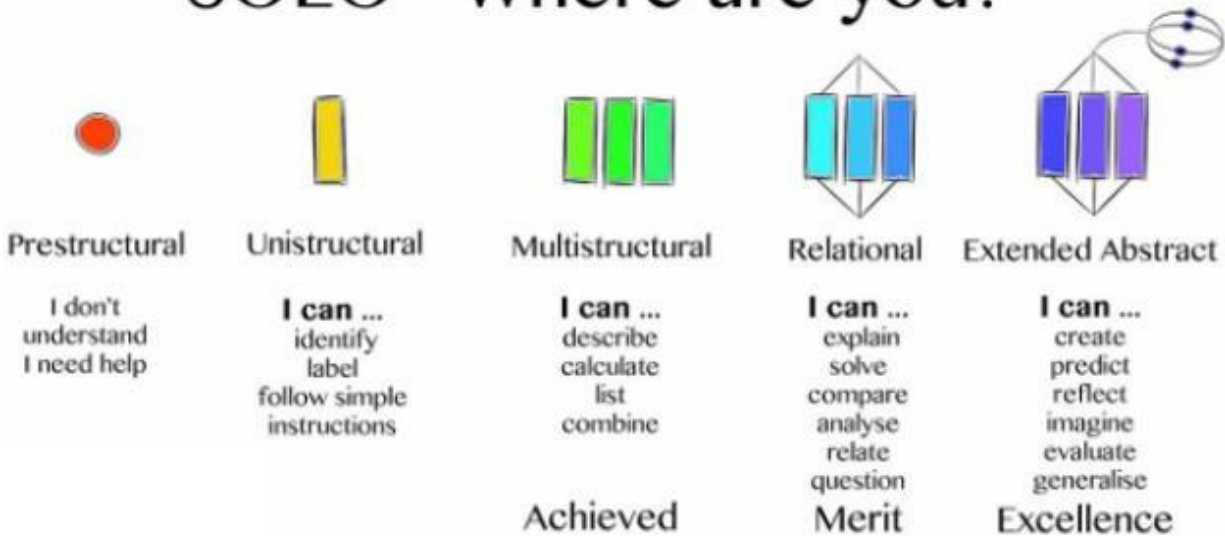GL Assessment (2020). *Study Highlighting the Importance of Reading to the Whole School Curriculum.* Accessed on: https://www.gl-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/

Sherrington, T. and Caviglioli, O. (2020). *Teaching WalkThrus: Five Steps Guide to Instructional Coaching.* Woodbridge: John Catt Educational Ltd.

Sherrington, T. (2019). *Rosenshine's Principles in Action.* Woodbridge: John Catt Educational Ltd.

Appendix 1: Structure of Observed Learning Outcome (SOLO) Taxonomy Secondary

SOLO - Where are you?

Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
I don't understand I need help	I can ... identify label follow simple instructions	I can ... describe calculate list combine	I can ... explain solve compare analyse relate question	I can ... create predict reflect imagine evaluate generalise
		Achieved	Merit	Excellence

	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Effective Strategies	Don't Panic!! Ask for help Make an effort to start Complete classwork Have the right equipment / books	Learn key definitions / strategies. Take an active part in class Complete set Homework Widen the scope of information Make notes Practice, Practice, Practice! Embrace mistakes and use them to learn. Make use of existing resources.	Look to make links and connections between the key concepts SEQUENCE, COMPARE, EXPLAIN CAUSES, EXPLAIN EFFECTS, Use "because" "Therefore" and other linking words in your explanations. Add evidence from other sources. Work in groups to look at problems Discuss concepts with others Create some specific clarifying questions Look for new resources Make revision notes using SOLO HOTMaps	Make new information EVALUATE, PREDICT, GENERALISE, CREATE Complete practice questions and mark them (get them marked) Look for and act on feedback Reflect on your work and make changes Use your understanding to help someone else What is the big picture? What if??? Think critically Question your findings, Challenge ideas	Reward yourself Allow time for you Challenge yourself Try something out of your comfort zone Apply your understanding in a different context

Appendix 2: Rosenshine's Principles of Instruction (and SBS Acronym of RSCP)

SBS Secondary Curriculum, Teaching and Learning
Rosenshine's Principles of Instruction

