



URSULINE HIGH SCHOOL
Wimbledon

Teaching & Learning
Policy

May 2022

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“Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!” **St Angela**

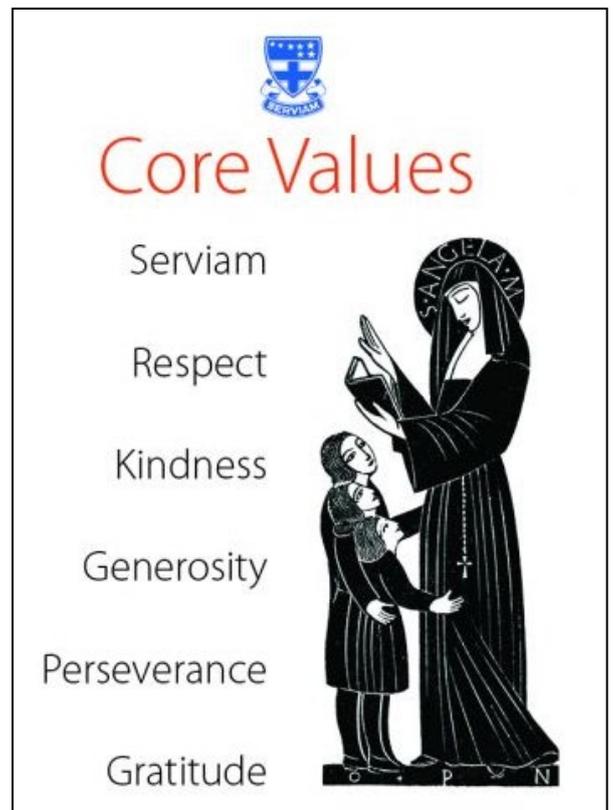
Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow’s world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

Aims

- ☞ Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum.
- ☞ Develop personal qualities of understanding of self and others, self-discipline and motivation, responsibility, maturity, creative freedom and integrity.
- ☞ Foster an attitude of respect for all regardless of age, race, colour, creed or gender.
- ☞ Build peace, promote justice, social concern and, through the celebration of difference, the equality of all people.
- ☞ Widen horizons, encourage a sense of commitment and service to the wider world, and to enable each one to go on learning and changing all through life.



By the time they leave the Ursuline, our students live out the values of St Angela by:

Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.



Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.



Being kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.



Being able to adapt to the sign of the times whilst understanding what really matters in life.



Being able to understand their role in the stewardship of the environment.

At the heart of everything in this policy is student voice.

Students tell us what works, what doesn't, what's important to them and what they need to grow into confident, successful women and we listen.

This policy is informed by that voice.

This policy links closely with the Curriculum Policy, which details how subject curricula may be sequenced, implemented and evaluated. References to the Curriculum Policy may be found through the Teaching and Learning Policy.

Abstract.

There is a clear teaching pedagogy at UHS, focused around Challenge, Checking the learning (AfL), Consolidation, Context and a Culture of Encounter (our 5Cs).

Our SOLs are designed to provide an extensive range of different activities that enable students to access the material from a variety of different teaching styles. The KS3 curriculum is designed to give a strong learning foundation, focusing on knowledge, understanding and skill, sequencing the work so that a greater depth of understanding can be acquired. This is then built upon in KS4. Our learning conferences give students an opportunity to understand and use the language for learning that enables staff to engage in a deeper manner with the subject content through a variety of teaching styles. Staff design the SOLs around their subject expertise to facilitate a wider range of memorable learning experiences.

Our subject leaders ensure that the content delivered is challenging and deepens the students' understanding of the subject area while delivering skills that can be used across the whole of the curriculum to create a connective tissue between subjects.

Real emphasis is placed on the teaching of individual subjects, which enables students to acquire knowledge and skills that are transferable. We have a clear language for learning where students learn how to learn. This is done through learning conferences, which also teaches soft skills, and SOLs. Staff are informed through TED talks and CPD on these same strategies and so there is a common language used in all lessons.

