

RSA Tipton Teaching and Learning Policy

Social justice:

As a school we are committed to central RSA vision to create social justice through exceptional schools.

Definition of Learning

Our definition of learning shapes our approach to teaching. “Through experiencing and reflecting on a succession of challenging experiences we deepen knowledge, engage in learning and develop as thinkers, problem-solvers and active participants in society”.

Our Core Learning Model

Our Core Learning Model has been derived from principles of learning each of which has an evidence base. It has been derived from working with CRSAAT on the TEEP model and Accelerated Learning cycle

Learning Cycle Model *(See Appendix 1 for cycle graphic)*

Our Core Learning Model has four significant phases which are built around the hub of responsive teaching.

Responsive teaching requires the relationship between teacher and pupil to progress around cycles of input, try, apply and feedback.

1. Our learning model seeks to **Connect** pupils with their own prior knowledge and learning. It encourages pupils to seek, make and build patterns of meaningful connections between bodies of knowledge and practical skills.
2. We will **Challenge** pupils by connecting what they know and what they need to know. Where necessary, this will be through the **provision or presentation of new information** or **a new experience** or by **demonstrating a skill** (teacher modelling).
3. Pupils will **Construct** meaning by assimilating the new information, experience or skill, practising its application or use before testing, receiving feedback and adjusting. Teachers will chunk, sequence and revisit core content to ensure learning is embedded. **Try and Apply to Demonstrate** is crucial to the learning cycle
4. Teachers and pupils will work together to ensure learning is **Secure**. This process may take different forms but will go beyond description to reflection on what is significant and then to how learning ought to be transferred.

Students will benefit from well-planned lessons-using this learning cycle which build and connect to knowledge, skills and experiences and nurture key attributes.

Pupil Learning and the CRSAAT KASE Curriculum

Pupils at RSA Tipton Academy have an entitlement curriculum built round agreed components of **knowledge, attributes, skills and experiences (KASE)**. Each Central RSA school commits to designing a curriculum which delivers these aims:

<i>Knowledge (what we want our pupils to know and understand):</i>
<p>Our pupils are all entitled to:</p> <ul style="list-style-type: none">• Know, understand and have mastered the key concepts and questions related to, and arising from, each subject discipline (Expert)• Locate their experiences within a broader sense of society and understand the purpose and relevance of subject disciplines (Purposeful)• Opportunities for dialogue within subjects to build and use subject specific vocabulary (Fluent)• Know and understand their own learning journey with opportunities to explore progress and shape that journey (Self-Regulating)• Know, understand and contribute to the assessment process (Self-Directing)
<i>Skills (what we want our pupils to be able to do)</i>
<p>Our pupils are all entitled to:</p> <ul style="list-style-type: none">• Generate solutions to authentic problems and challenges with originality as part of a creative process (Problem-Solving)• Interact purposefully with others, including groups and teams, in a variety of different contexts (Collaborative)• Communicate effectively, frequently and purposefully through different channels including discussion, debate and questioning developing Oracy skills (Communicative)• Access texts in order to interpret/understand and write effectively for different purposes (Literate)• Engage in, understand and take responsibility for, their part in the learning process and, in addition contribute to the learning of others (Metacognitive)• Learn how to study, retain key information and perform confidently in public examinations (Pragmatic)
<i>Attributes (what we want our pupils to be like)</i> <i>All schools will create the conditions in which these can be nurtured</i>
<p>Our pupils are all entitled to:</p> <ul style="list-style-type: none">• Experience opportunities to take risks, doing so purposefully and with understanding (Risk-Tolerant)• Demonstrate the willingness to persist and overcome difficulties in order to build resilience (Resilient)• Reflect upon, and learn from, their own and others' behaviours (Reflective)• Engage with, and develop appreciation of own communities (community spirited) and other communities including their lifestyles, cultures and values (Empathetic)
<i>Experiences (what we want our pupils to have accessed and enjoyed)</i>
<p>Our pupils are all entitled to:</p> <ul style="list-style-type: none">• Enjoy, experience excitement and find significant value in, their school experience (Engaged & Enthused)• Take an active part in visits and trips which are beyond their own life experience or those of their school (Cosmopolitan)• Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer (Autonomous)• Be fully involved in an ambitious project which impacts on a wider audience than their peers (Champion)• Be stretched by a range of experiences which challenge their view of themselves and their future (Self-Aware)• Experience authentic responsibility in and around school (Responsible)

(See Appendix 2 on 10 key strategies to support the design of lessons and learning which implements KASE principles)

Rationale for Teaching Priorities 2019-20

Understanding context shapes a well-directed response. The school has gone through a period of structural change especially staffing. We therefore have a clear focus on developing a coaching culture in order to build trust and professional dialogue on a day to day basis.

