

The Wensleydale School & Sixth Form

CLASSROOM TEACHING GUIDANCE AND PROCEDURE

Rationale:

There are many factors which affect students' attainment and progress. One of the most significant factors is clearly the design and delivery of lessons. At The Wensleydale School and Sixth Form we regard every hour spent in a classroom as a precious period of time and therefore we expect teachers to ensure that everything they do is done to ensure high quality learning for all students. We place a high value on creative and imaginative teaching which involves students in high levels of cognitive challenge, which in turn leads to high levels of engagement.

This policy sets out our expectations as a school for classroom teaching. Our expectations are:

1. Lessons should be focussed on clear learning objectives which will provide sufficient challenge for all students

We expect all lessons to be planned around clear learning objectives which are derived from the curriculum learning plans. These objectives must be displayed in the classroom so that students and teachers can refer to them. We regard the learning objective as an entitlement for all students and it is the task of the teacher and other adults present in the room to remove any barriers which may prevent students achieving the objective. This is our understanding of differentiation. The objective of the lesson should provide sufficient challenge for all students, including high attaining students.

2. Lessons and activities should be well designed and structured to support students in achieving the learning objectives

We have developed a common lesson planning template which, as a minimum, must be used for all formal visits. We expect that within the lesson, tasks and activities will have a clear learning purpose, strongly linked to the learning objectives.

3. The teacher should create a positive learning environment which promotes high quality learning

We believe that the teacher is a leader within the classroom. As with any leadership role, positive relationships are fundamental to creating an atmosphere of mutual respect, high challenge and trust. We expect the teacher to act as a role model to students, demonstrating the same qualities that we seek to develop in our students.

4. Teachers should regularly check the progress of students and intervene where necessary to remove barriers or deepen students' thinking

We expect teachers to plan regular opportunities into their lessons to check the progress of students. We believe that only by making learning visible in lessons does the teacher know where and when to intervene. We therefore expect teachers to think carefully about the questions they ask, the discussions they lead and the activities they plan so that learning is visible for all students.

5. Students should be actively engaged in the learning process

We believe that learning is not something which can be done to students. Learning needs to be constructed in the minds of students and therefore students themselves must be actively engaged. We expect that teachers will structure collaborative activities and independent tasks to ensure that no student is allowed to just 'sit back'.

6. Teachers should plan opportunities to develop students' skills as confident life-long learners

Whilst we recognise how important it is for our students to achieve excellent examination results we also believe in developing our students to be confident, independent learners. Students should be taught how to be resilient, how to work independently, how to manage their time, how to collaborate and a range of other skills which will help our students to become confident life-long learners.

Date of Guidance: September 2020

Date of Review: July 2021



Teacher's checklist

BEFORE THE LESSON:

Do You

1. Have a well organised and stimulating classroom environment?
2. Ensure students' work is marked in line with school policy?
3. Have high expectations of what all students can achieve and what this will look like in terms of their outcomes?
4. Plan your lesson to be outstanding with differentiated resources?
5. Have a seating plan?
6. Arrive at the classroom door before the bell and greet learners?

AT THE START OF THE LESSON:

Do You

1. Engage students in an activity as soon as you arrive?
2. Establish and reinforce classroom expectations eg 5 a day?
3. Use a variety of techniques to obtain silence?
4. Review what you did last lesson?
5. Clearly explain and write on the board the lesson objectives?
6. Take the register within the first ten minutes

DURING THE LESSON:

Do You?

1. Set clear targets and timescale?
2. Look for things to praise?
3. Walk to all corners of the room on a regular basis?
4. Use a variety of questioning and AFL techniques?
5. Use a wide range of resources and visual aids?

AT THE END OF THE LESSON:

Do You

1. Leave enough time for a plenary?
2. Issue two House points?
3. Set homework in line with school policy and ensure that this is recorded in the student planner?
4. Make sure students stand behind the chairs at the end of the lesson and that you stand by the door to see them out?



CLASSROOM EXPECTATIONS

Students must:

Arrive on time with the appropriate equipment ready for work each lesson

Wear your school uniform correctly

Do as you are told by staff, first time, every time

Listen carefully when someone is talking

Always try your best without disturbing others

Always do your homework properly and hand it in on time



EXPECTATIONS IN THE CLASSROOM

Staff meet students outside the classroom and admit them into the classroom where they will sit according to the seating plan

Staff engage students in a learning activity (starter, bell work etc) whilst completing the register

Students are actively engaged in the lessons using a variety of collaborative Kagan techniques answering questions, supporting each other and responding to teacher's feedback. Each classroom contains a pack of collaborative learning 'manage mats' which can be used to structure students' discussions

Students complete work in their books following the PROUD protocols

When the teacher is speaking to the class, students must be quiet and not talk. The same rule applies when another student is speaking to the class

Students do not leave the classroom without permission

Staff and students speak to one another with respect

Staff award two positive points at the end of each lesson

Students are allowed to bring mobile 'phones to school at their own risk but there is a "no see, no hear" policy in school.

PROUD

Pen (black biro only)



Ruler to draw straight lines



Oops - draw a line through mistakes

Underline titles with a ruler

Draw in pencil

