

# **Keyham Classrooms**

Teaching and Learning  
at Keyham Lodge  
School  
2023-24

***“The greatest impact on learning is the daily lived experiences of students in classrooms,  
and that is determined much more by how teachers teach than by what they teach.”  
(Dylan Williams)***

## Rationale

### **Intent**

At Keyham Lodge School we believe in lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We recognise every child as a unique individual; our aim is always to teach our students to be respectful, responsible and resilient.

In order to ensure all student leave us with the best possible opportunities, we want to ensure that we provide student with rich learning experiences. We want to support them to be:

- Successful learners who enjoy learning and who make progress and achieve excellence
- Confident, resilient individuals who are able to live safe, healthy and happy lives.
- Creative, critical thinkers who can approach the world of work with confidence.
- Responsible citizens who can make a positive contribution to society.

We want our students to leave with a sense of belonging to a tight knit community where they have the confidence and skills to feel like they can be their best self.

Keyham Classrooms is intended to promote consistency and high standards. We do this by providing a caring, supportive and stimulating environment with high quality teaching and a relevant, engaging curriculum.

In most circumstances, the students at Keyham Lodge School arrive with little in terms of academic success. They can be disillusioned by education and educators. We aim to close that gap and allow students to enjoy success where they may not have before.

We celebrate and welcome differences within our school community and we want to ensure that all of the students in our school are provided with equal opportunities to learn in order to achieve their full potential. We will always recognise individual starting points and students' prior learning to ensure that their learning is personalised to support their individual needs in order to secure their success.

***The Curriculum at Keyham Lodge School develops our students' CORE skills so that they strive to become individually successful.***

### **The Curriculum**

At Keyham Lodge School we aim to provide a broad, balanced and relevant curriculum that will motivate, engage and challenge pupils whilst also equipping them with the skills required for further study, training or employment.

**There are four main schools of thought about the purpose of a school curriculum: to prepare pupils for the workplace, to build character, to further social justice and to teach knowledge for its own intrinsic value (Turner, 2016)**

In order to ensure that the school's curriculum offer meet the specific needs of our students, we take into consideration our school community context – we want to ensure that we provide the learning experiences and cultural capital that our students are likely to miss as a result of their home circumstances.

Our CORE Curriculum offer forms the foundation of what we hope to achieve with the students. Through the CORE offer we aim to develop:

**Character  
Oracy  
Resilience  
Emotional Intelligence**

All of which we underpin through our 5 key Behaviour Principles:

- **Respect**
- **Honesty**
- **Trust**
- **Integrity**
- **Kindness**

***The CORE curriculum at Keyham Lodge School teaches our students to be respectful, responsible and resilient.***

The CORE curriculum enables our students to develop the personal skills to be able to strive and success in all subject areas. So that CORE skills and our behaviour principles become integral to all students, all facilities will also support the development of these through their curriculum offer.

**'Curriculum is fundamental to schools. It is also fiendishly complex. Necessarily directional and dependent on recognisable channels, it must nonetheless be vibrant and changing for such is the character of knowledge and our relationship to it. It is at once a thing of beauty and of utility, and both matter'**  
**(Counsell 2018)**

Students at the school also have access to a full complement of subject areas at both Key Stage 3 and Key Stage 4. All students are given the opportunity to learn in:

- English
- Maths
- Science
- Humanities
- ICT
- Art

- DT
- Cooking
- PE
- Music
- Equine Studies

All these subject areas are also supplemented by MySkills (a comprehensive programme designed to develop out students' resilience and provide them with opportunities are likely to have missed as part of the childhood and upbringing).

Each Department area has autonomy over the design of their specific curriculum offer.

**A school curriculum must be designed with this question in mind, and also respond to the question, 'What is the distinct purpose of each particular subject?'**

**(Turner, 2016).**

Each are is clear on their intent, which determines what is taught as there is a clear understanding of why it is included.