A legacy of REAL projects before the school joined the Trust has led to a strong focus on knowledge and skills; developing subject expertise and in sequencing learning so that knowledge and understanding deepens.

Developing Oracy is also an important priority for the Academy. Our learners will derive great benefit from more opportunities to articulate their learning and apply it in subject contexts. We seek to develop confident, creative learners who can thrive in a changing world. Supporting vulnerable learners particularly SEN and disadvantaged is also a key driver for the plan and an important context for the school.

Our planning principles which have driven the Teaching Strategic Plan are:

Coherence – we wish that learning offers breadth and depth across the curriculum and that learning sequences are well-considered and provide clear pathways for progression

Inclusivity – all our students should be able to access the curriculum and benefit from the learning methods we encourage teachers to apply

Collaboration – our curriculum and teaching methods should be co-constructed and all teachers make a positive contribution

Teaching Priorities 2019/20

We have eight Teaching and Learning Priorities for the Academic Year 2019/20.

Learning Design and Sequencing

Lessons and learning experiences are planned, delivered, reflected upon and evaluated. Knowledge and skills are built sequentially, Core Concepts are isolated, understood and checked against. This for us is the what, how and why of teaching. Curriculum co-planning is through subject co-design teams.

Clear Learning Cycle to support planning

We have designed and will use our own learning cycle. The cycle will help teachers plan balanced Lessons and learning experiences with a focus on learning rather than doing. The cycle is based on our own definition of learning (see above) and draws from evidence-based practice.

Responsive feedback

We will actively promote frequent Checking of Understanding as an integral part of learning. We will use this process as part of our in-class gap analysis and adjust both whole class and individual feedback accordingly. Responsive feedback will also help reduce teacher workload.

Oracy within lessons

We recognise that our students need specific support in developing their language and communication skills. From year Seven we encourage all teachers to find opportunities for purposeful student talk especially using 'Tier Two and Three' language. We see transitions between and within lessons as opportune moments to develop this practice. We seek to develop 'confident articulate young people who can think deeply and talk about their learning, knowledge and understanding ([Oracy strategy/policy and framework: See Appendix 3](#))

Creating a Culture for Coaching

Our classroom observations, learning walks and individual staff development targets are all driven by our precision coaching model. We will develop a core team in these skills of coaching in order to support the wider school community and break down inhibitions about sharing practice.

Accelerating progress of Vulnerable Groups (SEND and PPG)

We will use staff development opportunities and a revised data sharing system to enhance professional knowledge of SEND. We will introduce teachers and support staff to more detailed and nuanced information about pupils and their learning needs and so shift classroom practice towards a more informed approach.

Pragmatic reality

Two year groups – those in Year 11 and Year 13 – are in need of specific support related to preparing for, and performing in, exam conditions. We will target individual interventions so that neither group is disadvantaged by legacy underperformance

