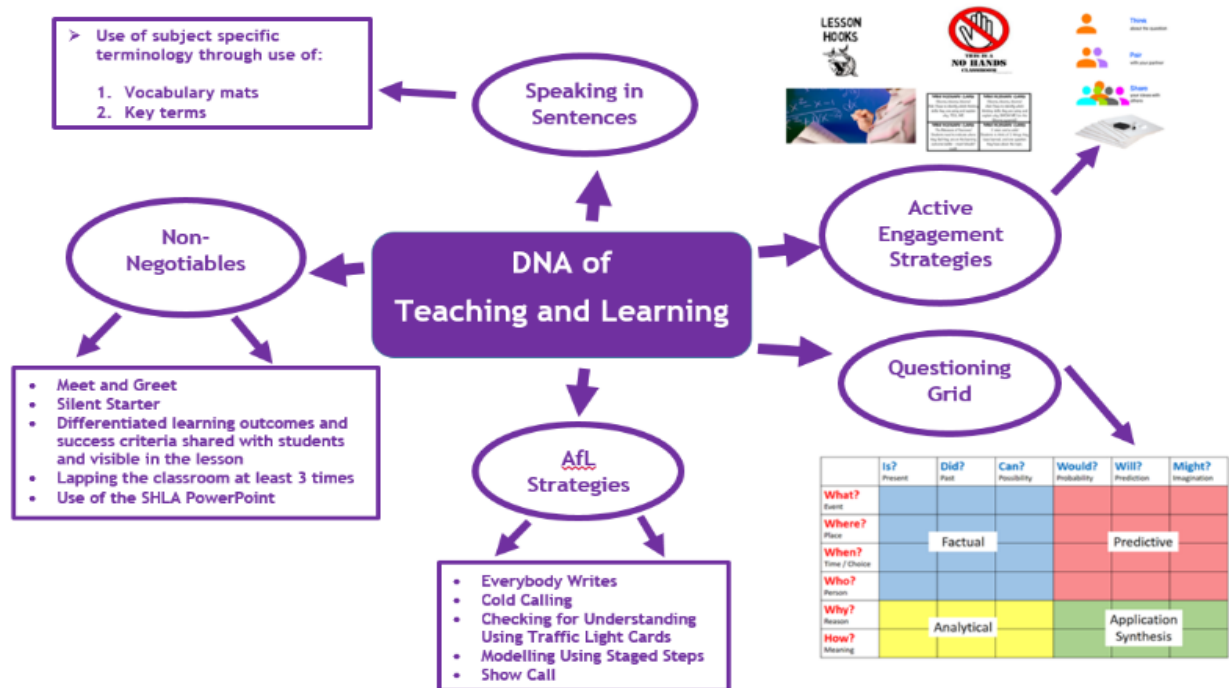


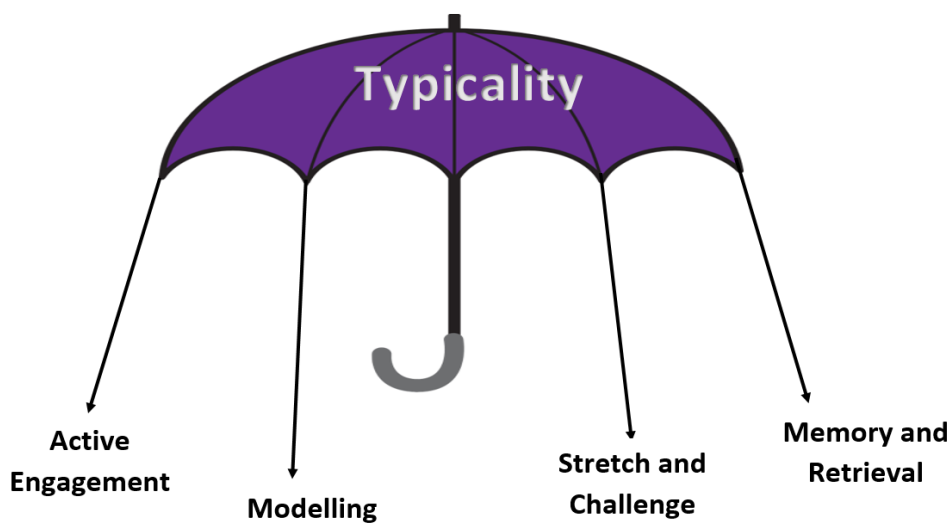


Teaching and Learning at Small Heath Leadership Academy

Our DNA of Teaching and Learning:



Teaching and Learning Focus:





The following strategies are embedded into lessons based around our typicality focus of Active Engagement, Modelling, Stretch and Challenge and Memory and Retrieval:

Everybody Writes
Cold Calling
Checking for Understanding using Traffic Light Cards
Modelling Using Staged Steps
Show Call

Everybody Writes

Everybody Writes is a technique in which a teacher poses a question to the class and all the students take a few minutes to write down their answers. After two or three minutes, the teacher will call on students to share their answers and the class will discuss the question posed.