We have a strong culture of evidence informed practice at UHS and use the appropriate research for each of the different curriculum strands. For Teaching and Learning, we use research from the Sutton Trust, Hattie, EEF, IEE and always engage with new research that supports our teaching practice. In order that teachers continue to develop their knowledge, subject understanding and craft, we have a CPD programme with strong links to external agencies and internal sessions. These sessions are based around identified needs in T&L and pedagogy. Through our Appraisal process, staff are encouraged to reflect on areas of development and we provide CPD to meet those needs.

The pillars of Teaching and Learning at Ursuline High School are based on the 5Cs.

The 5 Cs are a tool devised to streamline planning, ensure consistency, allow subject specific pedagogy and enable staff to focus on engaging and inspiring teaching practice.

The 5Cs are:

- i. Challenge.***
- ii. Checking the learning.***
- iii. Consolidation.***
- iv. Context.***
- v. Culture of encounter.***

For further details of the evidence for the impact of each of the Cs, please check the Appendix.

The 5Cs form the basis of our Teaching and Learning pedagogy at Ursuline High School, though each department utilises research informed subject specific pedagogy to ensure that subject specific needs are met in an engaging, passionate and challenging teaching style that enables all students to make progress and develop a love of learning.

Retrieval practice and Assessment

Assessment

For further details on Assessment, please check the assessment policy and the curriculum policy.

Assessments are used primarily by staff to determine misconceptions, gaps in learning and skills and then support the teacher in their planning to close those gaps immediately.

Assessments are used by students to reflect on their learning so that they may understand where their gaps are.

Assessment, both formative and summative has a clear role in the learning process in ensuring that all students are acquiring the appropriate level of understanding and support. Students have clear targets and each department has clear standards criteria at each level. Students know that their target is the least that they should achieve and are encouraged to aim higher. A student with a Gold target at KS3 would be expected to aim for Platinum.

AfL is especially important and uses a variety of different assessments to gauge progress and understanding. Checking the learning during the lesson is fundamental to closing gaps in misconceptions before the student leaves the classroom.

Students receive detailed feedback every two weeks on a piece of work that enables the student to make progress and deepens the learning. Staff use assessments to tailor their teaching to ensure that they are meeting the needs of every student. Staff have made banks of appropriate feedback responses to set assessments or marked work and this maintains consistency and ensures that all students are challenged.

Increased emphasis is placed on developing student's long-term memory and the retention of knowledge through consolidation and interleaving. The SOLs have been redesigned to provide more consolidation activities and the Units have been reassessed to determine the best sequence of interleaving work. We have two summative assessments in the calendar and these provide opportunity to revisit work and build on long term memory skills. The learning conferences provide students with an opportunity to develop these skills as part of our language for learning and to use effective techniques throughout the course and not just as part of active revision.

Blended learning

For further details of digital learning, please consult our digital learning policy.

We use our Virtual Learning Environment, powered by Microsoft Teams in conjunction with our unique lap top scheme to ensure that every student has access to the curriculum at all times. Every student has their own laptop as does every member of staff.

The quality of teaching and learning is at the heart of digitisation and should always take precedence over the method or delivery platform.

Our blended learning strategy is built around 3 core pillars:

- i. Quality first teaching based on the 5Cs***
- ii. MS Teams, Assignments and Class NoteBook***
- iii. Using our incubator school status to remain at the cutting edge of how technology can enhance teaching and prepare our students for life in the 21st Century.***

Blended learning mixes the key principles of quality first face to face teaching with cutting edge technology. Each class has their own MS Team and OneNote space and all resources are placed there for anytime access. Staff are on a virtuous CPD cycle of increasing their skill set to deliver more integrated technology from VR Headsets to Drones, 3D printers and Minecraft Education.

Our Digital Vision informs our teaching and planning: a future orientated and globally informed curriculum that prepares our students with the skills for lifelong learning, life and work in a globally connected society.

