



Stretford
Grammar School
Aspirat primo fortuna labori

Teaching and Learning Statement of Intent

Ratified by Governors: May 23



Teaching and Learning Statement of Intent

Member of staff with overall responsibility: Mrs. E. Baxter

Governing Body Sub-Committee with reviewing responsibility: Curriculum and Standards

Intent

Our whole school intent for Teaching and Learning:

- all students have equal opportunities to learn the curriculum and achieve their full potential.
- all teachers have access to professional development through evidence-based research, training, and the sharing of good practice.
- all teachers deliver the agreed curriculum for their subject.
- all teachers use the Rosenshine Framework in conjunction with Formative Assessment to support students in learning, understanding, practising and remembering the curriculum.

Our whole school pedagogy is based on **Rosenshine's Principles of Instruction**, which provides a highly accessible bridge between proven research and classroom practice.

This Statement aims to provide the clarity and consistency of an agreed common framework within which we can identify, develop, and share good practice for continued professional development.

As Dylan William has stated: "Every teacher needs to improve, not because they are not good enough, but because they can be even better."

Implementation

Rosenshine's Principles for Teaching and Learning promote effective curriculum delivery, helping students to know more, remember more and apply their knowledge in different contexts, for example, Milestone Assessments, Mid and End of Year Summative Assessments at KS3, Checkpoint Assessments at KS4 and KS5, and, of course, GCSE and A Level examination.

Kirschner, Sweller and Clark defined learning as a change in long-term memory or, as Daniel Willingham states, “memory is the residue of thought”.

In order for students to learn and remember curriculum knowledge, we, as teachers, need to be aware of **Cognitive Load Theory (CLT)**, a term coined by John Sweller in 1988, to explain that our working memory is only able to hold a small amount of information at any one time and that we should avoid overloading it to maximise learning.

Rosenshine’s Principles of Instructions support students’ understanding, retention and successful application of knowledge through the following classroom practices:

- Share the Learning Intentions (which may inform several lessons: learning takes place over time), and wherever possible as *The Big Question*, to prompt more conceptual thinking (Robert Coe: “Learning happens when people have to think hard”)
- Review of prior learning (daily, spaced and interwoven), as the building blocks to which new learning is attached and linked to ultimately form a web of knowledge or schema.
- Present new material in small steps or chunks (CLT).
- Check understanding constantly – questioning, hinge questions, use of mini whiteboards.
- Provide models/ examples of excellence which are reviewed, annotated, broken down under the visualiser (teach to the top): **I do**
- Provide scaffolds for staged practice and only move students on to the next stage when a high success rate has been achieved: **We do**
- Students complete independent practice: **You do**

As part of the implementation of **Rosenshine’s Principles**, we fully embrace the practice of **Formative Assessment** to check students’ understanding in lessons and intervene where necessary, moving on to new content only when understanding is secure so that schema can be created, and gaps or misconceptions have been addressed:

Therefore, we embed Dylan Wiliam and Siobhan Leahy’s Five Formative Assessment Strategies across our classroom practice:

1. **Learning Intentions** (often known as *The Big Question*): informed by curriculum planning and which signal a change in long-term memory as learning.
2. **Eliciting Evidence of Learning**: finding out what the students have learned and what they can do is fundamental to ensuring they are making progress and guiding our next steps in the classroom. Strategies may include cold call questioning, probing questioning, hinge questions, RP quizzes, Google Quizzes, mini whiteboards, MCQ
3. **Providing Feedback** that moves students forward. As Wiliam and Leahy state “The only thing that matters with feedback is the reaction of the recipient. That’s it. Feedback – no matter how well designed – that the student does not act upon is a waste of time.” Strategies may include feedback and follow up activities from a Marking Overview Sheets, the results of a Google Quiz, the answers to a Retrieval Practice task, a students’ book placed under the visualiser to exemplify good practice OR to address a misconception, the use of MCQ, Hinge Questions or mini whiteboards
4. **Using students as learning resources for each other** through peer assessment in the practice stage of applying knowledge to provide interim feedback and gain better

understanding of the success criteria and another opportunity for students to act on feedback.

5. **Students as owners of their own learning**, taking responsibility through understanding of the learning intentions and the success criteria, acting on feedback and evaluating how well they are doing and what they need to do to improve to meet the success criteria.

Monitoring

To ensure that Teaching and Learning effectively delivers the curriculum, to recognise and disseminate good practice within the classroom and to support the professional development of all colleagues:

- Learning Walks are carried out by both Curriculum Leaders and SLT
- Work Scrutinies are carried out by both Curriculum Leaders and SLT
- Curriculum Evaluation Meetings are held between Curriculum Leaders and SLT