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

MO TU WE TH FR

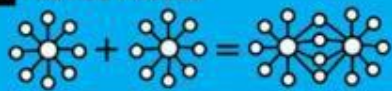**02 NEW MATERIAL IN SMALL STEPS**

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.
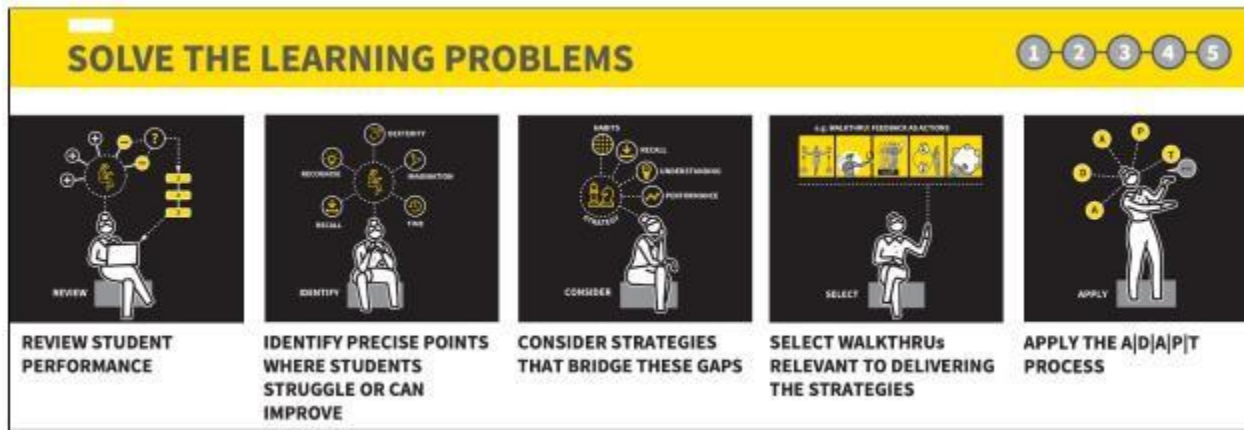
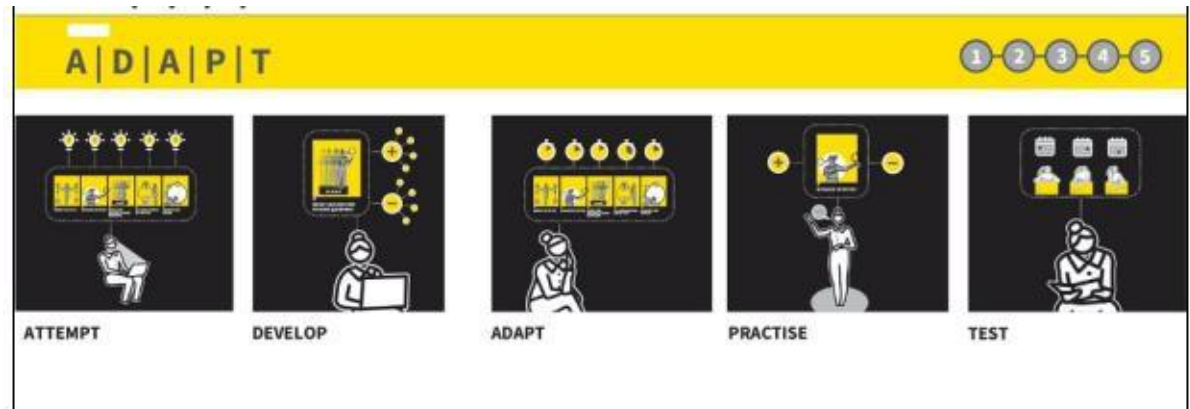**R**eview   **S**upport   **C**heck   **P**ractice

Appendix 3: Walk Thru's as a tool to further develop cognitive science informed practice

Why use Walk Thru's?

Ultimately the programme will help improve student outcomes and support us in coming closer to achieving our strategic school priorities of Ensuring Student Success, Consolidating Communication, Professional Development, Promotion of Wellbeing, Promoting National Agenda.

SOLVE THE LEARNING PROBLEMS

- REVIEW STUDENT PERFORMANCE
- IDENTIFY PRECISE POINTS WHERE STUDENTS STRUGGLE OR CAN IMPROVE
- CONSIDER STRATEGIES THAT BRIDGE THESE GAPS
- SELECT WALKTHRUs RELEVANT TO DELIVERING THE STRATEGIES
- APPLY THE A|D|A|P|T PROCESS

1. FEELING THE ACTIONS: VISCERAL LEARNING
2. FIVE STEPS & WORKING MEMORY
3. IMAGINE & A|D|A|P|T
4. CALL YOUR SHOTS BEFORE OBSERVATIONS
5. BECOMING AUTOMATIC

A|D|A|P|T

- ATTEMPT
- DEVELOP
- ADAPT
- PRACTISE
- TEST

Appendix 4: ERIC Strategies to support Reading

STRATEGIES TO SUPPORT READING

EXPLAIN

EXPLAIN the definition of a key word or topic to develop understanding of vocabulary and whole texts.

RETRIEVE

RETRIEVE key information from a text so that you can find specific evidence or examples.

INTERPRET

INTERPRET texts by explaining and discussing different ideas, based on the evidence you have been given.

CHOICE

CHOICE gives you the opportunity to explore why writers have used specific choices to create effects. This could be a choice of text, colour, image, movement or music.