(POSE, PAUSE, POUNCE, BOUNCE)

The key idea of this strategy is that it gives students the opportunity to thoroughly think about the answer in writing before they share and discuss their ideas with the class.

Cold Calling

Cold Calling is a technique that creates an expectation that all students are ready to answer every question. This promotes attention, engagement and participation.

It is designed to promote active thinking during whole-class questioning.

Rather than asking for a volunteer, the teacher poses a question, pauses (allowing all students to think and answer in their heads) and then calls on a particular student to respond.

Checking for understanding using traffic light cards

Using traffic light cards is a means of self-evaluation/self-assessment that displays how well a student has understood a topic or activity based on the colours of a traffic light (these can be found at the back of the student planner).

Green means "I understand"

Orange means "I'm not sure"

Red means "I don't understand"



Modelling Using Staged Steps

Effective modelling consists of staged steps that assist students to answer a question or solve a problem. There are five elements to effective modelling which are:

1. When giving instructions/modelling a process, break down the process into 3/4 discrete steps which are sequenced.
2. Name each of the 3/4 steps to the students.
3. Apply these steps by going through an example to demonstrate how it is done.
4. Get students to record these steps into their exercise books.
5. Use these steps when you are monitoring students' work to assess progress (compare the model against the work of the student).

Modelling Examples

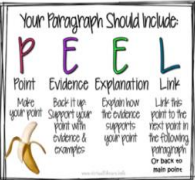
Example


Point
Your first sentence must state your point. It introduces the topic you're about to discuss and tells the reader what the paragraph is going to be about. This is sometimes called a topic sentence.

Evidence/Examples
Support your point with evidence and examples. In the next one or two sentences, give evidence to expand upon and support the point you made. Evidence can include facts, statistics, research findings, quotes from a credible authority or a primary text.

Explain
This is where you show your understanding by explaining in more detail how and why your evidence supports your point. Your explanation should interpret the evidence for the reader.

Link
The last sentence should reinforce your original point or link your writing to the next paragraph. The link sentence can provide a transition to the next topic or paragraph.





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Example

Steps for the iteration process (copy into your books)

$$x^2 - 5x + 6 = 0$$

$$x^2 = 5x - 6$$

$$x_{n+1} = \sqrt{5x_n - 6}$$

$$x_1 = 4$$


$$x_2 = \sqrt{5(4) - 6} = 3.741657 \dots$$

$$x_3 = \sqrt{5(3.741657 \dots) - 6} = 3.564868 \dots$$

$$x_4 = \sqrt{5(3.564868 \dots) - 6} = 3.438654 \dots$$

$$x_5 = \sqrt{5(3.438654 \dots) - 6} = 3.345634 \dots$$

1. Rearrange to make one of the Xs the subject
2. Label this x_{n+1} and the other x_n
3. Substitute the initial value of X. This is either x_0 or x_1
4. Keep substituting until you get the same answer each time.



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Show Call

This is a type of cold call that involves taking a student's work and displaying it to the class.

Step 1

Set a written task for students to complete and let students know that you will be selecting some of their responses to look at as a whole class.

Step 2

After completion, choose a piece of work to showcase to the rest of the class.

Step 3

- Ask students to identify why that answer is correct/incorrect
- Emphasise positives/negatives, what went well and even better ifs
- Emphasise the steps from the question to getting to the answer
- Emphasise the areas of the working out which students will struggle with or most likely make a mistake at a specific point



Step 4

Showcase a piece of quality written work that you want the students to aspire to.

Basic Expectations – the following is embedded into the start of all lessons:

- The use of the Small Heath Leadership Academy PowerPoint structure
- The use of teaching and learning folder including data sheets and Personal Support Plans (PSPs)
- The use of seating for learning plan
- Greeting and meeting students at the door
- Retrieval practice silent starter on paper
- 5 to start and 4 to finish for students

5 to Start

- ✓ Enter Quietly
- ✓ Sit where told
- ✓ Coat off
- ✓ P.P.P.R on table
- ✓ Listen to staff

4 to Finish

- ✓ Pack away sensibly
- ✓ Listen to recap
- ✓ Stand behind chair
- ✓ Leave room quietly

P.P.P.R.: Pen, Pencil, Planner and Ruler

Small Heath Leadership Academy Lesson PowerPoint Structure

All lessons are underpinned by the Small Heath Leadership Academy lesson PowerPoint structure. This ensures a consistent and structured approach to all lessons so that progress is maximised by students and not one second of learning time is wasted.

