



# **Whitmore High School**

## **Learning and Teaching Policy 2020**

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## A – Vision Statement

### ‘The Whitmore Way’ - An evidence-based report to underpin the teaching and learning vision at Whitmore High School

#### Executive summary

*This report leads to five major conclusions*

1. A broadly direct teaching approach is supported by statistical evidence and personal experience.
2. Inquiry-based learning has a place in schools as long as the inquiry takes place after students have cemented the key knowledge and skills in their long-term memory.
3. The term direct teaching has negative connotations linked to its association with the term didactic teaching. Due to this, the teaching sequence at Whitmore High will be called ‘modelling and scaffolding towards independence.’
4. Change is most effective when it is aligned to existing culture. The vast majority of teachers at Whitmore High School teach in what could be described as a direct teaching style. We have had significant early buy in from the staff because they can see the approach that is being advocated aligns with their core belief in what works in the classroom. We can then focus on improving each and every element of their teaching pedagogy, within a process that they understand and are comfortable with.
5. There is an importance of giving staff the professional freedom to use different methods of teaching when they feel there is a need for it in the classroom. For a minority of the time, e.g. 20%, teachers should have the freedom to use other teaching methods for example, discovery learning, hands on experience, doing projects or setting up open ended tasks.

There is a currently a heated debate in Welsh education, often polarised on Twitter, between the ‘traditionalists’ who believe guided instruction leads to superior outcomes, and ‘progressives’ who advocate an inquiry-based model. Schools in Wales are currently encouraged to experiment with their pedagogy in search for a model that satisfies the 12 pedagogical principles of the Donaldson report. At Whitmore High School, we have taken the approach that all decisions in terms of teaching and learning must be backed with research and be evidence based. We argue that whilst schools are currently being provided with flexibility in terms of reduced Estyn scrutiny to experiment, the life chances of the students currently in our school are too important to use wildly experimental teaching strategies without clear evidence of their effectiveness in a similar context elsewhere.

This report will debate the values of different pedagogical approaches with the goal of creating a ‘Whitmore Way’ in terms of pedagogy that is evidence based, suits the skill set of the staff and ultimately provides students with the best life chances.

## Inquiry based learning

There is a clear argument for inquiry-based learning that can often be seen when observing a lesson. Students often become engrossed in the task, with all available working memory applied to the task in hand. This condition has been studied and is called flow, athletes refer to this as being 'in the zone.' 'People report flow as a very positive experience; **put simply, flow feels good.**' (Kirschner, Sweller & Clark 2006)

However, whilst this flow feels good for the student and to the observer looks impressive, Kirschner, Sweller & Clark (2006) argue that without prior knowledge, novices become overwhelmed with new information. This view is backed by Crippen and Brooks (2009), 'Well-designed, open-ended projects bring about flow and flow feels good. Experiencing flow, however, may not be the best way to learn. In fact, without working memory energy set aside for self-regulation and input from a teacher, learning is not likely to occur.'

In addition, minimally guided instruction appears to proceed with no reference to the characteristics of working memory, long-term memory, or the intricate relations between them.' (Kirschner, Sweller & Clark 2006) The problem with this is experienced teachers, who though experience understand how students in their class learn, find it challenging to implement the teaching method as it does not fit with what they know about how students learn. Most dangerously this can lead to lip service being paid to the strategy, with methods being brought out just for observation lessons. (Christodoulou 2014)

Kirschner, Sweller, and Clark (2006) argue: *'The major fallacy of [the inquiry-based] rationale is that it makes no distinction between the behaviours and methods of a researcher who is an expert practicing a profession and those students who are new to the discipline and who are, thus, essentially novices.'* Once again this creates a situation where students, when observed, present as being in the flow and fully engaged when in fact they are actually struggling to commit any information to their long-term memory. This is because they are experiencing cognitive overload where their working memory is overwhelmed by new information.

Hattie (2008) backs up this concern when he says that we have to be careful when we cite increased engagement as a key reason for adopting a pedagogy, arguing that children will often be engaged in a computer game or snooker but sometimes they just have to understand that work can be hard. He goes on to explain that whilst project-based learning feels like it makes sense, in terms of evidence, it has a statistically small effect on the outcomes of students. (0.31)

The above provides a convincing argument against the theoretical benefits of inquiry-based learning however it is important to couple this with real work examples of the effect of this method of learning. The education endowment trust conducted a year-long pilot of project-based learning (PBL) involving eight schools. (EEF 2016) There were a number of key conclusions:

- Adopting PBL had no clear impact on either literacy (as measured by the Progress in English assessment) or student engagement with school and learning.
- The impact evaluation indicated that PBL may have had a negative impact on the literacy attainment of pupils entitled to free school meals

Most concerning was the impact of the PBL project on student's progress. The EEF found that the project had a -2 months effect on students' progress, which meant the students using the project-based learning model made 2 months less progress in the year compared to expected progress. Whilst this is concerning, the actual affect may have been significantly worse because a high proportion of the schools pulled out of the project before the end of the year.

The major argument in my view against this approach is explained in the final paragraph of the report. ‘Schools involved argued against the implementation of PBL, cautioning against the opportunity-costs of implementing a new, large scale whole-school approach to teaching, in particular the time it takes to train teachers to deliver a new pedagogical approach.’ (EEF 2016)

An often-cited argument for such significant change is the long-term effect will allow a school to reach a new level of attainment. This follows the Satir change model (1991) in which significant change causes a dip in performance followed by a new higher status quo. My concern is there is very little, evidence-based research that shows that this immense change management process will result in improved performance in the long run.

Finally, Hattie (2006) explains a concern with inquiry-based learning. ‘Often the key issue with inquiry-based learning is it is introduced too early, before students have the surface level knowledge required to interact with the inquiry effectively.’ At Whitmore High we believe that if inquiry-based learning is introduced after students have gained the key knowledge and skills required for the inquiry, then potentially it will have a positive impact on students learning.

## **Direct Instruction**

Direct instruction has received significant bad press in the time that I have been involved with education. In many PGCEs, students are reminded about the importance of being ‘the guide on the side, rather than the sage on the stage.’ But there is clear evidence that in terms of progress, direct instruction has a significantly more positive impact on students learning than other approaches.

Hattie (2006) found a 0.81 effect on students learning from direct teaching compared to a 0.31 effect from inquiry-based learning. What makes good teaching, (Coe et al 2014) warns that many common practices can be harmful to learning and have no grounding in research. ‘Allowing learners to discover key ideas for themselves, enthusiasm for ‘discovery learning’ is not supported by research evidence, which broadly favours direct instruction.’ Stockard et al (2018) supported this view by arguing 28 studies over 50 years show that direct instruction (structured guidance for teachers, teaching discrete skills before application, daily checks on learning, regular testing for mastery) has consistent, large positive effects on student achievement.

In terms of my own experience as Deputy Head of Eastern High School, staff performance in terms of lesson observations and outcomes improved significantly when a clear direct teaching model was introduced. Good or better lessons improved from 27% to 86% (Estyn findings) and Level 2+ increased from 14% to 36% in three years. On reflection this is due to a number of factors. Firstly, one of the top impactors on student performance is according to Hattie (2006) is teacher credibility (0.9). Staff felt comfortable with the method of teaching as expectations from SLT were very clear. The direct teaching model had clear steps and was simple to implement in all lessons. The mantra became ‘being good every lesson is excellent’ rather than trying to bring out ‘Estyn’ lessons when observed. (Christodoulou 2014)

A major disadvantage of using a direct teaching approach is the association of the term with didactic teaching. Didactic teaching is often described as a teacher lecturing students for an extended length of time. As shown by numerous studies, many students struggle to listen to an extended lecture therefore do not make progress in a purely didactic teaching method. (Wilson & Horn 2007) The direct teaching method proposed at Whitmore is not lecturing and we would expect teachers to chunk learning accordingly to ensure there is not excessive cognitive load on students working memory. Following

this initial modelling, students would then be given structured tasks to practice the new information culminating in independent work. To mitigate this negative association that direct instruction has with didactic teaching, the ‘Whitmore Way’ of teaching will be called ‘modelling and scaffolding towards independence.’