Exercise Books

- ✓ PLASTIC COVER ON EVERY BOOK.
- ✓ TRACKER SHEET GLUED INSIDE FRONT COVER.
- ✓ THE “BIG PICTURE” SHEET FOR EACH UNIT GLUED IN AT THE START OF EVERY UNIT. THIS SHOULD ALSO CONTAIN LOCAL CONTEXT INFORMATION.
- ✓ WORK CLEARLY INDICATES WHERE ANY MATCHING RESOURCES WILL BE FOUND ON ONENOTE.
- ✓ SOME WORKSHEETS CAN BE GLUED INTO EXERCISE BOOKS IF NECESSARY (DIAGRAMS TO ANNOTATE ETC.)
- ✓ EXTENDED WRITING TO ALWAYS BE IN THE BOOK.
- ✓ STUDENTS COMPLETE FEEDBACK SHEETS FOR ANY WORK MARKED ONLINE AND GLUE INTO CORRECT PLACE IN BOOK.
- ✓ ANY WRITTEN EMBS TO BE GLUED IN AT THE END OF EACH UNIT/RELEVANT AREA IN BOOK

OneNote

- ✓ ALL WORKSHEETS TO BE IN RELEVANT AREA ON ONENOTE
- ✓ ALL ONENOTE BOOKS TO FOLLOW THE SAME FORMAT (SEE BELOW)
- ✓ NON-EXTENDED WRITING TASKS (EMBS & HWK) TO USE ASSIGNMENTS – STUDENTS TO COMPLETE FEEDBACK SHEET USING STAFF FEEDBACK.
- ✓ ONLINE TEXTBOOKS ARE ENCOURAGED TO ALLOW ACCESS OUTSIDE OF SCHOOL.
- ✓ COLLABORATION SPACE, WHITEBOARD APP, BREAKOUT ROOMS CAN STILL BE USED TO IMPROVE ENGAGEMENT.
- ✓ LESSON ON TEAMS IF A STUDENT IS ISOLATING

ALL SEATING PLANS TO BE ON MEGA SEATING PLAN TO ENSURE CONSISTENCY AND SAVE TIME FOR STAFF

Blended Learning at Ursuline High School.

A focus on quality first, research informed teaching underpinned by the 5Cs

The fortnightly marked piece of work can be done online or in the exercise book.

OneNote Sections: separate section for each unit (each worksheet clearly titled), Homework, Revision Materials, EMBS.

Feedback should be visible in the book, either through the IT feedback sheet that the students complete or through written feedback in the book.

Blended Learning (Sixth Form)

Blended learning is integral to the Sixth Form.

For each of their subjects, students will organise their work in the following way:

In physical folders:

- EMB tracker, completed each time an assessed piece of work is returned.
- All EMB assessments
- Assessment feedback sheets for marked pieces of work (fortnightly)
- Copies of Personalised Learning Checklists, updated after key assessments
- The Big Picture sheets for each unit of work
- All written classwork, dated and linked back to appropriate online resource
- All homework, dated and 'green penned'
- Independent Learning work
- Wider Reading Booklet

On Teams / OneNote

- All worksheets saved in the appropriate section for each unit of work
- In the Revision Materials, there will be
 - The specification
 - Outline of work for each term of a student version of the schemes of learning
 - Past papers, a bank of exam questions & examiners' report

Subject teachers will check student files every half term.

Further monitoring will also be carried out by Sixth Form leaders, Heads of Year, Heads of Department (HODs) and Key Stage Co-ordinators (KSCs).

Independent Learning (IL) Lessons in the Sixth Form

In addition to the taught lessons, students will have at least one timetabled independent learning lesson for every course they study. Attendance to the IL lessons is compulsory.

HOD/KSCs will set IL work for every lesson, which students will complete in their Study Centre with their Study Supervisor.

From September 2022, Year 12 students are also scheduled one additional Wider Reading lesson, during which they will complete wider reading tasks which will deepen and broaden their knowledge and understanding of the subjects they study.

HODs/KSCs will produce a Wider Reading booklet for students to complete tasks during the Wider Reading lesson.

Equities Diversity and Inclusion

The 5th C is fundamental to our commitment to provide a true catholic education for our students where everyone is celebrated.