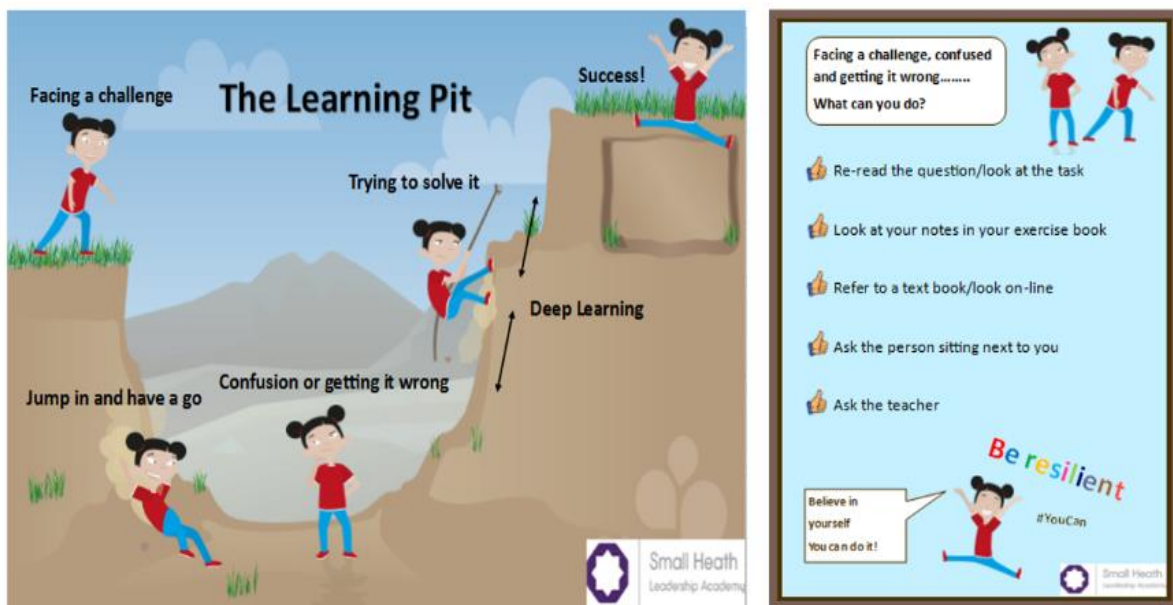
1. Silent starter (retrieval practice) and feedback
2. Lesson objective
3. Learning outcomes/success criteria
4. Introduction of new information
5. Checking understanding
6. Independent student task to practise and embed new information
7. Mark it
8. Plenary
9. Re-visit learning outcomes/success criteria



The Learning Pit

The Learning Pit is an effective tool to help students understand their learning journey; why challenge is so important and the power of effective feedback. It helps students to visualise their learning journey and encourages them to have a growth mindset and understand that making mistakes is part of learning. It also emphasises that not giving up with learning is the key to success.

The following posters are displayed in every classroom:



Looking at the *Learning Pit (as a visual)* helps students to understand that learning is challenging but they can get better at it (i.e. get out of the *Pit*) by using strategies which can help them. The posters are referred to in lessons when students are facing a challenge, confused or getting it wrong.



Staff Continuous Professional Development (CPD)

We believe that quality first teaching is the key to success. Small Heath Leadership Academy is committed to providing high quality continuous professional development for all its staff.

Aims of CPD:

- To create a learning culture for students, teaching staff and support staff.
- To create opportunities for all staff to develop their skills, knowledge and expertise.
- To provide opportunities for staff to take on new roles in the Academy and to ensure that these are fully supported by effective CPD.
- To create the opportunity for all staff to develop their CPD through reflective practice and ongoing exposure to educational research.
- To ensure that good practice is shared both within and outside the Academy.
- To provide opportunities for staff to undertake research projects within the Academy and beyond to enhance the learning experiences of our students.
- To ensure NQT and RQT teachers are provided with high quality support, training and personalised provision.

A comprehensive CPD programme is mapped out and delivered to staff each week through staff briefings and longer CPD sessions. CPD delivered is based around a number of key themes. These include:

- Teaching and Learning
- Curriculum and Assessment
- Behaviour and Inclusion
- Safeguarding

NQT Programme

Small Heath Leadership Academy is committed to providing our NQTs with the very best quality support and guidance as they enter the next phase of their professional development. We offer a well-structured, monitored and supportive Induction programs. This provides the transition between Initial Teacher Training and a full career in teaching.

NQTs receive weekly CPD and subject specific mentor support. In addition to this, all NQTs participate in early career training (ECT) with the Trust.

RQT Programme

The RQT programme at Small Heath Leadership Academy is designed to support, encourage and challenge RQTs. There is on-going support for moving beyond the NQT years, which presents new challenges such as less non-contact time, greater demands and subject leadership. RQTs are provided with opportunities to further develop their practice as a teacher.



All RQTs are involved in a teaching and learning research based task to support the Academy's teaching and learning focus for the academic year. They also contribute to the Academy's on-going CPD programme.

Coaching Programme

Our coaching programme is underpinned by the following principles:

- Something that is done with you, not to you
- A personalised CPD package offered to meet individual needs
- Quality time to co-plan and co-reflect
- Honest and constructive
- The coach/coachee are on a learning journey together

Our coaching programme forms part of the Uncommon School's Instructional Coaching led by the Trust. All members of the Leadership Team are trained coaches, along with a number of our Middle Leaders. Staff who are on the programme are coached on a weekly basis.