Literacy

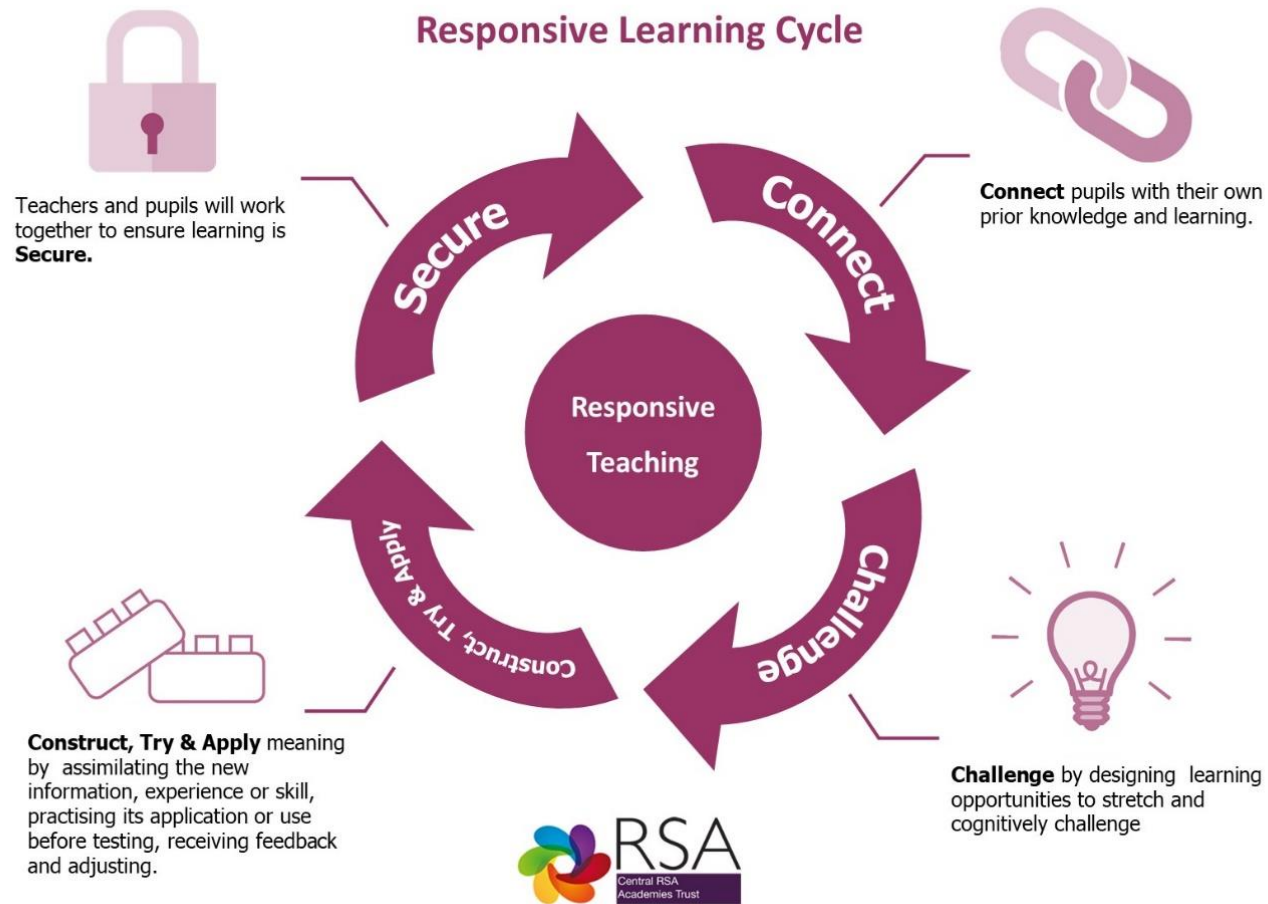
We will work closely with staff to enhance the use of teaching techniques and classroom resources to raise levels of literacy in our students. This will be driven through subject teaching with attention paid to understanding and use of subject related vocabulary and investment in Accelerated Reading Programme in Key Stage 3.

In conclusion: We are building Our Cathedral through responsive teaching:

Pillars of teaching and Learning at RSA Academy

- Developing oracy- ensuring that all students have access to high quality talk through lessons structured for oracy
- Effective planning in a consistent lesson structure. This will reflect the Trust learning cycle and KASE principles of curriculum development. The architecture to support planning
- Developing our approaches to responsive teaching. This includes development of assessment practices, an understanding of metacognition, personalised approaches in the classroom and an SEN strand
- Ensuring that all students have high level literacy skills

Appendix 1 – Responsive Teaching Cycle



Appendix 2 - 10 key strategies to support the design of lessons and learning which implements KASE principles

CRSAAT Principles and Strategies to support Great Teaching and Learning:

RSA Central Teachers strive to become experts in the craft of the classroom where the artistry of teaching is underpinned by an understanding of how children learn. Pupils in RSA Central classrooms benefit from well-planned lessons which build and connect to knowledge, skills and experiences. Pupils in RSA Central classrooms take an active part in, and talk confidently with insight about, their learning experiences. Dialogue is part of every RSA Central learning experience.

