

Silverdale School Teaching and Learning Framework

Rationale

Our core belief is that Silverdale School should deliver Outstanding Achievement for All.

Aim

The aim of the Teaching and Learning Framework is to communicate how:

- school systems work together to deliver a challenging curriculum;
- students are supported to become curious, thoughtful and independent learners;
- we recognise the potential and meet the needs of all learners in our school.

Our approach

1. We believe every student has the right to a broad and balanced curriculum. We want students to enjoy learning, have many opportunities to succeed, and achieve a full range of qualifications to progress onto the next stage of their learning journey. We are proud that the Silverdale curriculum develops cultural capital and promotes learning for life:
 - At Key Stage 3, students have at least two lessons of Art, Drama, Music, Design and Technology, RE, Computer Science and PSHE as well as the Ebacc suite of subjects, every fortnight. Every student studies at least one language.
 - We continue this breadth at Key Stage 4, with the additional offer of qualifications in Business Studies, Sociology, Health and Social Care, Food Technology and iMedia.
 - At Key Stage 5, students can take over twenty courses, including new areas of study such as Psychology, Economics, and Media Studies.
2. We trust our staff to be experts in their field:
 - We invest heavily in a professional development programme of training and coaching so that our teachers have the skills, subject knowledge and confidence to be responsive to the students in front of them.
 - We encourage a range of diverse teaching styles and want teachers to have the freedom to use their authentic voice. We regularly share our practice and learn from each other.
 - We operate a tight but loose approach. Whole school systems provide the structure of high expectations and clear principles, with departments given the opportunity to implement these in the most effective way for their context.
3. We recognise our students as individuals who bring different experiences to the classroom. We believe that students thrive when they are valued, supported and challenged:
 - We build positive relationships with our students; our clear and fair behaviour for learning systems reward students for doing the right thing day in and day out. Routines and expectations are clear, enabling calm and purposeful lessons.
 - We model what a positive attitude to learning looks like (ready to learn; resilient; resourceful; respectful; reflective) and use this as core expectations to succeed.
 - We give students the tools to grow as reflective learners through our personal development curriculum, which includes using PSHE provision, form time, assemblies, careers guidance, mentoring and intervention.

In the classroom

Our students can expect the following in every lesson:

- A prompt and engaging lesson start.
- Frequent checking of understanding and progress throughout the lesson.
- Challenging questioning to develop ideas and thinking skills.
- Inclusive practices to support all learners.

Across a series of lessons, students can expect:

- Activities which revisit earlier learning to cement knowledge of content.
- Regular opportunities to receive feedback and reflect on their work.
- Opportunities to develop numeracy and literacy skills.

In subjects with a written element, students can expect:

- Regular reading to develop stamina and knowledge of academic and disciplinary literacy.
- Scaffolding and modelling to develop students' extended writing and regular opportunities in lessons to practise under timed conditions.
- Oral activities to develop ideas and rehearse written expression.

In subjects with a practical element, students can expect:

- Modelling of skills and techniques
- Opportunities to experiment and investigate hypotheses
- Development of analytical and creative techniques

Out of the classroom

We continue to support learning outside of the classroom through:

- Technology for Learning
- Home learning activities, including support for revision and a Homework Club in school
- Curriculum visits made accessible to all students regardless of socio-economic circumstance
- Systems to encourage Reading for pleasure

Student progress

Each department has developed their own Assessment and Feedback toolkit based on the context of their subject, outlining how to develop students' knowledge, skills and understanding during lessons, after lessons and at the end of units of work.

Responsive Teaching

When planning and delivering lessons teachers use a cycle where they:

- Check students' current knowledge and skills.
- Reflect on how to scaffold the next steps.
- Respond by adapting the next lessons to meet the learning needs identified.

Feedback

In parallel with the check-reflect-respond cycle, learners receive regular feedback from teachers to enable them to reflect on their work. Each department's toolkit outlines the most appropriate methods to give feedback in that subject.

Assessment data

The CPD cycle supports an interrogative approach (Review, Analyse, Progress) to assessment data through half-termly student progress review (SPAR) meetings. Teachers review the data from their own classes using analytical tools such as SISRA, enabling early identification of barriers to learning for individuals and groups of students.

Data is collected about attitude to learning (AtL) and time is given to students to develop as learners throughout their time at Silverdale.

Inclusive classrooms

We are committed to providing an inclusive and equitable learning environment for all our students. This means that we strive to:

- Recognise barriers to learning, whether cognitive, linguistic, economic, social, emotional or physical, and work to overcome their effects;
- Provide a supportive environment for our SEND students with high expectations.

We recognise the challenges of providing truly inclusive classrooms and are open about the journey we need to take to meet the needs of all our students, including developing an equitable curriculum that is representative of our cohort and the world around them.

QA of Teaching and Learning

The quality of Teaching and Learning at Silverdale is assured through:

1. Curriculum Enquiry Visits to each department once a year.
2. Work Sampling which occurs every half term.
3. Periodic analysis of attainment and progress data.

We conduct a half-termly review of T&L and measure our success on the extent to which:

- Learning is based on key objectives
- Activities develop cognitive load
- Checking for understanding is regular, varied and has an impact on planning
- Students make rapid progress