## **Change Management**

Sturdy and Grey (2003) claim that 66% of change management approaches fail. Often this can be because the change is so significant that staff find it very challenging. Oakland and Tanner (2006) argue that change is most effective when it is aligned to existing culture. The vast majority of teachers at Whitmore High School teach in what could be described as a direct teaching style. We have had significant early buy in from the staff because they can see the approach that is being advocated aligns with their core belief in what works in the classroom. We can then focus on improving each and every element of their teaching pedagogy, within a process that they understand and are comfortable with. At Eastern High School, staff were so comfortable with what was being asked of them that they happily allowed SLT to coach them on a specific aspect of their teaching once a week for a block of time. (90% of teachers felt supported by SLT, Keel survey 2018) This led to rapid improvement. I believe that this is likely to happen at Whitmore High School.

For an inquiry-based approach to be introduced at Whitmore High School, the potential positive long-term effects would have to be so overwhelming that a clear argument could be given to staff, explaining that whilst the change would be challenging, the long-term benefits would be worth it. This burning platform (Kotter 2008) is simply not backed by evidence therefore cannot be advocated.

Despite this, there is an importance of giving staff the professional freedom to use different methods of teaching when they feel there is a need for it in the classroom. In his blog post ‘Mode A + Mode B’, Tom Sherrington (2018) argues convincingly that for a minority of the time, 20% in his opinion, teachers should use other teaching methods for example, discovery learning, hands on experience, doing projects or setting up open ended tasks. This will lead to a truly great curriculum model where students are given a range of experiences. I have seen this work effectively in the English department, where for the majority of the time they follow ‘the Whitmore Way,’ however they have the confidence to use other strategies when appropriate. For example, their use of Talk 21, inspired by School 21, which effectively scaffolds class debates.

## **Conclusions**

The above argument leads to a number of conclusions. Firstly, a broadly direct teaching approach is supported by statistical evidence and personal experience in schools. Due to this a broadly direct approach will be the basis of ‘the Whitmore Way.’ Despite the benefits of this direct approach, it is important that we do not polarise opinion by using this term to describe the process. Whilst speaking to primary heads in the Whitmore cluster and to the school’s challenge advisor, I noticed an aversion to the term direct teaching. There was a clear association being made to a didactic, lecture-based approach that we were in no way advocating. Once the model was explained fully, these professionals realised that we were not following a lecture-based approach and were in favour of our pedagogy. Due to this confusion we will call our teaching and learning structure, ‘modelling and scaffolding towards independence.’

Although the majority of the learning at Whitmore will follow this approach, we recognise that other methods of teaching are valid and have an important place in the curriculum diet at the school. There is an importance of giving staff the professional freedom to use different methods of teaching when they feel there is a need for it in the classroom. For a minority of the time, e.g. 20%, teachers should have

the freedom to use other teaching methods, for example, discovery learning, hands on experience, doing projects or setting up open ended tasks. However, when they use inquiry-based learning, there is clear evidence that it has a place in schools as long as the inquiry takes place after students have cemented the key knowledge and skills in their long-term memory.

This report is the first stage of creating a sector leading teaching and learning culture at Whitmore High School and developing the school as a learning organisation. Using the OECD model for developing a school as a learning organisation (OECD 2016) it provides the first stage which is a clear vision, centred on the learning of the students. Our approach for the remaining stages of the school as a learning organisation model will be explained in later documentation.

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## B - Learning and Teaching Outline

Within the Whitmore High School learning community<sup>1</sup> we aim for all students to fully engage with the learning process. As leaders of learning in the classroom we strive to engage, motivate, support, direct and assess learners as they progress in their learning. Learning in Whitmore High School is importantly viewed as pupils' development of knowledge and skills which reflect the ever-changing demands of the local and the wider global community our pupils are part of. We aim to equip pupils with knowledge and a set of skills, appropriate to their age and ability to help them communicate and function positively as young adults. Our focus in L&T is upon modelling and questioning to bring about independence in learners. We believe our model reflects the four purposes of the Curriculum for Wales, 2025.

As a reflective school we recognise the importance of regular and systematic self-evaluation which informs planning. Our self-evaluation focusses upon outcomes for pupils. As outcomes change we re-evaluate and alter learning to improve impact. Therefore, our Learning & Teaching policy is not static, but is a fluid document which will alter as the school progresses along its learning and teaching journey<sup>2</sup>.

**The Learning Structures**<sup>3</sup> within the Whitmore High School Learning Community aim to provide pupils with learning experiences which:

- are planned to successfully engage the full range of pupils;
- are organised collaboratively, both within and outside the school, to provide flexible, responsive and innovative programmes. This includes Blended Learning, where pupils access on line pre-recorded teaching videos;
- reflect the Curriculum for Wales guidance and incorporate the statutory national literacy, numeracy and digital frameworks;
- provide a series of options that are in pupils' best interests;
- systematically build upon existing knowledge, understanding and skills as pupils move through the secondary school;
- Provide experiences which lead to successful outcomes in standards for all groups of pupils;
- stimulate and challenge pupils providing them with a curriculum in which they may participate and progress fully<sup>4</sup> (Estyn, 2019).

**The Teaching Structures**<sup>5</sup> within the Whitmore High School we aim to provide pupils with teaching experiences where:

- there is use of good, up-to-date subject knowledge;
- teachers have high expectations of all pupils;
- focus upon a pedagogy based upon modelling and scaffolding towards independence;
- planning is effective and has clear learning objectives;
- there is use of a range of teaching methods and resources which interest pupils, and stimulate and challenge them to achieve;
- teachers are themselves good language models;
- there are good working relationships that foster learning;
- there is sustained effort to manage pupils' behaviour positively, safely and effectively;
- learning support staff are used effectively;
- teaching is successful in engaging pupils' interest, it develops their skills, knowledge and understanding to an appropriately high level (Estyn, 2019).

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<sup>1</sup> For the purposes of this document 'community' refers to all staff who support and enhance the learning of pupils