Principle	Rationale	Delivery Implication for classroom teachers
1. <i>Create High Challenge, Low Stress environments</i>	The environment includes the physical, physiological and psychological 'space.'	Strive to create and maintain a positive purposeful learning environment where teacher expectations and behaviours are high. Scaffold challenge by chunking and rehearsing learning until success becomes evident. Success build self-belief not the other way around.
2. <i>Access Prior Knowledge</i>	Access what the pupils already know and believe they need to know about a topic.	Use the beginning of learning episodes to establish what is already known – and by implication not known or possibly misunderstood – and what would be good to know.
3. <i>Make Connections and Identify Gaps</i>	Make the patterns and connections between episodes of learning explicit. Identify gaps in knowledge as part of the lesson.	Productivity should not be confused with learning. Doing lots of 'stuff' doesn't equate to learning lots of stuff. Use transitions within and between lesson to revisit core ideas and essential understanding. Don't move on without checking for understanding.
4. <i>Utilise Expert Modelling</i>	Demonstrate complex concepts, routines and responses and allow opportunities for pupils to do likewise.	Demonstrations can be teacher led or pupil led. Often the teacher – the Expert - will demonstrate or model a correct or best method before allowing pupils to 'have a go.' Slowing the Expert Modelling down and adding verbal commentary as you do so aids recall and understanding.
5. <i>Rehearsal and Revisits</i>	Connect new learning with old and build recall by going over material and revisiting core concepts in more depth.	Learning should never be a 'one stop shop' and yet perceived pressures of time mean that it often is. Plan to go over core material on a number of occasions both informally within the lesson and formally by devoting additional time to the topic. Beginnings and ends of lessons provide opportunities for preview and review.

Principle	Rationale	Delivery Implication for classroom teachers
6. <i>Provide Purposeful Feedback and Guidance</i>	Feedback needs to be easily understood and acted upon, relevant, and lead to improvement in understanding, behaviour or skill.	Feedback and marking are not one and the same. Feedback can and ought to be given in lessons orally, it can be recorded, it needn't be written. Whatever is said or written by the teacher should lead to a easily recognised action by the pupil. Guidance is about improvements in learning and, or, in attitudes to learning over time.
7. <i>Integrate Powerful Questioning</i>	<i>Powerful</i> questions come from the teacher and the pupil. Such questions engage curiosity, challenge and extend thinking.	Think hard about the purpose of your questions and the circumstances in which they are asked. Do they stretch pupils' thinking? Too often classroom questions in schools are repetitive, low-level and addressed to a narrow group of pupils. Being really good with questions is a higher level teacher skill.
8. <i>Check through Frequent Informal Testing</i>	Informal challenges and tests aid recall. They take a variety of forms and allow teachers and pupils to identify gaps in knowledge.	Challenges and tests can take a variety of forms from covering the page and trying to remember, quizzes, and recall games through to sitting mock exams with past papers. The key teacher strategy is to make testing low stress, frequent and part of everyday learning.
9. <i>Develop Metacognitive Awareness</i>	Knowing about the process of learning and their own role in that process strengthens learner autonomy.	A pupil will never become more independent of the teacher if he or she doesn't understand the processes of learning. This is why simple classroom activities such as de-briefing, thinking aloud, and giving feedback on choice of methodology or answer help. Think of it as developing learner self-awareness.
10. <i>Allow for Pragmatic Rehearsal</i>	Knowing more about the nature of assessment and how pupils can demonstrate their understanding in test and exams builds confidence and increases the likelihood of success.	Gaining qualifications can be a passport to an improved future. Practising for, and knowing about, the assessment system including tests and exams, is not our core purpose but it is something we owe it to pupils to help them with. This includes how to read questions and construct useful responses, how to manage revision and study and how to manage emotional states under stress.