The aim is to create a teaching environment in which:

- ☞ Staff and students are confident in exploring, confronting and challenging racial justice.
- ☞ A broad range of perspectives from those of varying racial identities are celebrated and freely shared.
- ☞ All students begin to explore and understand the cultural, ethnic and religious history of Britain.
- ☞ All students see a range of people of different racial identities in every subject and are able to appreciate the contribution they have made to specific areas of the curriculum.

As a central pillar to our teaching, staff have edited their SOLs to be more inclusive and is now a core part of our appraisal process.

Every student has their own laptop and those without internet access at home are provided with a dongle to ensure that every student has the same opportunities.

Enrichment activities are monitored to ensure that all students are given equal access to them.

A clear LGBTQI+ policy ensures that every student feels safe at Ursuline High School.

Support staff / Teaching assistants are expected to:

- ☞ Liaise with the classroom teacher to ensure that student specific strategies are used for students with identified needs and that they are deployed effectively in the classroom.
- ☞ Support the student in their learning.
- ☞ Differentiate materials to support students accessing the curriculum.

- ⌘ Support and advise staff on appropriate seating and placing within the learning environment.
- ⌘ Have excellent subject knowledge where they work in specialisms.
- ⌘ Have fundamental knowledge of how to support students with different learning needs.
- ⌘ Utilize the “universal strategies” in all of their work.
- ⌘ Teaching assistants are deployed effectively to support the learning and progress in the lesson.
- ⌘ Question students and check their learning.
- ⌘ Support and encourage students, making sure that the student carries out the work to the best of their capability.

Disadvantaged Students:

- ⌘ Disadvantaged books & assessments are to be marked first.
- ⌘ Disadvantaged students to be known & labelled on Mega Seating Plan.

Leadership

Roles & Responsibilities

The Governors agree the Teaching and Learning Policy and monitor its implementation through the Curriculum Committee.

Senior Leadership Team: Assistant Head Teacher

- ⌘ Supports staff in delivering outstanding research informed teaching.
- ⌘ Ensures that Teaching and Learning meets the needs of all learners in KS3, 4 & 5.
- ⌘ Provides the strategy for Teaching and Learning using student voice and that of teaching staff.
- ⌘ Monitors and reviews the implementation of the Teaching and Learning plan.
- ⌘ Supports the Strategic Quality of Education group.
- ⌘ Provides training & support for Teaching and Learning innovation.
- ⌘ Provides clear expectations of Teaching and Learning standards & delivery.
- ⌘ Ensures that Teaching and Learning is reviewed using Ofsted criteria.
- ⌘ Conducts departmental reviews.
- ⌘ Maintains an informed overview about the quality of teaching across each key stage.
- ⌘ Effectively uses strategic line management structures and systems to deliver consistency across the school.

Quality of Education Strategy Group

- ⌘ Acts as a steering group for the half termly Key Stage Teaching & Learning meetings.

- ☞ Provides strategic direction in terms of pedagogy.
- ☞ Manages & leads on Teaching and Learning developments & innovation.
- ☞ Ensures continuity & progression across the key stages.

Curriculum leaders

Curriculum leaders are expected to take ownership of their subject areas. They do this by ensuring that the teaching and assessment matches the curriculum intent and by evaluating the impact of this.

For details on the role of a curriculum leader in planning their curriculum, please refer to the Curriculum Policy.

Curriculum Leaders are responsible for:

- ☞ Sequencing and building the curriculum. Curriculum leaders are expected to sequence the curriculum so that there is a clear pathway from Ks3 to Ks5 in terms of content and skills. Curriculum Leaders develop a clear Intent and purpose for their subject and receive support to facilitate its implementation and evaluate the impact of this. Subject leaders will then support teaching staff in delivering this intent through the Schemes of Learning.
- ☞ Ensuring consistency in teaching and learning in their subject areas with clear subject specific pedagogy.
- ☞ Monitoring T&L through focus groups with students, book scrutiny and learning walks.
- ☞ Supporting and developing staff in their subject areas.
- ☞ Evaluate the impact of learning on students' progress.
- ☞ Using student voice to co construct the curriculum.
- ☞ Ensuring that department staff undergo relevant and timely CPD to develop subject and pedagogical knowledge.