Decisions on both content and development of sequencing are guided by carefully researched principles of successful curriculum design. Three Key Questions are at the centre of these decisions:

- *What does the 'best of what has been thought and said' look like in my subject?*
- *How have I sequenced my curriculum to ensure that pupils will build schemata (mental models) of knowledge?*
- *What is the disciplinary and substantive knowledge in my subject (as well as the key skills and knowledge), what is the appropriate balance between these two in the curriculum and how does this unfold in the way we will teach?*

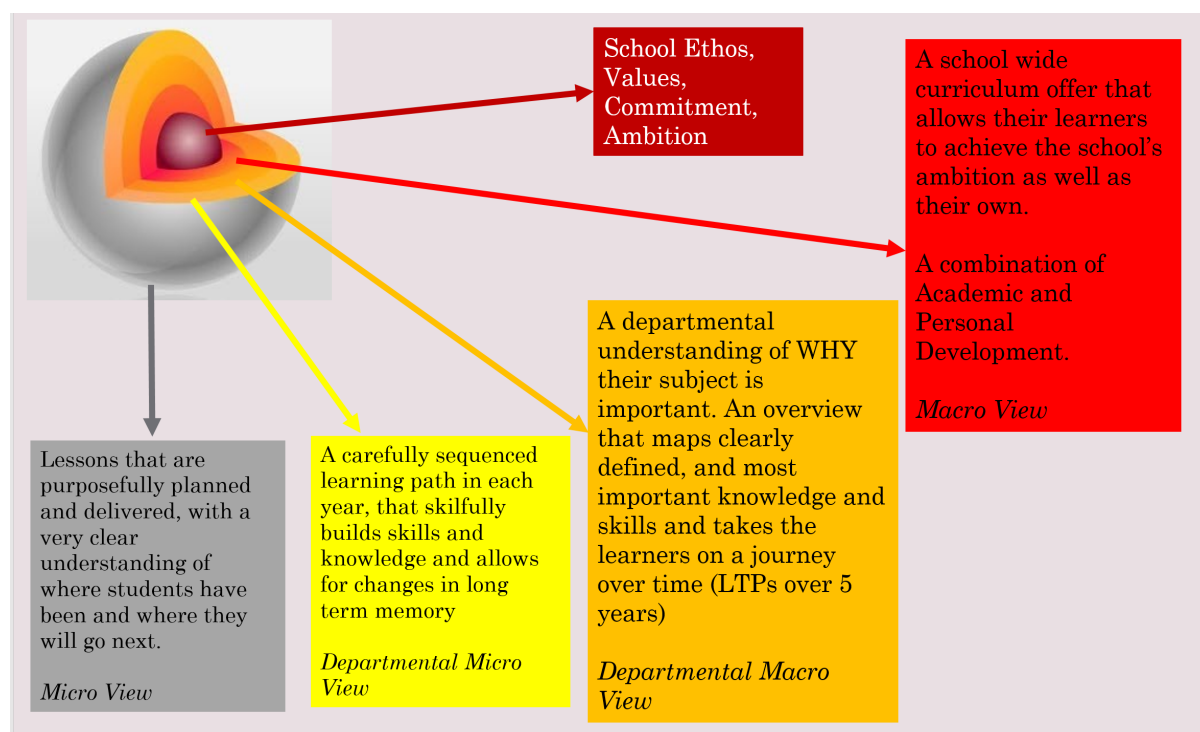
If we think of the curriculum as 'content structured as narrative over time', which does two jobs: 'making the next stage possible (**a proximal function**)' and also 'doing an enduring job (**an ultimate function**) which might come into its own later' (Counsell, 2018), we begin to get a sense of why we must think about the curriculum as a whole. This requires you to consider the overall structure of your subject.

In ensuring that what is being taught is both relevant and responsive to the needs of our students, all teams have explored the 'narrative' of their curriculum. Teachers and leaders will know the journey that students will go on over each year, each key stage and over their five years in our school. All Curriculum maps are designed to ensure with the end point (module/year/key stage/ultimate) in mind.

## Key Stage 4 Pathways

Transitioning into KS4 sees our students given the opportunity to refine their curriculum by identifying a lead **pathway** (Sport, Catering, Computing, Construction, Mechanics, Uniformed Services – or any other specific area that students have a vested interest in).