CRSAAT ORACY POLICY

Recommended by:	CRSAAT EIT
Recommendation Date:	November 2019
Ratified by:	Trust Board
Signed:	_____
Position on the Board:	_____
Ratification Date	4 th December 2019
Next Review:	November 2020
Policy Tier (Central/Hub/School):	Central

Wrapped in Words

The Central RSA Academies Trust Oracy Policy

Words allow us to express ourselves, to show confidence, to interpret the world and to engage democratically. Words lie at the heart of our quest to address **Social Justice** and developing oracy gives children a chance for success and happiness; a chance to connect, communicate and explore ideas.

At CRSAAT our aspiration for pupils is that:

“Through the deliberate use of dialogue throughout their school lives - pupils learn to communicate effectively and purposefully within every learning experience and so engage in, understand and take responsibility for their part in the learning process.”

Our curriculum entitlement model (KASE) commits us to providing experiences for pupils which help them to:

- Communicate effectively, frequently and purposefully through different channels including discussion, presentation, debate and questioning. **Communicative**
- Engage in, understand and take responsibility for, their part in the learning process and, in addition contribute to the learning of others. **Metacognitive**
- Interact purposefully with others, including groups and teams, in a variety of different contexts **Collaborative**

Our key driver for achieving this is through everyday lessons, ensuring:

- Opportunities for dialogue within subjects to explore ideas through high quality talk and to build and use subject specific vocabulary. **Fluent**

‘Learning to talk well, and learning well through talk’ (Peter Hyman)

Framework

We will research, develop and agree a **Central RSA Academies Trust Oracy Framework** which will form the basis of our approach. This **Oracy Framework** will be used across all our schools and in each of our classrooms. **The Oracy Framework** will be based on evidence of what works, will draw on Voice 21 research, ensure a shared language for Oracy and support our KASE curriculum entitlement principles.

Commitment

In the Central RSA Academies Trust Oracy will be integrated into every sequence of learning. A key part of our approach to developing Oracy is the design of learning to better plan opportunities for *discussion, presentation, debate and questioning*.

To enhance the quality of Oracy in our classrooms we will provide a support infrastructure of staff advocates in every school through core groups of **Teaching and Learning Development Teams**. Through these key groups of advocates, we will commit to whole school staff development and support processes to enhance professional skills around the use of Oracy. We will ask schools to develop an in-house research programme using the methods advocated through the Central RSA Academies Trust Oracy Framework. This will be supported by the Trust.

Evaluation of Impact

We will evaluate the implementation of the Trust Oracy Policy and ask schools to do likewise. In schools the evaluation methods will be determined through using the Oracy Framework, by the school itself and be supported by the infrastructure of in-school staff advocates on the **Teaching and Learning Development Teams**.

What is Oracy?

The term 'Oracy' was coined by Andrew Wilkinson and his team at the School of Education at Birmingham University in 1965 in response to their sense that the orate skills of speaking and listening were being side-lined by a focus on only reading and writing (literacy). It can be characterised as the development and application of skills associated with effective spoken communication.

At CRSAAT we see Oracy as a means of supporting high quality teaching and learning across the curriculum and have used the School 21 view of Oracy overlapping 'learning to talk well and learning well through talk' as a basis for our work. We want to develop word rich classrooms with purposeful high- quality talk. We want pupils to be required to think through talk and we want to support pupils in becoming effective communicators.

In CRSAAT school contexts vocabulary gaps need to be addressed and pupils need to see good talk modelled. Disagreement should not be violent and aggressive but measured and considered debate. We want to move from identifying issues with oracy to doing something robust about them. We want to invest in our pupils' abilities to speak; to be articulate, communicate confidently and well and to learn through talk.

'Oracy is what the school does to support the development of children's capacity to use speech to express their thoughts and communicate with others, in education and in life'

(Professor Robin Alexander)

Defining Oracy for CRSAAT:

Oracy is threaded throughout our **KASE Curriculum Entitlement Framework (Knowledge, Skills and Experiences** which pupils are entitled to at CRSAAT schools and the conditions in which our core **Attributes** will be nurtured).