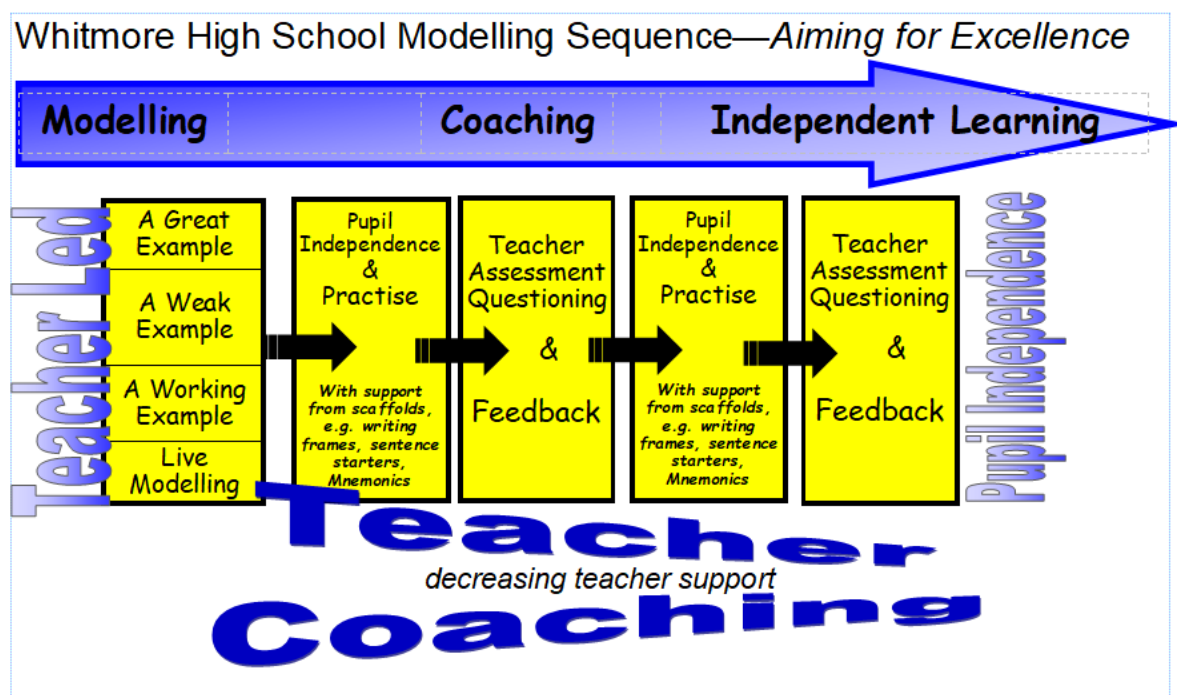
<sup>2</sup> This L&T document is viewed as organic and will be updated to reflect the progress of the school

<sup>3</sup> Learning Structures refers to places where pupils develop knowledge and skills

<sup>4</sup> Reference has been made to Estyn 2019, Guidance on Inspection of Schools

<sup>5</sup> Teaching Structures refers to any person who supports the learning potential of our pupils

Therefore, the Whitmore High School Learning and Teaching community strives to provide pupils with effective learning experiences. The Whitmore High School Learning and Teaching Community has developed a model to represent what we understand as effective teaching.



### WHS L&T Model - The Whitmore Way, from 2019

Within the Whitmore High School Learning Community, the active use of Assessment for Learning is viewed as key to pupil success. The areas of AfL are recognised as use of modelling work, clear talk level and time direction, positive use of praise, use of mnemonics and scaffolds, learning objectives, success criteria, questioning techniques, self-assessment and feedback techniques.

The use of active AfL is defined as:

- giving opportunities for pupils to regularly review the work of others to develop an understanding of what a good piece of work looks like;
- to use success criteria to review their own learning and understand their progress;
- to encourage pupils to become involved in setting their own learning targets;
- to give regular and constructive feedback (oral and written) enabling pupils to know how well they are doing and what they need to do to improve;
- to encourage feedback to inform future planning (Estyn, 2015).

The policy document below outlines the roles and responsibilities of individuals in the school to improving L&T.



## C – Roles of Teachers and Leaders in L&T with links to Self-Evaluation Processes

Maintaining high standards of teaching is central to providing a successful learning environment. The outcome of any L&T strategy must be improved outcomes in standards for pupils. Therefore, central to L&T is the impact on standards. The Whitmore High School Learning Community has a clear structure for evaluating lessons which focusses on standards and a broad programme of support for developing learning and teaching with positive impacts on standards.

### 1 The role of the classroom teacher

There will be a focus for developing L&T across each of the three terms. Term One will focus upon Performance Management, Term Two on coaching, with Term Three focussing on peer to peer support.

Classroom teachers are required to reflect, evaluate and improve their own pedagogical practice for **Performance Management**. Here, teachers must complete the PM process. PM objectives relate to improving teacher's performance with improved outcomes and standards for pupils. PM for the period of 2020-21 will be undertaken by the Head, I. Robinson and the Assistant Headteacher for L&T, E. Price.

Each classroom teacher is entitled to an annual assessment of their capabilities as part of their Performance Management in the form of a formal Lesson Observation. The Lesson Observation will take place in a calendared period of time as set out in the school's Self –Evaluation Cycle. Lesson observations use a standardisation method of assessment by using the [Lesson Observation Form 2020-21](#). The Lesson Observation will be conducted by the member of staff's performance management appraiser. The Lesson Observation Form focuses upon the main areas of pedagogical performance as outlined in the table below.

Features of an Excellent / Good Lesson
<ul style="list-style-type: none"><li>• Pupil Progress</li><li>• Support for Pupil Groups</li><li>• Use of modelling and questioning towards pupil independence</li><li>• Development of Skills</li><li>• Learning Objectives</li><li>• Method of Lesson Delivery</li><li>• Use of pitstops / plenary / feedback</li><li>• Use of questioning</li><li>• Use of differentiation</li><li>• Independence of pupils</li><li>• Teacher / pupil relationships</li><li>• Pupil engagement &amp; productivity</li></ul>

Classroom teachers are required to engage with the designated member of SLT by arranging a mutually convenient date and time for the Lesson Observation and responding to feedback given. Feedback will involve a discussion on the strengths of the lesson, the areas for development and strategies which the teacher should use to develop their pedagogical techniques. Classroom teachers should provide the appraiser with a copy of their lesson plan prior to the lesson. Please refer and use the WHS Lesson Planning Form. [WHS Lesson Planning Form 2020-21](#)

In Term Two, classroom teachers are to engage with an **in-house coaching programme** provided by members of the SLT. Here SLT will ‘drop-in’ for x2 10 mins to an agreed lesson to ‘observe’ elements of the lesson. Constructive verbal one to one feedback will be given in the form of a professional pedagogical discussion to enable the member of staff to reflect upon their practice. This feedback is purely supportive and constructive to facilitate a professional discussion on pedagogy and impact on pupil outcomes. This feedback lies outside of Performance Management. Staff who wish to opt out of the coaching programme will be given the opportunity for further support and development via a second performance management lesson observation. This will be conducted by their Performance Management appraiser.

In Term Three classroom teachers are to engage with an **in-house peer to peer coaching programme**. Here staff will be ‘paired’ by SLT and then required to arrange x2 15 min peer to peer observation. Constructive verbal one to one feedback will be given in the form of a professional pedagogical discussion. This feedback is purely supportive and constructive to facilitate a professional discussion on pedagogy and impact on pupil outcomes.

Classroom teachers are required to engage with the **L&T development programme** provided by the school and are obliged to interact with other outside agencies to support L&T when directed by SLT/LoL. It is expected individual teachers will take on board concepts and pedagogical techniques discussed in development programmes and look to implement and develop these practices in their own learning environments. There are further support systems in place which the teacher can access should they feel the need to do so. These should be accessed via SLT Line Management.

**Consistency in standards** of lesson observations should be gained by referring to WHS guidance documents on grading lessons [WHS Guidance on Grading Lessons](#). Descriptors for each element of L&T listed in table above is given. Descriptions are given for Unsatisfactory / Adequate / Good / Excellent standards. To further improve consistency, lesson observations will be conducted by two members of SLT.

**Learning in the classroom** is most powerful when pupils are able to understand what they need to learn, where and what support structures they can utilise to improve, and they engage with their teachers in discussions on progress made. Whitmore High School teachers have developed many guidance strategies to help pupils learn, such as learning ladders, level criteria and assessment trackers. Classroom teachers are expected to use these strategies where appropriate.

**Effective feedback** is central to pupil progress in both learning content and skills. Classroom teachers are expected to provide pupils with effective feedback (both oral and written) on the areas of their learning which are strengths and which areas need further development. Classroom teachers are expected to:

- mark books / work regularly in line with their departmental and whole school assessment policy;
- plan for opportunities for pupils to regularly review their own learning and understand their progress;
- to encourage pupils to become involved in setting their own learning targets;
- to give regular and constructive feedback (oral and written) enabling pupils to know how well they are doing and what they need to do to improve;
- to allow opportunities for pupils to assess their own and their peers’ performance;
- to encourage feedback to inform pupils when planning their future work;
- to use feedback from marking to inform their own planning for their classes.