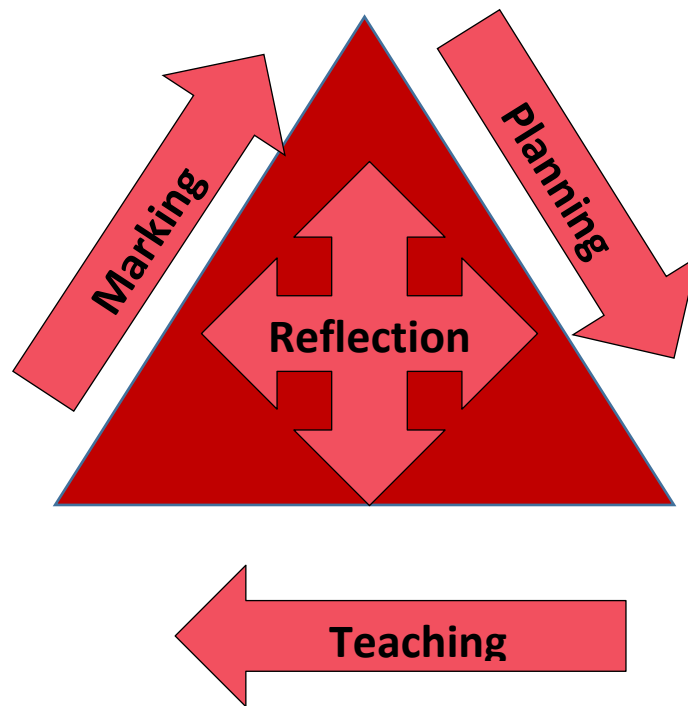
These pathways are a rich taste of a chosen industry and, based on our evidence of past leavers, lead to more sustained employment post-16. Alongside these pathways, students personalise their curriculum further by choosing from a wide range of options subjects (Art, DT, History, Geography, Business Studies, Music, CSCS,) and undertake GCSEs in English, Maths and Science (Double, Single, Animal Care or Sport Science), and complete an all-encompassing learning for life and character development programme (CORE).



## **Implementation**

### **In the Classroom**

The Keyham Classroom will be based on the simple model below:



Teachers will work on the cycle of **Planning – Teaching – Marking**, all of which will be underpinned by **reflection** and **response to that reflection**.

### **Before the Classroom:**

In order to ensure that the teacher and TA are able to provide each student in the classroom with the best opportunities to be successful, they should ensure that they have a secure overview of each students' starting point, prior learning and their context.

For each student, teachers should have gathered:

#### **Data**

- Prior attainment data (from primary, previous school or from previous year)
- Subject specific FFT data
- Reading and Spelling age
- Resilience Data

## Context

- EHCP
- SEND data from SENCo
- An understanding of relationships within the classroom (from tutors, pastoral TAs etc)
- Important information about students' welfare (from Safeguarding team)

**Pre- assessment** needs to be a careful consideration at the start of each unit and then intermittently over the course of a unit.

The data and context should provide teachers and TAs with a starting point for each student. However, the information should not be used to lower aspirations of what they can achieve. It should provide teachers with a full picture of why students are where they are, in that moment.

## Planning:

*The expectation is that planning is recorded in The Keyham Planner. As a minimum; Learning Intentions, a brief outline of the learning sequence and planned assessments should be outlined in Teacher Planners. More detailed planning should be kept in the planner.*

Lesson/ Class	Last Lesson	Learning Intention	Reading/Literacy/ Numeracy Key Words
		Planned Learning Sequences/Vehicles	
		Assessment	
		Key Questions	

Teachers must be clear and precise about what they want their students to learn:

*'The basic premise is that the students have the same idea as their teacher about what is going on in the classroom, and what they should be learning as a result of doing. Many students are not going to know this unless it is clearly signposted - learning intentions (or objectives), and learning outcomes (or success criteria) provide this direction.'*

*(John Hattie)*

All teachers need to ensure that what is happening in their classroom is in line with the department's **Long Term Plans and Intended Knowledge Outcomes**.

Using LTP and an understanding of the individual students, all lessons should be planned with:

- A clear **Learning Intention**
- A set of **Success Criteria** (which should be differentiated as appropriate) by which learning will be measured (these should be linked to an assessment framework).

*Research shows that to learn, we have to:*



- **Be active**
- **Be collaborative**
- **Take cognitive responsibility (doing your own thinking)**
- **Think hard**

This should be an important consideration in the design of all learning sequences and activities.

***Put the learners in the driving seat. Allow them to learn by doing, by exploring and by making mistakes.***

Learning Sequences and planned activities should be designed in order to secure the intended LEARNING. No activity should be included unless it directly links to the intended learning.