- ☞ Making all SOLs at Ursuline High School meet the Gold Standard and that all subject staff are able to deliver this effectively through their teaching.

Teaching Staff

Teaching staff must:

- ☞ Endeavor to keep their curriculum, pedagogy and subject knowledge up to date at all times.
- ☞ Follow the SOLs as laid out by the Curriculum Leads.
- ☞ Provide written feedback in line with policy.
- ☞ Use assessments appropriately to plan their teaching and inform the success of delivery.
- ☞ Make an effort to know every student and scaffold their planning accordingly to challenge every student to reach the ambitious end points.
- ☞ Ensure that inclusivity is at the heart of all their teaching.
- ☞ Create a welcoming and safe environment in which students can learn.
- ☞ Check the learning of EVERY student in each lesson and follow a no hands up policy.
- ☞ Promote the values of Ursuline High School and Catholic Education in all of their teaching.
- ☞ Has high expectations of every student.
- ☞ Enrich and deepen the learning of every student.
- ☞ Use Mega Seating plan to seat every student alphabetically.
- ☞ Follow the behavior policy in their classroom management.
- ☞ Ensure high quality displays in the classroom environment.
- ☞ Circulate the classroom and engage with every student, not teach from the front.
- ☞ Should use TAs effectively to maximise impact.
- ☞ Value student voice in their teaching and planning.
- ☞ Show an interest in their students and give every student an opportunity to share and engage with their own culture and that of others.

Lesson expectations

Staff are expected to plan engaging lessons that best suit the class, taking into account knowing the students, the 5Cs and subject specific pedagogy.

However, to ensure consistency in teaching standards, the following expectations must also be present.

Seating plans;

- i. All students to be sat alphabetically on the first day with changes made as required by student need/BfL.
- ii. Seating plans to be created on MegaSeating Plan

Teaching

- i. Principle of 5Cs to be followed in every lesson. Consolidation, Challenge, Checking the Learning, Context and Culture of Encounter.
- ii. All students to line up outside the classroom and to enter quietly. Teacher to welcome on entry and take register immediately.
- iii. Challenging Learning Outcomes visible and referred to during the lesson.
- iv. Homework written in planners and checked by staff. Homework to adhere to the Homework Timetable.
- v. Teacher to circulate the classroom and engage with every student, not teach from the front.
- vi. Staff must use TAs effectively to maximise impact.
- vii. **Teachers to operate a no hands up policy** – questions directed to students to challenge them and engage all.
- viii. **Know your students** – SEN, Below ARE, Platinum, 7-9 etc.
- ix. Misconceptions identified and closed.
- x. Subject specific pedagogy clear and articulated by staff and students.
- xi. Evidence of interleaving through retrieval practice.
- xii. Teachers set the climate in the room: the climate should be welcoming, inclusive and safe.

Books

- i. All books to be covered with sleeves provided.
- ii. All books to have a tracking sheet inside the front cover. Tracking sheet to be kept up to date by students.
- iii. Targets to be written on the tracking sheet. Year 7, 9 and 10 to have target added when they are released.
- iv. Work to be neat and well presented following guidelines in the planner.
- v. Missing work to be caught up – work can be placed in MS Teams for students to access.
- vi. Evidence of green pen, specifically actioning feedback that deepens the learning.

Rooms

- i. Rooms to be kept tidy and promote a welcoming working environment for students.
- ii. Displays to be updated twice a year and follow school policy.
- iii. Tutor boards to be kept up to date.
- iv. Rooms to be locked when not in use by staff.
- v. Any problems with fixtures and fittings to be reported to site team.
- vi. Any IT problems must immediately be reported to ID3
- vii. Please shut down the projectors before leaving.