When marking / providing feedback classroom teachers are expected to use the structures identified as good practice within their departments and use the WHS marking Notation Guidance.

## WHS Marking Notation Guidance

When marking pupils' written work please follow the school marking policy which is outlined below.


- All key words should be spelt correctly.
- A spelling mistake should be circled and the correction written in the margin for the first time it appears; subsequent repetition of the same error should just be circled.
- A punctuation mistake should be corrected for the first time it appears; subsequent repetition of the same error should just be circled.
- Teachers should use their discretion as to how many mistakes are corrected in a piece of work.

The following key should be used in the margin to draw attention to mistakes:

Marking Codes	
<b>sp</b>	Spelling errors
<b>p</b>	Punctuation missing or incorrect
<b>g</b>	Poor grammar
<b>u</b>	Underline needed
<b>c</b>	Error with capital letter
<b>//</b>	New paragraph needed
<b>?</b>	Meaning unclear
<b>^</b>	Word missing

[KS3 Pupil Target Tracker](#)

[KS4 Pupil Target Tracker](#)

Whitmore High School Tracking		
	End of KS3 Target Grade	
	Tracking 1	
	Tracking 2	
	Tracking 3	
	Tracking 4	
	Tracking 5	
	Tracking 6	
Marking Codes		
<b>sp</b>	Spelling errors	
<b>p</b>	Punctuation missing or incorrect	
<b>g</b>	Poor grammar	
<b>u</b>	Underline needed	
<b>c</b>	Error with capital letter	
<b>//</b>	New paragraph needed	
<b>?</b>	Meaning unclear	
<b>^</b>	Word missing	

## 2 The role of Leader of Learning

The role of the Leader of Learning is central to moving Learning and Teaching forward. They are required to be significant motivators and supporters in encouraging reflective pedagogy within their teams. They are the key to ensuring the Whitmore pedagogy of modelling and scaffolding towards independence is supported and developed.

In the **weekly team meetings** MLLs are required to support any focus upon L&T and encourage the sharing of good practice. Their role should be to encourage the implementation, monitoring and review of new / different techniques within a safe and supportive atmosphere of pedagogical discussion.

In the **fortnightly SLT Link Meetings** MLLs are required to share departmental discussions on L&T and reflect upon techniques with their line manager. Here SLT may offer advice or look to identify areas of further support.

During **Learning Walks** LoL are expected to give and share with their teams advice and guidance on how to improve their pedagogical practice reflecting the WHS model of learning. It is expected the LoL will share the plan of when and how learning walks will be conducted with their teams. The Learning Walk may be conducted by the LoL or by other team members as per school calendar. Constructive verbal feedback will be given in the form of a professional pedagogical discussion with the team and its members to enable the department to reflect upon their practice. This feedback is purely supportive and constructive to facilitate a professional discussion around pedagogy and impact on pupil outcomes. Learning Walks reflect the collective work of the team. The feedback from Learning Walks lies outside of Performance Management. [Learning Walks Document 2020-21](#)

In their **Departmental Review meetings (x3 a year) with SLT link** MLLs are required to produce written commentary upon the implementation, monitoring and review of L&T developments within their faculty which have produced improved outcomes for pupils. This review forms part of their Middle Level Leaders Improvement Plans. Please refer to school calendar and Middle Level Leaders Self-Evaluation Shared Drive.

In their **Departmental Self-Evaluation Document** MLLs are required to evaluate the impact of L&T on standards and outcomes for pupils. Please refer to school calendar and Middle Level Leaders Self-Evaluation Shared Drive.

Subsequently in their annual **Departmental Improvement Plan** any further possible implementation of L&T techniques should be noted for follow up action and review in the subsequent year. Please refer to school calendar and Middle Level Leaders Self-Evaluation Shared Drive.

Monitoring of **Effective Feedback and Pupil Voice** is part of the school's self-evaluation process and MLLs are expected to undertake book / work monitoring including the use of pupil voice on a regular basis as per school calendar. Here MLLs (or a designated member of the department / faculty) are required to identify, collate, review, monitor the effectiveness of feedback in a sample of books / pupil work for each individual member of the team. The book / work monitoring form should be used and when completed return to the individual member of staff to provide feedback. The MLLs should use the book monitoring sheets to inform planning on L&T at a departmental level. [Work / Book Monitoring Form 2020-21](#) Departmental Leaders should adapt and use the WHS Departmental Pupil voice questionnaire for feedback from pupils and groups of pupils. Leaders should adapt questions as required to review the impact of interventions / strategies. [Departmental Pupil Voice Questionnaire](#)

Further monitoring of **Effective Feedback** and quality of outcomes of pupils' work will take place by the SLT. Here a selection of books / pupils' work will be review as per school calendar, by SLT with feedback given to MLLs. This feedback will inform L&T at a whole school level. [SLT Pupil Voice Questions](#)

### 3 The role of SLT

The role of SLT is key to the strategic direction of developments in Learning and Teaching and the evaluation of impacts upon standards and outcomes.

In term of outcomes SLT should ensure they **support the school's Self-evaluation systems** which evaluate the impact of L&T upon standards. In terms of personal and staffing, SLT should ensure the L&T development programme empowers and supports staff to access and enhance their pedagogical profiles.

In essence SLT should **conduct Lesson Observations for Performance Management** for their appraisees. Written and oral feedback should be given to individual staff members on areas of strength and areas for development within 10 days of the LO, as per PM policy. This feedback should inform progress of the individual staff member towards their performance management objectives.

SLT should in their fortnightly SLT **Link Meeting** ensure the MLLs is focussing upon L&T in the weekly meeting and support them in the development of effective strategies and ideas.

SLT, where required, should **link with appropriate outside agencies** to ensure the school is up to date with L&T developments and ensure these ideas are supported and implemented in the school.

SLT should as part of the **Departmental Review Meetings** assess the need for improvements in pedagogy to impact positively upon exams and analyse assessment findings, including National Curriculum and public examination assessments as well as other assessments.

SLT should support the **School's Monitoring Cycle** by ensuring the LoL complete the strategies at the appropriate stages of the cycle. This would include pupil voice / book reviews / Self-Evaluation.

### 4 The role of Governors

The Governors have responsibility to monitor the school's performance in key performance indicators. In the first instance this is the role of the Governors' School Improvement Group. This group reviews the standards of outcomes achieved by pupils at each Key Stage. This group reports to the full governing body.

This group considers matters relating to the school's performance in relation to external performance indicators and its evaluation of the performance of departments as a result of the SLT led Departmental Self Evaluation and Review process. The group will be made up of Community and LA Governors. The role of this group is to:-

- Review past pupil performance and carry out the governing body's responsibilities in relation to target setting in the Autumn Term;
- monitor pupil achievement against set targets;
- Receive a detailed annual report on the performance of the school in relation to all identified performance indicators and on both the whole school and individual Departmental Self Evaluation and Review Reports produced and accepted by the SLT.
- In response to the annual report outlined above the group should identify what they believe the appropriate Categorisation Standards Group and Improvement Capacity should be for the following year and report this to the FGB.
- The group should also, in response to the report, decide the level of support to be given to departments for the following year.
- The group will appoint, annually, a School Improvement Governor to link with key departments who will report back on progress.

- The group will meet at strategic points in the year to review the progress of the school and selected departments
- School Improvement Link governors will provide verbal reports to the group. After discussion of these reports and any other relevant data Departments will receive written feedback from the Chair of the group.