***“We may need to teach less in order for the students to learn more. Teach less more carefully, and discuss it with our students. We need to clarify the purpose and expected outcomes of the tasks we design for students, and give them specific, clear and constructive feedback, and the chance to use that feedback to improve their own work.” (Sutton 2000)***

We understand that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. So, at Keyham Lodge, students will have the opportunity to participate in:

<b>whole class work;</b>	<b>investigation and problem solving</b>	<b>participation in physical activity</b>
<b>reflecting on what has been learned</b>	<b>research and finding out;</b>	<b>worked that utilises a range of digital media</b>
<b>independent work;</b>	<b>pair work</b>	<b>creative activities</b>
<b>fieldwork and visits to places of educational interest</b>	<b>debates, role plays and oral presentations</b>	<b>designing and making things</b>

As part of lessons, teachers should allow students to see what ‘**excellent**’ looks like. This is to ensure they are clear about what is expected of them and that success is clearly signposted and structured.

It is imperative that tasks are personalised to suit the specific needs of the individual in the classroom. This may be through differentiated tasks, approaches or delivery.

*\*the data and context of each student should directly influence how the learning for that student will be designed).*

*\*the use of support staff should be planned for specifically, particularly if they are to be used to work with individual students (these plans should be precise, simply saying that they will 'support' a student is too vague; support should not be focussed around behaviour management). Plans should be shared with support staff prior to the lesson.*

## Assessment

***(see Assessment Policy for full breakdown of Assessment Practices at Keyham Lodge School)***

Assessment of the intended learning should be planned as part of all lessons. This may be done in a variety of forms from questioning through to a more formal assessment at the end of a unit. Assessment in the classroom, **is any activity that teachers or students do that informs teachers about the progress their students are making.**

Assessment is carried out to ensure that learning has taken place. It measures the learner's knowledge and skills in their learning and encourages learners to ask questions about anything they have not fully understood, as learners know that they will have to demonstrate their knowledge and understanding.

***"Formative assessment is that process of appraising, judging or evaluating students" work or performance and using this to shape and improve their competence."***

***(Tunstall and Gipps 1996)***

Dylan Williams has said:

***"The teacher's job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning."***

***(Dylan Wiliam, Embedded Formative Assessment)***

Through regular assessment of learning, teachers and TAs should be able to **adapt teaching** and **address students' misconceptions**, which will support their continued learning and progress towards planned **Learning Intentions**. Where teachers see that intended learning is

not happening, they should adapt the lesson in order to re-steer the learning, even if all planned tasks are not completed. (see Appendix 1 for model that provides Key Strategies of Formative Practice.)

### **Marking and Feedback:**

Feedback is ‘useful information generated with an agent (teacher, peer, parent or self), related to learning goals, regarding aspects of one’s performance or understanding, which is utilised to improve one’s work.

(EEF toolkit – see appendix 2 for full article)

At Keyham Lodge School, we understand the critical importance of feedback as part of the successful teaching and learning cycle. We recognise that feedback is integral to **learning** and to responsive teaching, which in turn impacts on student progress; we know that students will learn better if they receive timely and precise feedback.

At its most powerful, feedback can most effectively support student learning. Wiggins says:

***‘it is not teaching that causes learning. It is attempts by learner to perform that causes leaning’. With this in mind, it is crucial that through the ‘performance’ process in lessons, teachers and TAs provide feedback that allows student to reflect and improve to reach the specified Success Criteria and Learning Intentions in both the short and long term (Wiggins 1998).***

Students at Keyham Lodge will receive *written* and *verbal* feedback aimed at the whole class, groups and/or individuals. Staff and departments have the autonomy for choosing their specific types and timing of feedback to maximise impact and ensure students are making sustained progress in lessons and over time\*. We do stipulate however, that all feedback, whether it be teacher, TA, self or peer feedback, should be specifically linked to the specified Learning Intention and/or Success Criteria.

*\*All Department have an individualised Feedback Policy, that is supported by the latest EEF Guidance Report of Effective Feedback and Marking (appendix 2)*

***When providing feedback (written or verbal), the comments should ALWAYS be about the learning NOT the task. Feedback should enable students to generate ideas on improvement and development. They should be doing the THINKING. You should be guiding that thinking.***

Feedback can occur at three common stages in the learning process:

1. **Immediate feedback** (live) – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task /topic /assessment

- 3. Review feedback** – away from the point of teaching (including personalised written comments) \* (see appendix 3 for details of what each looks like)

Feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, therefore ‘live feedback’ should become the priority feedback in day to day teaching. There is an expectation that students should receive feedback, to which they can respond, **in all lessons** – this may come from teacher, TA, peers or self.