Student expectations

Students are expected to:

- ☞ Attend their lessons on time.
- ☞ Bring all necessary books and equipment, including planner, laptop, mini whiteboard, green pen, ruler, rubber and calculator.
- ☞ Ensure that the laptop is fully charged at the start of each day.
- ☞ Complete all homework.
- ☞ Act on all feedback given by the teacher, including using green pen as directed.
- ☞ Be on task at all times and engaged with the learning.
- ☞ Listen to the teacher in silence.
- ☞ Contribute positively to discussions and ask questions.
- ☞ No chewing, eating or drinking.
- ☞ No coats are allowed in the classroom.
- ☞ Wear correct uniform.
- ☞ Obey all safety rules.
- ☞ Respect other people's views.
- ☞ Take pride in their books according to the expectations laid out in their planners.
- ☞ Engage in excellent behaviour for learning.

Students will participate in learning conferences, where the importance of meta-learning is explained. This ranges from revision techniques, the importance of challenge, acting on feedback and excellent learning techniques.

The focus of these sessions is determined by student voice and our current T&L strategy.

Monitoring, review and evaluation

Ursuline High School is committed to ensuring that Teaching and Learning is evaluated and monitored to ensure that it is of the highest quality.

The following assessment measures are used regularly by SLT, HOF, HOD and Key stage coordinators:

- External observers
- Learning walks
- Student focus groups
- Student surveys and course evaluations
- Parental survey
- Book scrutiny by students and by individual teacher
- Analysis of data and performance of groups of students
- HOF/D to produce a half termly report outlining the quality of teaching and learning in their subject areas for SLT
- Termly report to governors

Learning walks

Each week a monitoring theme is identified and becomes the focus of learning walks.

Post holders need to observe a targeted lesson and complete the proforma outlining specifically good practice seen and areas for development.

Feedback is given and the teacher's class revisited if necessary. All learning walks are recorded.

Each department submits a half termly summary of areas of strength and areas to develop.

The areas of development are incorporated into Departmental development plan.

Middle leaders monitoring expectations

There should be 3 learning walks per HOF/HOD/KSc per half term with an even spread across each Key Stage. This does not include revisits or follow up observations.

A book scrutiny should include a sample of books & OneNote from each department using all groups of learners. One year group should be completed per half term. Over the course of one year, each Key Stage should be done twice.

Moderation of standards should include...

- a. 1 x Ks3 Spring A and Summer B
- b. 1 x Ks4 Autumn B and Summer B.
- c. 1 x Ks5 Autumn B, Spring B and Summer A.

You should keep all monitoring in a monitoring folder, which must be brought to line management meetings once per half-term.

All learning walks are to be copied and passed to Ks3&4 AHT Teaching and Learning and DHT Ks5.

Appendix

Evidence informed teaching

We have a strong culture of evidence informed practice at UHS and use the appropriate research for our students. We use research from the Sutton Trust, Hattie, EEF, IEE and always engage with new learning that supports our teaching practice.

The pillars of T&L at Ursuline High School are based on the 5Cs.

John Hattie identifies the following qualities for teachers, which impact student learning the most.

- ☞ Are passionate about helping their students learn
- ☞ Monitor their impact on students' learning, and adjust their approaches accordingly
- ☞ Are clear about what they want their students to learn
- ☞ Forge strong relationships with their students
- ☞ Adopt evidence-based teaching strategies
- ☞ Actively seek to improve their own teaching

Why Hattie? His findings are all based on consolidating other studies from hundreds of thousands of students over decades of work. The resulting findings have validity and accuracy.

Teachers are far more likely to have a low (or even negative) impact if they

- ☞ Label students (fixed mindset)
- ☞ Have low expectations

Research from the EEF shows that achievement is likely to be maximised when teachers actively present material and structure it by:

- ☞ Providing overviews and/or reviews of objectives
- ☞ Outlining the content to be covered and signal transitions between different parts of the lesson
- ☞ Calling attention to main ideas
- ☞ Review main ideas

Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) provides a clear summary of effective strategies balanced against cost, available research and impact.

The 5 Cs

The 5 Cs are a tool devised to streamline planning, ensure consistency, allow subject specific pedagogy and enable staff to focus on engaging and inspiring teaching practice.

The 5Cs are:

- vi. Challenge.**
- vii. Checking the learning.**

viii. Consolidation.

ix. Context.

x. Culture of encounter.