This group will request key departments to present an evaluation of their department's performance against key performance indicators. These presentations will fall outside of school hours in the format of a 10 min presentation with questions. The purpose of these presentations is to ensure the Governors are aware of school performance and ensure an appropriate level and challenge and support is in place with the school's evaluation systems.



## D - Developing Learning using Modelling and Scaffolding

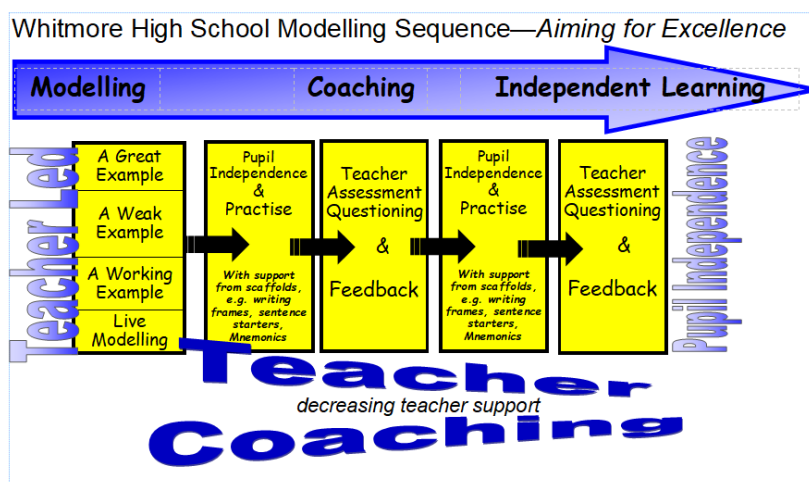
The WHS SLT have a role and requirement to provide the teaching staff with access to a comprehensive L&T training programme which will support staff to develop their professional role as leaders of learning in their classrooms. The L&T programme will need to reflect the needs of the school and individuals within it and to suit and mirror the direction of the School's Improvement Programme.

The Learning and Teaching development programme should have built in a degree of flexibility to suit the changing needs of the staff and pupils.

### 1 Consistency in Teaching

#### a) Whitmore High School 'Good Learning' Diagram

This diagram was created for and reviewed in WHS L&T programme October 2019. It shows how the technique of 'modelling' is central to good learning, helping pupils to move towards the positive aspect of what is required to achieve in a subject area. This is central to the WHS L&T philosophy and is expected to be used in nearly all lessons



**WHS L&T Model -  
The Whitmore Way, from 2019**

#### b) Talk Level & Time – TLT

##### Talk Level and Time Poster

This is the start of good teaching and learning. It is vital teachers set appropriate talk level for pupils. If you are modelling then pupils must be silent and listen. If you require shared answers then you set a talk level to partner. It is also vital you set the appropriate amount of time. It is essential this poster is displayed in every room and used.

Talk Level	Time
What should the teacher be hearing?	How long to complete the task?
<b>Presentation Voice</b> A strong clear loud voice for all class to hear. Used for reading aloud, class presentations and answering questions.	
<b>Group Voice</b> Low volume. Only your group should hear you. Important so you can share ideas across 3-5 people, or work in a practical group.	
<b>Partner Work</b> Focussed discussion as needed to share ideas and learn together. Only one person can hear you.	
<b>Silence is golden</b> No talking. Everyone is individually focussed and working. Silence is needed for you to concentrate.	

### c) WHS L&T Desk Top Notes:

These notes summarise our L&T policy for elements of learning

#### [Random Questioning](#)







#### [Wait Time](#)

#### [Right is Right](#)

#### [Knowledge Organisers](#)

#### [Modelling](#)

#### [Independence](#)

-  1. T&L Developments Desk Top Notes - Random Questions.docx
-  2. T&L Developments Desk Top Notes - Wait Time.docx
-  3. T&L Developments Desk Top Notes - Right is Right.docx
-  4. T&L Developments Desk Top Notes - knowledge organisers.docx
-  5. T&L Developments Desk Top Notes - Modelling.docx
-  6. T&L Developments Desk Top Notes - independence.docx

## D – Blended Learning

### 1. Context

On 3<sup>rd</sup> June, 2020, Kirsty Williams stated we would be back in school shortly, but “we know the classroom experience will be different for a long time to come”. The tag line is ‘check-in, catch-up and prepare for summer and September’.

<https://gov.wales/check-catch-prepare-summer-and-september-all-schools-wales-enter-next-phase>

### 2. Research Group

With this in mind, a group of staff have trialled the use of different technologies to support learning at home from September.

The aim is to create a Blended Learning Platform (website) where students can access all the information needed to learn at home. This blended learning will include workbooks (given out in school), online lessons with video tutorials, and links to Google classrooms.

The aim is to take existing schemes of work, tweak and add video for a lesson or series of lessons to give teacher explanation and input. Hence, creating a ‘platform’ which pupils can access and use at home. This platform will provide support for learners with different needs. Those needs may be learners: who cannot attend school due to shielding or illness; who are underperforming and need extra support; whose teacher is absent (LoL can link to website for cover teacher); need to review an aspect of their work (assessment feedback); who need to develop a higher grade level of performance; who need to partake in intervention programmes as designed by LoL. The longer-term aim is to provide permanent access to supported learning at home which mirrors our WHSWAY of L&T – the model of Teacher Input, Modelling, Pupil Practice, Teacher feedback through low-stakes testing. The long-term aim is the goal.

### 3. Learning Platform

*The following information explains Blended Learning.*

#### **A. Blended Learning**

Blended learning could be the way teachers and pupils interact and learn together for some time. It means mixing together different ways of learning: some time in school, but most of the time at home learning through work packs and online lessons. The time in school will focus upon 'checking in with teachers' with some lessons, mainly focussed upon core subjects, and for help with any IT challenges with some lesson time.

#### **B. Work Packs**

These are work booklets designed to support learning online. Pupils will be able to collect a work pack from school. Pupils should have it with them when using the online lessons. In the videos, teachers may ask pupils to pause the video and complete a page/task.

#### **C. Online lessons – (Asynchronous)**

Each online lesson has the same shape.

First, there is a **pre-lesson quiz to recap and activate prior knowledge**.

Second, there is a **prepared video**. In the video pupils will see and hear a teacher giving the knowledge to complete tasks. Pupils should listen to the video as carefully as possible. They can replay it as many times as you need.

Next, there will be a **series of tasks** for pupils to complete in their workbooks or on Google classrooms. Remember if pupils are not sure what to do or how to do it they can just replay the video.

Finally, there will be an **end of lesson quiz** to test pupils on what they have learnt. This will help the teacher to give feedback.

#### **D. Knowledge Organisers**

These contain all the information needed for a unit of work. They may have useful diagrams, table, text extracts or key pieces of knowledge to remember. Pupils will need to keep referring to these KO, and try to learn the content. The quiz tests will be useful to work out what pupils know and don't know. Remember, knowledge is important for learning! So, the more pupils can learn the more successful they will be.

#### **E. Google Classrooms**

Each subject should have a Google Classroom. Here subjects can support working in booklets by giving access to larger documents, research materials and by completing tasks on line. It is envisaged assessment work may be better suited to being on line, or a mix of booklets and on line. We need to think about assessment differently.

### **4. Summary of recent guidance**

On Monday 14<sup>th</sup> July, WG published guidance to help and support schools in developing their pedagogy during times of the pandemic. The following are some key points to help us understand the need and drive behind developing Blended Learning.

## Guidance on learning in schools and settings from the autumn term

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.