To help students learn better, teachers at Keyham Lodge will:

- **Provide incisive and timely live feedback that leads to a noticeable improvement in the quality of learning**
- **Give regular feedback, in various forms (verbal and written, whole-class, group and/ or personal feedback) on which students act and subsequently improve the quality of their work.**
- **When marking for Literacy, all staff should use the whole-school marking code) \*see appendix 4)**
- **Provide time and specific direction for students in class (peer / self-assessment, Q&A, discussion etc) to respond reflectively to feedback (live, summary and review) and develop the quality of their work.**
- **Maintain high expectation of all students’ work.**
- **Evaluate the quality of students work, know and identify common misconceptions and close gaps in understanding by adjusting teaching to respond to what has not been mastered.**
- **Have a clear overview of a students’ progress during a lesson, over a series of lessons and in assessments, and plan lessons accordingly.**

***‘It is easier for a teacher to comment on effort and degree of expertise than concepts mastered and facts learnt’ (Sadler 1989)***

All feedback provided to students should be specifically linked to the quality of students **learning and how to improve it**. Research has shown that from the age of 3 ½ just praise and approval can switch students off to learning (Tim Pank). Tunstall and Gipps (1996) identified eight types of marking (below). Teachers and TA should bear use the research to inform their feedback.

Feedback for students should in the main be **C2, D1 and D2** (C1 should be used also, but less frequently). Student have identified that they find the above three types of feedback most useful to support their learning and sustained progress.

	Judgemental		Related to Task		
	A1 – Rewarding	B1- Approving	C1- Specifying Attainment	D1- Constructing Achievement	
<b>Positive Feedback</b>	<b>Unidirectional</b> Teachers dispense with rewards to students like stickers, stamps, certificates etc.	<b>Unidirectional</b> Teacher expresses feeling of personal pride in the students and/or their work.	<b>Unidirectional</b> Teacher identifies standards and specific praise about level of competence of the work.	<b>Two Way Discussion</b> Teacher with student explores and reflects on the quality and standards or work and learning	<b>Achievement Feedback</b>
	<b>A2 - Punishing</b>	<b>B2 - Disapproving</b>	<b>C2 - Specifying Improvement</b>	<b>D2- Constructing the way forward</b>	
<b>Negative Feedback</b>	<b>Unidirectional</b> Teacher dispense punishment to students	<b>Unidirectional</b> Teacher expresses feeling of disappointment and/or annoyance at students perceived fault	<b>Unidirectional</b> Teacher point out errors/mistakes related to the task. Improvement targets are set including practicing getting something right.	<b>Two Way Discussion</b> Teacher gives more responsibility to the student by providing suggestions or asking questions so that the students make choices for themselves.	<b>Improvement Feedback</b>

*\*see appendix 5 for a guide on guidelines on the excellent model of how to structure feedback to optimise student learning*

**Teachers should only talk about grades in formal assessment pieces.**

## Errors

***‘Feedback is most effective when students do not have proficiency or mastery – and thus thrives when there is error or incomplete knowing and understanding. Errors invite opportunity...[Errors] should not be seen as***

*embarrassments, signs of failure or something to avoided. They are exciting, because they indicate a tension between what we know and what we would know: they are signs of opportunity to learn and they are to be embraced.'*

*(Hattie 1996)*

**Errors are part of learning and should be used by teachers and students to further their learning. Teachers and students at Keyham Lodge School will embrace errors – they will ALWAYS be seen an opportunity to think deeply.**

### **Teaching:**

Teachers will always drive the learning in the classroom through the carefully planned lessons that are guided by clearly defined Learning Intentions and well thought out success criteria. Working with their students, teachers will develop a climate that is conducive to learning and, more importantly, a space that students enjoy being in.

Teaching in the lesson will always be influenced by each teacher's unique style and specific relationship with their students. All teachers at Keyham are committed to ensure that our students experience the very best quality of education and teaching will always reflect this

As teachers we will try and ensure that we constantly challenge students; challenge them to behave appropriately, challenge them to work to the very best of their ability and challenge them to stretch their thinking. We will always encourage them to be aspirational and **strive for excellence**.

In order to allow this, teachers will always ensure that **student learning is at the centre of every lesson**. Teachers will adapt planned teaching during lesson where necessary; where learning takes a difference direction than what is planned, teacher will be brave and allow students to explore (this should be evidenced on reflections – *see below*).