Below you will find the research on each of the Cs that underpins the practice.

Challenge.

Challenge is not extra work or simply A-Level questions in a GCSE class. Challenge involves making connections among ideas and connecting the material to one's memory and experiences ([Research for education inspection framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/research-for-education-inspection-framework.pdf)).

Challenge is also linked to high expectations, one of the biggest influences on student progress according to numerous studies (EEF, Hattie). Hattie is clear that expert teachers believe all students can reach the success criteria. Intelligence is interchangeable rather than fixed. This means that not only do they have a high respect for their students but that they show a passion that all students can succeed. While passion may be difficult to quantify, students are certainly aware of whether or not their teachers exhibit this passion. In one study of the students of over 3,000 teachers (The Measures of Effective Teaching Project sponsored by the Gates Foundation), students overwhelmingly stated that the teachers of classes with the most student achievement gains were the teachers with the most passion.

Challenge is so that students have high expectations of what they can achieve. Students and teachers should recognise that high expectations and challenge is not reserved for those in top sets or who are labelled as more able. Challenge involves pushing students into the struggle zone where they need to think and where learning takes place. Reiterating the point to students that it is okay to get things wrong, but it is not okay to not try is vital. This requires knowing your subject well: Articulating challenging aspects of a course or common misconceptions can be motivating when framed appropriately to students (Shaun Allison and Andy Tharby: Making Every Lesson Count).

Hattie and Jessica Goodridge agree on the Goldilocks principle of learning, which proposes that each individual has an optimal difficulty that they perform best in; if the difficulty of the information to be learnt is too difficult the student will not learn much and become uninterested. On the other hand if the information is too easy the student will not feel challenged and become bored (a -0.49 score from Hattie!).

Enabling lessons to be challenging also means knowing your students, which contrasts with what studies show is actually occurring in most classrooms. In one study, (Lingard, 2007), 1,000 classrooms were observed and there were particularly low levels of intellectual demand and an overpowering presence of teachers talking and students sitting passively waiting. Creating challenge is one of the most essential roles of the teacher because this is the essence of how students learn. Challenge depends on what students already know, so teachers must know students' prior levels of achievement and dispositions. To take on a challenge, students need to know about 90 percent of what they are aiming to master in order to enjoy and make the most of the challenge.

Overall, challenge can have one of the biggest impacts on progress if it is done correctly, but if not done can have the biggest negative impact on progress – up to 6 months over a key stage.

Checking the learning.

Feedback is one of the single most powerful influences on student achievement. For feedback to be effective, Hattie argues that it needs to:

- ∞ Be clear and mindful of students' prior knowledge.
- ∞ Be directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt. Feedback works powerfully when there is a lot of challenge in the task.
- ∞ Relate to the learning intention and success criteria.
- ∞ Occur as the students are doing the learning.
- ∞ Provide information on how and why the student has or has not met the success criteria.
- ∞ Provide strategies to help the student to improve

Response to intervention is given a score of 1.29, one of the highest possible. The EEF [research](#) and OFSTED [Research](#) for the EIF shows that as far as effective teaching practice is concerned, there can still be a significant amount of teacher talk for intervention but most of it is focused on academic content, and much of it involves asking questions and giving feedback rather than extended lecturing. Questioning of pupils by the teacher, and of the teacher by pupils and by pupils of each other, can be used to check pupils' understanding and can help them clarify and verbalise their thinking. This will help them develop a sense of mastery. Effective feedback can add 6 months of impact over an academic year.

Formative assessment involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). There is a range of evidence that suggests that formative assessment and feedback can improve pupils' learning and attainment. Formative assessment is not just about what learners know or can do, but also about the way that teachers themselves use assessment. Teachers can use assessment to help them plan lessons, adapt lessons to measured gaps in knowledge and skills, and if necessary re-teach where problems persist. AfL needs to be regularly repeated, and instruction adapted to the results of each assessment.

Knowing where the students are in a lesson is imperative for effective feedback. Using mini whiteboards and other means to assess understanding of EVERY student is more effective than feedback that measures progress of a few students at that point in the learning.