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### **[Guidance on Learning in schools and settings from the autumn term](#)**

#### **Key points:**

- “The approaches taken by school and settings will continue to evolve to provide learning both in school and elsewhere if the needs arises.”
- “The balance between learning in schools and settings and time spent learning elsewhere may well change at particular points in response to the pandemic. This challenge requires schools to adapt their curriculum planning to be flexible and responsive to changing circumstances.”
- “Schools should therefore develop an approach to learning which is flexible enough to adapt to different scenarios and different amounts of in-school learning and learning at home or elsewhere.”
- “working with groups of learners in the school or setting, practitioners will spend time with individuals and develop their understanding of the way they learn, this enabling them to support their progress as they continue to learn both at the school or setting and at home or elsewhere. When planning their learning approach, practitioners will also adapt and develop to ensure that assessment forms a fundamental part of supporting learners when they are not present in school or setting.
- “They should consider a wide range of pedagogical approaches that effectively uses school and out of school learning to empower learners. Learning time at home can include practising skills and acquiring knowledge that have been introduced during contact time. Time at home can also allow older learners to research, prepare and

think, before exploring and consolidating concepts, knowledge and skills during contact time”.

## Developing approaches to support distance learning

### Developing approaches to support distance learning

#### Key Points

- Allow learners to access learning through digital or other accessible methods in a practical and uncomplicated way
- There are many approaches to effective distance learning and exemplar models will aim to show how schools can consider how best to support their learners during this period.

## Developing integrated approaches to support blended learning for the phased opening of schools

June 2020

### Developing integrated approaches to support blended learning for the phased opening of schools

#### Key Points

#### Blended learning approach

Settings and schools will need to consider how to evolve their current distance learning models to include in-school face to face contact and where applicable, live streaming or recording of lessons. We will refer to this approach as ‘*Blended Learning*’. Adopting a single and seamless ‘curriculum’ approach is essential where practitioners can develop a more integrated approach to learning and learners can build connections across learning as per the principles of the Curriculum for Wales.

Blended learning will consist of a range of approaches that can be broadly categorised as:

1. Face-to-face time with learners
2. Online learning
  - Activities delivered online, e.g., through HWB
  - Recorded lessons
  - ‘Flipped learning’ (pupils work on tasks at home before discussions in class)
  - Live-streaming
3. Use of textbooks and other physical resources to work at home

## **Blended Learning Guidelines**

In w/c 4<sup>th</sup> January guidance from the Welsh Government regarding live lessons changed

In January 2021, the guidance was further updated and re-published to take account of feedback from schools and local authorities. The section which had previously outlined the numbers of practitioners required for live-streaming was removed to allow for local flexibility and decision-making.

<https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>

As a result, this guidance now includes reference to synchronous learning events. Staff are to refer to the WG document for detailed guidance.

For the interpretation and an outline of how this approach of learning fits into our Whitmore Model of learning and teaching, staff should refer to the documentation below, which includes a section on Frequently asked Questions around Safeguarding Practices.

## **Blended Learning Principles**

1. **We need to follow the WHS L&T model - VERY IMPORTANT.** This puts the teacher at the centre of the knowledge and skill; you are the expert and will deliver this to pupils, albeit in a different way!
2. **The importance of teacher models, pupils practice, teacher assesses still stays!**
3. We should see this as a golden opportunity to really be crystal clear as to what are the **essential pieces of knowledge and skills our pupils need**. We can get our message across very clearly. KS3 is preparation for KS4. The WHS Way is the best way of learning!

**Asynchronous Approaches** -here defined as involving a video flow from a broadcaster to viewers, referred to as teacher tutorials, namely Loom videos, where viewers cannot be seen or heard.

4. **The tutorial video with the face of the teacher is the key.** The face in the video makes it engaging.
5. **We need Pupil Engagement** to make the platform work.
6. The use of **Intro Quiz and Exit quiz are a must to assess progress** and give feedback. This can be used to monitor engagement. Exit Quizzes are excellent to collect information on pupil understanding. Feedback can be given within the quiz. **We will need to monitor engagement** and act upon the data.
7. We do not need to reinvent all new lessons. We need to **use existing SoL**. Take the existing ppts to feed into your prepared online lesson.
8. There would need to be **a supplementary work pack for pupils to use at home** which follows the online lessons.
9. Use **google quizzes for the quizzes** the pupils love these. **Google Classrooms should be one classroom for each year group**. This will allow HoD to monitor engagement and work completion.
10. It is **essential we all follow the same lesson structure**. Consistency will develop learner confidence and engagement.
11. The **Research group** have spent considerable time **trailing ICT** to produce training documents. They have become the experts and will train you.
12. You will be **given training**.
13. You will need to **work at home on your allocation days or work in school**.
14. HoD will need to **allocate your teams to produce number of lessons**.
15. The **training documents** are attached to use and follow at home.



Each **Blended Learning Topic of work** will need to have a) A **Knowledge Organiser** b) **Video Tutorials Lessons** structured as below c) a **Workpack** for pupils to take home d) Resources +/- provided in **Google classroom** e) **Topic assessment**

### Frequently Asked Questions – as of September, 2020

#### **A. What is the point of the Learning Platform? And will I be doing work for no reason?**

The short term aim of the Learning Platform is to provide both parents and pupils structured and coherent support for learning at home. The aim is to have a look and feel which is easy to use, consistent in structure, provides value in supporting learning, and engages learners by having the voices and or faces of our staff visible. The longer-term aim is to provide permanent access to supported learning at home which mirrors our WHSWAY of L&T – the model of Teacher Input, Modelling, Pupil Practice, Teacher feedback through low-stakes testing. The long-term aim is the goal. Imagine having all the resources your pupils need in one electronic location! Created well this will push learning forward at WHS for the future!

The aim is not to re-write all schemes of work, but to provide a tutorial for a few lessons of work to guide pupils. The aim to create a look and structure similar to the English Oak Academy.

#### **B. How will it be set out on the website?**

There will be a page for each year group with buttons to each subject. Each subject page will have their topics for the term. For each topic there will be a Knowledge Organiser, a number of lessons with video tutorials, tasks for the pupils, a work booklet which the pupils take home, a Google classroom to upload work and the assessment tasks.

You will not be expected to rewrite schemes of work, but to adapt what you have. The research team have identified some support points, see below.

You will not be expected to reject your work on Google classrooms. The two should support each other.

*Think*, this is my SoL: it needs to be reduced to the most important points; here is how it can be supported in Google classrooms where the pupils can have the place to read other documents or upload work; here is the booklet they have to take home and write in; here are my videos explaining the key concepts!!

#### **C. What should my on-line lesson look like?**

There needs to be the same lesson structure. This has been trialled by the group and works. More importantly it is our WHS L&T model:

1. First an **introductory lesson quiz** to re-cap on prior knowledge and active language. **It is essential key words, key concepts and key vocabulary are tested here.** This should be on Google quizzes and should link into your Google classroom;
2. **A teacher tutorial using a video**, with voice + face of the teacher, to explain concepts. This should be short up to around 8 mins. The technology to use is called Loom;
3. **Tasks for the pupils.** These could link to Google Classrooms and work booklets. Please refer to Google Quiz guidance later on in this document;
4. **Exit Quiz** to test knowledge learnt in the lesson. **It is essential key words, key concepts and key vocabulary are tested here.** This should be on Google Quizzes and should link into your Google classroom. This quiz will then form an essential part of your feedback.

#### **D. How to do I do this?**

The team of staff have tested the technologies to find the easiest and simplest to use. They have created guides to explain how to use them. They will coach and teach you in small teams. We will have training sessions for staff. Please read through this guidance to explain the aims of the platform

and how materials should be constructed. Please refer to training materials at the end of this document.