### **Teaching Assistants and Support Staff**

It is the responsibility of Teachers to effectively plan for use of other adults in the classroom. Through their incisive knowledge of the students' needs, teaching staff should ensure that, prior to the lesson (ideally the day before or at least at the start of the day) that all other adults know:

- What the Learning Intention for the lesson is
- How the lesson will be delivered
- The other adults role in the lesson (which student/s will they be working with, key questions, any literacy strategies, their role in any assessment etc)

It is the responsibility of the Teaching Assistant/Support Staff to ensure that this is recorded in their planner (see image below) and anything they are unsure about is clarified before the lesson begins.

Lesson/ Class	Learning Intention Student Focus (Key Strategies)	Key Words  Key Questions	Reading/ Literacy/ Numeracy
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All TAs and Support staff will be expected to complete their reflections (see image below) after the lesson and use these reflections to:

- Feedback to the teacher about the next lesson's planning
- Update any relevant behaviour or safeguarding records
- Pass on any relevant information to other stakeholders

Lesson/ Class	Learning Intention Secured (RAG)	Work completed/ support needed for next lesson/ session	Strategies used (RAG)	CPOMs completed	Gears (IRT)	Comments/Reflections
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As part of their daily practice, teachers will also ensure they follow the school's behaviour policy, issuing rewards and sanctions appropriately.

Providing **'live marking'** will be part of the teaching process. Both teachers and TAs will ensure that students are part of the feedback cycle throughout the lesson. This should help support their understanding and drive learning forward. Instant feedback may also help address misconceptions quickly. Both teachers and TA should ensure that they maintain a dialogue with students throughout the lesson.

### **Reflection and Response:**

After all lessons teachers will be expected to reflect on each lesson in the Keyham Planner. The key questions that should be addressed are below.

Lesson/ Class	<ul style="list-style-type: none"> <li>• What have the students learnt?</li> <li>• How do I know? Were there any misconceptions?</li> <li>• What next? (Personalisation?)</li> </ul>	Next Lesson	Learning RAG	BFL RAG
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In order to fully understand how successfully the students have learnt, teachers will need to ensure that they have used the lesson itself, the feedback provided during the lesson and the work that students have produced to understand how successful the planning was – they should be asking themselves (through the questions above) **\*did the students learn today\***.

## **The reflections from the lesson should inform the planning for the next lesson.**

It is critical that teachers use these reflections to inform their planning for the next lesson – the successes should be used to plan future learning, misconceptions from the lesson should be addressed and re-taught if necessary, the level of personalisation re-addressed if necessary and any key students identified. The planning for the next lesson should follow the same expectations as identified in the 'Planning' section above.

The cycle of Planning-Teaching-Marking should continue in this manner throughout the year, helping to ensure that the quality of education that the student receive every day is based on high quality learning that has them and their needs at the very centre.

### **Monitoring**

During all QA, Work Scrutinies and Lesson Visits, teacher will be asked to provide their planner, which should have all planning and reflections, alongside with a selection of books. Observers/SLT should be able to triangulate the work in students' books with planning and reflections in teachers' planners.

### **Department Optimising Learning:**

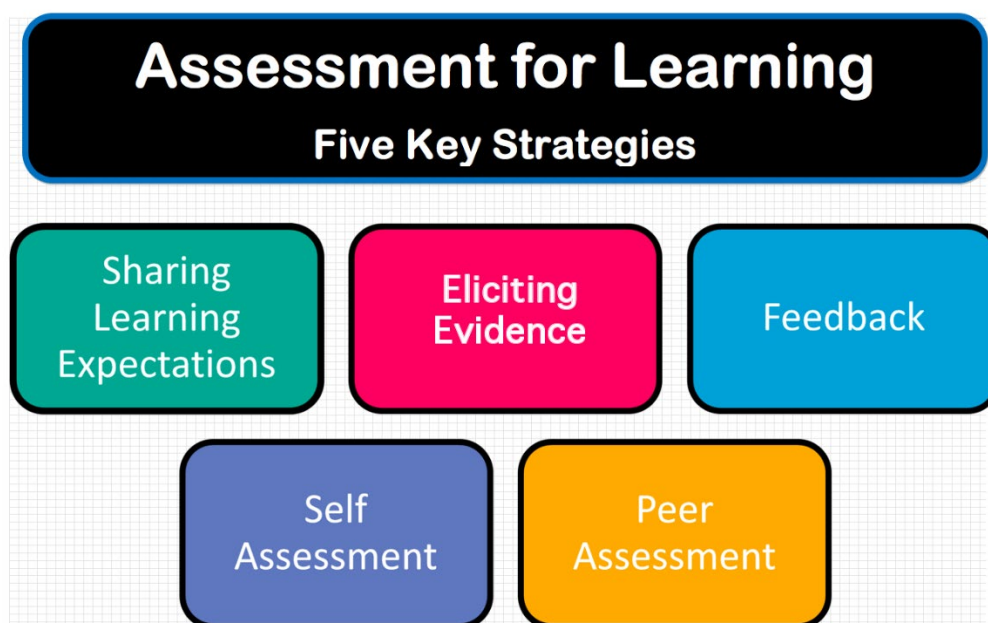
Each department will continue to have their own Optimising Learning documents, which will outline the expectations within each department area.