Consolidation.

Hattie gives the process of consolidation a score of 0.92 (remember that anything 0.4 or below is not worth the effort). The evidence is clear that subject content and skills is best presented with a degree of repetition, particularly in the form of repeating and reviewing key concepts.

Learning is defined as a change in long-term memory. As Sweller and others have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned'. It is important that

we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding. Progress, therefore, means knowing more (including knowing how to do more) and remembering more. When new knowledge and existing knowledge connect in pupils' minds, this gives rise to understanding. As pupils develop unconscious competence and fluency, this will allow them to develop skills, i.e. the capacity to perform complex operations, drawing on what is known.

Evidence shows that it is good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge: similar to interleaving. Another important practice for effective retention of knowledge in the long-term memory is retrieval practice, which involves recalling something you have learned in the past and bringing it back to mind; it is far more effective than more frequently used strategies such as re-reading. Retrieval practice strengthens memory and makes it easier to retrieve the information later. It needs to occur a reasonable time after the topic has been initially taught and needs ideally to take the form of testing knowledge, either by the teacher (for example questioning using flash cards, a test or getting pupils to write a concept map) or through pupil self-testing. It is important that feedback on accuracy is provided either by the teacher or by the pupil checking accuracy for themselves (OFSTED [Research](#) for EIF).

Context.

EEF, Hattie and OFSTED research all show that context is vital for student progress on several levels. The first is self efficacy, which Hattie assigns a score of 0.92, where the student is given agency over her own learning. To do this, she must know her end goals and the context in which she is learning her current work.

Summary reviews, Big Picture documents, Knowledge Mats and course outlines are important as they integrate and reinforce the learning of major points. These structuring elements not only facilitate the memorising of information but allow pupils to understand it as an integrated whole, and to recognise the relationships between the parts. Effective teachers are able to communicate this clearly and directly with their pupils, without going beyond pupils' levels of comprehension.

Culture of encounter.

There are 2 parts to the culture of encounter and they are both linked with our diversity and racial justice work on the curriculum.

Part 1:

Pope Francis suggests that the word "encounter" is central to the way he thinks of Christian relationships. He encourages the faithful to be fearless in the ways in which they look beyond their own needs and desires to those of others. (sic) "in this 'stepping out' of ourselves it is important to be ready for encounter. For me this word is very important. Encounter with others... Because faith is an encounter with Jesus, and we must do what Jesus does: encounter others."

For Pope Francis, a Culture of Encounter is a goal for human society to facilitate the right relationship among humans and involves a spirituality that emphasizes a personal friendship with God who first encounters us in love. Spiritually, Encounter, means more than just meeting someone. An encounter between God and one's self begins first and foremost by acknowledging that we are *being encountered* by our Creator who loves us infinitely—an encounter requires a dynamic back and forth between two entities. There is a dynamism to the encounter: the *event* of an encounter happens when that invitation is acknowledged and responded to by a human being. There is a divine vulnerability to reaching out to another in the hope of a response. Without this willingness to engage, listen and learn, understanding our students and their lived in experiences becomes more difficult and the ability to form relationships in the classroom becomes impacted: the fourth quality for an outstanding teacher (forge strong relationships with their students) becomes impossible.

Part 2:

This leads directly from the first part and is a mantra that Hattie espouses: Know thy impact. “The next time you go into a classroom in your school, don’t worry about what the teacher is teaching. The only reason you should go into a classroom is to watch what the students are learning – it is the impact of the teaching that is of interest. We work in many classrooms where there is no connection between what the teacher is doing and what the students are doing. In fact, Graham Nuthall’s research (Nuthall, 2007) found that teachers have no awareness of between 60-80 per cent of what happens in their classroom every day. He also discovered students already know between 40-50 per cent of what the teacher is teaching.” Without knowing your students, the impact of your teaching, challenge, engagement, consolidation, context all become insurmountable barriers to effective teaching practice.

Subject specific research – what is the research that underpins the pedagogy in your subject?