**E. Why are we changing the way we are teaching?**

WG has given guidance for L&T in its document 'Keep Education Safe: guidance on learning over the summer term'. The Section – **Clarifying Expectations for the Summer** states it would be “*useful for schools and settings in planning for a continuation of partial operations in the next academic year*” then continues to explain, “*In the limited time available before the summer holidays, the balance of the role of the teacher may shift from one where the teacher designs most of the learning within the classroom and offers some learning opportunities beyond the classroom (e.g. homework) to a teacher who principally designs learning opportunities for learning beyond the classroom and offers some opportunities for learning within the classroom*”.

**F. Why aren't we using Zoom for teaching live lessons?**

Current Welsh Government guidance for ‘*Live-streaming safeguarding principles and practice for education practitioners*’ states teachers should use Teams via Hwb on school-based equipment with two members of staff in the room.

Therefore, WHS is exploring using a blended learning approach, mixing pre-recorded lessons with Google classrooms. As we move forward with more detailed guidance, we may as a school look to deliver live lessons for smaller groups, some of our vulnerable learners and for those skills which cannot be accommodated in online learning. This will require more planning and trialling with a research group.

**G. Will a pupil be able to comment on me in my video tutorial?**

The work of the research group has set security setting to the videos. Currently, each video tutorial is set to ‘view’ only, so an individual cannot make or leave a comment. The access to view video tutorials is limited to those with a Hwb account only.

**H. What happens if someone does or says something inappropriate?**

The website will have incorporated a function for reporting abuse or inappropriate behaviours. This will enable individuals to email a report of an incident. The normal safeguarding protocols will then be invoked.

**I. What should I do if I am filming at home?**

The guidance here is to ensure you film in a safe and neutral location, such as a living room, study or kitchen. In addition, check the background to ensure there is nothing contained which could be deemed inappropriate. The research group suggest you set the camera to small, this gives a very small picture image which surrounds your head and face. Also, they suggest telling family and housemates when you plan to film to avoid interruptions; many have used a ‘do not disturb sign!’

**J. What should I do if I can't use the technology?**

Ask for help! Do not struggle on your own. The research group are learning as well. The smallest of issues can cause the biggest frustration. Read the guides, watch the tutorials, email the group, read the top tips, phone your blended learning buddy, leave it have a cuppa, then come back refreshed.

**K. What happens if I don't have the technology?**

We are looking at sourcing equipment for staff to borrow and return. We are also sourcing equipment to be used in school.

**L. What if I really don't want to do this?**

We would ask you to be really honest with yourself and your team. What is putting you off? Is it the technology? Is it the lack of skills? Is it lack of equipment? Please let your Head of Department and

myself know your concern. We will then try to help and over come any issue. You will not be left on your own.

Then if you still decide not to record a Loom video, you will be asked to complete and prepare other materials for your teams and the school.

### Sources:

**Keep Education Safe: guidance on learning over the summer term, June 2010, Welsh Government,**  
<https://gov.wales/keep-education-safe-guidance-learning-over-summer-term>

### Welsh Government Guidance on Live Streaming -

<https://drive.google.com/drive/folders/1xiL2n5xMGOV7i7Eg9-GqvFEFnWtGWoO->

### **Training Steps for Blended Learning**

*The aim of this document is to try to replace my INSETS where we learn from each other, have a joke, a smile and enjoy each other's company. So believe me it makes me feel so sad doing it this way . . . but needs must.*

Training Steps	Purpose
<b>1. Blended Learning Guidance Notes</b> Read this, see above to give the big picture	To give the big picture to staff
<b>2. FAQs within Guidance Notes</b> Read this to answer some of the questions to may have	To allay fears and concerns
<b>3. How to Guides and Video Tutorial located in Blended Google Drive</b> Watch and read advice from the team on how to do this!  <a href="https://drive.google.com/drive/folders/18cqq08jbwOpx_9ejh546Xl0vK22jR5Uv">https://drive.google.com/drive/folders/18cqq08jbwOpx_9ejh546Xl0vK22jR5Uv</a>  <b>Contents:</b> <ol style="list-style-type: none"> <li>How to access Hwb- video &amp; help sheet</li> <li>How to access Google Classroom – video &amp; help sheet</li> <li>How to access Google Drive and Blended Learning Drive - video</li> <li>How to create a Google Assignment – video</li> <li>How to create a Google Quiz – video &amp; help sheet</li> <li>How to use Loom – help sheet</li> </ol>	Gives video advice of how to use the technology Gives step by step guide and with pictures for reference
<b>4. Top Tips from Research Group</b> See below the ideas and advice from the group	To give advice from group to avoid pitfalls
<b>5. HWB inks</b> Follow these Hwb links to help with developing your skills  <a href="https://hwb.gov.wales/distance-learning/distance-learning-tools-through-hwb/practitioners/">https://hwb.gov.wales/distance-learning/distance-learning-tools-through-hwb/practitioners/</a>	Here are a number of Video tutorials and advice pages
<b>6. Independent You Tube Tutorials</b>  <a href="https://www.youtube.com/user/robobent">https://www.youtube.com/user/robobent</a>	Here a number EP has used, useful to have pictures of screen, short reminders.
<b>7. Blended Learning Buddy</b>	Each staff member has a go to person for help and support via e-mail Open Support from all the RG
<b>8. ZOOM for LOOM Support meeting</b>	Each member of staff can book in with a member of the RG for training

<p><b>9. Each member of staff MUST have an avatar for their email</b></p> <p><b>Please can you follow the instructions below and change your AVATAR- why because too many people in Hwb community with similar names = confusion!!</b></p>	<p>This is necessary as Email has too many people with similar names. Need to get you access to Google for ACCESS TO WEBSITE &amp; SYSTEM!</p>
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**Synchronous Approaches** -here defined as a live event, involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time. Video-conferencing can be carried out through Hwb using Google Meet.

## **Teaching and Learning Guidance from w/c 18<sup>th</sup> January, 2021**

[Watch - LIVE Lesson Training video - EP-Why, What, How!](#)



Below is a summary of where we are with teaching and learning at the moment.



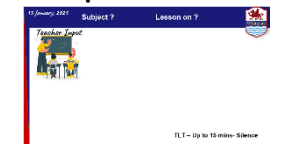
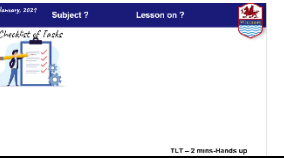

1. Blended Learning is still defined as consisting of three elements. That is, learning via recorded lessons, learning via booklets, work sheets or tasks such as those set on google classrooms, and learning via live lessons for face to face contact and support. <https://gov.wales/schools-coronavirus-guidance>
2. At Whitmore High School we have, via all your work and effort, created a wealth of resources for the first two elements on our Blended Learning website. These are the most time consuming and challenging elements to develop, but you have done it!
3. Sadly, a further period of extended lockdown is now with us. A review date of 29<sup>th</sup> January has been set. If the R rate is not below expected levels, this will be extended until, February half term, in the first instance.
4. Now is the time to add Live Lesson contact to engage, motivate and progress students in their learning. This is because parents know their children will not work on their own! Or pupils are working too much and becoming stressed about their work. Or pupils need some support on what to do and how to do it. Pupils need our direct support.
5. In w/c 4<sup>th</sup> January (mid-week) guidance from the Welsh Government regarding live lessons changed <https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>  
 In January 2021, the guidance was further updated and re-published to take account of feedback from schools and local authorities. The section which had previously outlined the numbers of practitioners required for live-streaming was removed to allow for local flexibility and decision-making.
6. Live lessons will be timetabled periodically throughout a pupil's timetable. Pupils will have access to a pre-determined number of live lessons each day, and a daily live form time session. In other lessons pupils should complete the other two elements of learning, either responding to Teacher Tutorials on Blended Learning Website and or completing tasks on Google Classrooms. This mixture of live lessons, teacher tutorials (Blended Learning Website) and self-study (Google Classrooms) will provide pupils with a variety of learning opportunities to ensure they are fully engaged. In addition, it will allow flexibility for students and parents in use of devices at home.
7. The purpose of the Live form time session is to aim is to meet pupils, support their well-being, as well as to encourage to access online learning
8. The purpose of a Live teaching lesson is to provide opportunities for face to face support for new concepts, to address mis- conceptions, to give feedback and to encourage pupils to work as well as ensuring pupils work in the live lesson