## **Appendices**

### **Appendix 1**

The model below provides Key Strategies of Formative Practice. They should provide the cornerstone for effective Planning, Teaching and Learning in all classrooms at Keyham Lodge School. (see link for article to support)



<https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/>

### **Appendix 2**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/#closeSignup>

<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning>

## Appendix 3

Type	What it looks like in practice:
<b>Immediate Feedback</b>	<ul style="list-style-type: none"> <li>• Live verbal feedback, linked to learning intention, being given to students for immediate action. This can take various forms in lessons with individuals, small groups or the whole class</li> <li>• Feedback being given regarding the quality of content, attitude to learning and / or presentation</li> <li>• Re-directing the focus of teaching or the task, based on teacher evaluation of learning in the lesson</li> <li>• ‘Live’ highlighting/annotations by the students (purple pen) or the teacher (red pen, post its)</li> <li>• Students engaging with the feedback given and responding, in discussion or in writing, making improvement annotations/ live corrections</li> <li>• Students are able to articulate where they are in their learning, what they have learned and what they need to do to improve</li> </ul>
<b>Summary Feedback</b>	<ul style="list-style-type: none"> <li>• Mini plenaries at the end of tasks or phases of learning and plenaries at the end of lessons</li> <li>• Giving feedback to the whole class or groups and inviting a response from students who should check and amend their work / thinking.</li> <li>• Teacher evaluating learning in the lesson compared to the Learning Intention</li> <li>• Students completing self- or peer- assessment tasks against success criteria</li> <li>• Sharing model answers or ‘work in progress’ from pupils in the group</li> <li>• Students knowing how to peer and self-assess effectively and have developed habits of engaging personally with summary feedback</li> <li>• Students being able to self-evaluate realistically, against learning intention.</li> <li>• Students being able to articulate where they are in their learning, what they have learned and what they need to do to improve</li> </ul>
<b>Review Feedback</b>	<ul style="list-style-type: none"> <li>• Marking (informal and formally) assessed pieces.</li> <li>• Spending time evaluating students learning away from the point of teaching</li> <li>• Personalising written comments/annotations in exercise books/on assessments from the teacher and appropriate purple pen responses/action using S, S, DO</li> <li>• Taking the opportunity to thoroughly diagnose skill/understanding gaps away from the lesson and so evaluate pupil progress over time and then inform future planning</li> <li>• Adaptations to teaching lesson sequences and tasks when compared to original planning</li> <li>• Improvements in the quality of work are obvious in exercise books over time</li> <li>• Dialogues with students/whole class regarding where they are in their learning and key areas to focus on to improve</li> <li>• Specific targets being set for pupils to support further progress</li> </ul>

## Appendix 4

<u>Code</u>	<u>Explanation</u>
Sp (with word underlined)	Try this spelling again
o	Missing full stop or comma
//	Begin a new paragraph
exp	Awkward expression
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	Capital letter should have been used
ss	Sentence structure is unclear
v	Vocabulary choice is inappropriate or could be improved
?	Meaning is unclear
✓ ✓	Indicates excellent section of work or a particularly well chosen word or phrase
^	word missing/insert word or letter

## Appendix 5

The diagram below provides guidelines on the excellent model of how to structure feedback to optimise student learning. Teachers at Keyham will consider the steps, the questions and the conditions when planning the feedback cycle with their students.

### Three Key Questions for Learners