Curriculum Aims

For pupils to be able to:

- Communicate effectively, frequently and purposefully through different channels including discussion, presentation, debate and questioning (**Oracy: Communicative**)
- Engage in, understand and take responsibility for their part in the learning process and, in addition contribute to the learning of others (**Metacognitive**)
- Interact purposefully with others, including groups and teams, in a variety of different contexts (**Collaborative**)

For pupils to have:

- Opportunities for dialogue within subjects to explore ideas, build and use subject specific vocabulary (**Oracy: Fluent**)

CRSAAT Oracy Strategy

- Agree a **definition of Oracy** which is interwoven with KASE curriculum rationale, aims and principles which uses the same language
- Agree a **CRSAAT Oracy Framework** which builds on existing best practice and research but recognises the uniqueness of our situation (See CRSAAT Oracy Framework -created December 2018 -which uses Voice 21/Mercer framework as base and is developed to reflect CRSAAT needs)
- Implement the adoption and delivery of the Trust **Oracy Framework** through core groups of **Teaching and Learning Development Teams** within each school who will focus on Oracy. Drive changes through developments in lesson planning/designing sequences of learning to support Oracy.
- Adopt an implementation timeline bespoke to each school within the Trust.
- Agree a timeline of MAT and school professional development and support activity over a 3 year period
- Embed an Action Research methodology to support this work
- Embed an evaluation and review process in each school around Oracy, driven by Strategic Core Co-Design Leads in each school.
- Partner with appropriate external agencies to support.

Teaching and Learning Development Teams

Designated group of 4-7 successful practitioners within each school (depending on size of school) who develop pedagogy. They become advocates for the MAT Oracy approach and are led by the Senior Core Co-Design Leads within each school

The Teaching and Learning Development Teams will:

- Promote use of Oracy within each school
- Model best practice in their own work and in meetings
- Design, trial and evaluate effective Oracy practice within lessons
- Use an agreed MAT research methodology for developing Oracy
- Support colleagues within schools doing the same
- Showcase success and model effective Oracy practice frequently within school
- Undertake agreed action research on Oracy and share outcomes from May 2019
- Support colleagues through using the Oracy Framework and appropriate methods to extend Oracy approach

Oracy Strategy Framework

<i>What am I thinking?</i>	<i>Which words am I using?</i>	<i>Who am I speaking to?</i>	<i>How am I feeling?</i>	<i>How am I speaking?</i>
Ideas	Words	People	Confidence	Body Language/Facial Expression
Organisation	Emphasis	Purpose	Control	Voice and tone
<i>Organisation of thinking</i>	<i>Selection of words</i>	<i>Awareness of audience</i>	<i>Regulation of state</i>	<i>Presentation and connection</i>
Cognitive	Linguistic	Social	Emotional	Physical

CRSAAT Oracy Framework

Requiring pupils to think and supporting pupils becoming more effective communicators

5 Strands	Descriptors
COGNITIVE	<p><i>The pedagogy to support thinking: Messy Exploratory Thinking (Talk for Thinking-Learning through Talk).</i></p> <p>Asking questions to clarify, building on and challenging ideas. Constructing knowledge together. Summarising and giving reasons to support views. Critically examining views and ideas. Organising and structuring talk.</p>
LINGUISTIC	<p>Supporting vocabulary development and different tiers of vocabulary. Reflecting on use of vocabulary. Choosing appropriate vocabulary for context and purpose. Choosing techniques to support speech/purpose (E.G rhetorical techniques in persuasion)</p>
SOCIAL	<p>Awareness of audience. Consideration of others. Taking into account level of understanding of an audience. Watching and noticing. Listening actively and responding appropriately. Choosing appropriate register depending on purpose and audience. Turn taking. Guiding and managing interactions (See Emotional)</p>
EMOTIONAL	<p>Self- regulating and self-managing (EG managing feelings when debating an issue ensuring measured and considered disagreement). Discussing feelings and exploring problems. Having a voice- entitlement and the responsibility that comes with that (link to Social and opportunities for Ethical Talk). Developing confidence as a speaker including managing nerves in presentational talk (See Physical)</p>
PHYSICAL	<p>Voice- fluency and tonal variation, pace, voice projection and clarity of pronunciation. Body Language and Facial Expression- Gesture and posture, facial expressions and eye contact</p>