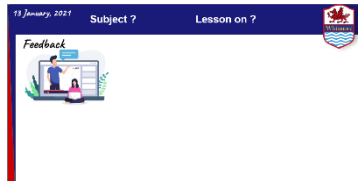
9. Live lessons should use your existing schemes of learning and be viewed as contributing to Blended learning

10. The key aspects of a Live Lesson are:

- Live Teacher Input of up to 15 mins to explain key concepts and ideas
- Pupils Working Independently on tasks, up to 20 mins, with teacher present to support learning
- A register is taken of attendance
- Live Lessons should be up to 45 mins. Pupils need a break between sessions, and staff need to prepare for their next session

11. From the trial lessons in Core Subjects, as well as MFL and Geography, here is a possible Live Lesson structure and top tips

Training Power Point	
Part of the Live Lesson	Top Tips
<b>Lesson Entrance</b> 	<ul style="list-style-type: none"> <li>• The purpose of this slide is to provide a reminder of the guidelines for pupils</li> <li>• This slide could be on the screen when pupils enter as a reminder of expectations (optional)</li> <li>• To set lesson time see technical notes below</li> <li>• Mini- white boards are really useful here, so tell pupils to bring them</li> </ul>
<b>Lesson Starter</b> 	<ul style="list-style-type: none"> <li>• The purpose of the 'Do now' task is to reinforce prior knowledge &amp; focus pupils at the start</li> <li>• Use this time to take a register, ask for cameras on, sight pupils</li> <li>• Use a paper reg on your desk / use your planner</li> <li>• Have print out of pupil photos</li> <li>• <b>TLT - 3 mins - silence</b></li> </ul>
<b>Teacher Input</b> 	<ul style="list-style-type: none"> <li>• Focus on transferring key concepts</li> <li>• Condense previous scheme of work to salient concepts</li> <li>• Explain to pupils, but have short points to pause and check in with pupils</li> <li>• Try using split screen, so you can see pupils check progress and reaction, see technical notes below</li> <li>• No chat during input</li> <li>• <b>TLT – Up to 15 mins MAX – silence</b></li> </ul>
<b>Task Checklist</b> 	<ul style="list-style-type: none"> <li>• Use checking mechanisms to ensure pupils understand what to do</li> <li>• Try using hands up symbol to control responses</li> <li>• Use direct questioning to check understanding</li> <li>• <b>TLT 2 mins – Hands Up</b></li> </ul>
<b>Pupils Working Independently</b> 	<ul style="list-style-type: none"> <li>• The purpose of this period is for pupils to work independently with a teacher available for support</li> <li>• Pupils could undertake Google classroom tasks or complete worksheets, booklets, written or practical tasks either electronically or on paper</li> <li>• Encourage pupils to work completely on their own</li> </ul>

	<ul style="list-style-type: none"> <li>You could ask pupils to turn cameras / sound off and work on their own. Teacher stays in session and mic stays open. You could respond to questions in class stream / chat</li> <li>Teacher will be available</li> <li>Teachers puts a reminder on the class stream of time, ie. 5 mins to go before you need to submit the work. Pause now if you need to ask a question</li> <li><b>TLT Up to 20 mins silence</b></li> </ul>
<b>Feedback</b> 	<ul style="list-style-type: none"> <li>The purpose of this period is to check pupils have completed and submitted the tasks</li> <li>Request all pupils re-join the class, session will stay open you will have to admit them all</li> <li>Remind pupils day of next live lesson</li> <li>Remind pupils of work to complete between live lesson</li> </ul>

## **Subject Teaching / Form Time Checklist Using Google Meets: – w/c 18<sup>th</sup> January**

### **Technical Notes (*based on feedback from staff trials- thank you folks!*)**

- ✓ Each Google Class has a Meets link on the Classroom Banner. This link needs to be sent to pupils.
- ✓ You can do this via the calendar, i.e. copy and paste, this allows the event to be repeated. Great for repeated lessons, i.e. every Monday lesson one. The Meet link will always be there.
- ✓ Or, you can copy the Meets link into the class stream – but needs to be done for every live lesson
- ✓ Or, you can copy the Meets link into an assignment – but needs to be done for every live lesson
- ✓ [Watch tutorial on how to invite pupils to Live Lesson](#)
- For sharing a ppt with the class there are three options.
- When sharing a ppt without sound or video. You can create a smaller window, present in this and still see the pupils [Watch - how to share screen for a ppt and see pupils](#)
- When sharing a ppt with sound or video, there are two options. One is to share via a tab which has the video open on the internet. This allows video and sound to play [Watch - How to share screen via tab to show video](#)
- Or, play the ppt from Google Slides. In this case it could be a ppt, a document, anything open in Google docs will share [Watch - How to share screen via Google Docs](#)

### **Points to remember**

- ✓ When starting the session ask pupils to enter with camera on. It is important we see pupils
- ✓ Take a register, first take a paper register, don't try and do on screen at same time
- ✓ Pupils can only enter the session when you let them
- ✓ Talk for up to 15 mins, but you pause and have a 'mini-check-in' with pupils
- ✓ Do set the pupils tasks to complete, but be available on the chat for questions
- ✓ Do warn pupils, via the chat, 5 mins before the end of the independent section
- ✓ Ask all pupils to leave at the end of the session. The teacher should leave last.
- ✓ You can remove / mute pupils by hovering over their face and these options appear



- ✓ Live lessons are not every lesson! Ensure you set tasks on Google Classroom and the Blended Learning Website for pupils to complete
- ✓ Do enjoy these lessons. This is why we came into the job- to work with children!

## Key principles For Live Learning – safeguarding at the core

- Whether learners are at home or in the classroom, safeguarding and welfare of learners is paramount and takes precedence over all other considerations.
- At all times you should continue to follow the school's setting safeguarding policies. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching or interactions.
- Policies and procedures for reporting incidents of misuse must be followed at all times as practitioners.
- If you have any safeguarding concerns about a child, you should contact the HoY (via email) and the Designated Safeguarding Person (DSP) (Mark Kennedy - [kennedym21@hwbcymru.net](mailto:kennedym21@hwbcymru.net)) ensuring your concerns are reported as soon as possible.
- If for any reason you cannot contact the Designated Safeguarding Person for your school or setting, contact the local authority Children's Services Team and report your concerns.
- If you think a child or young person is in immediate danger then contact the police on 999. Email contacts for Heads of Year. Year 7-Mark Hutton [HuttonM6@Hwbcymru.net](mailto:HuttonM6@Hwbcymru.net) Year 8 – Dai Manley [ManleyD6@Hwbcymru.net](mailto:ManleyD6@Hwbcymru.net) Year 9 - Craig Burrows [BurrowsC19@Hwbcymru.net](mailto:BurrowsC19@Hwbcymru.net) Year 10 - John Lloyd [LloydJ214@Hwbcymru.net](mailto:LloydJ214@Hwbcymru.net) Year 11 - Kelly Thomas [Thomask534@Hwbcymru.net](mailto:Thomask534@Hwbcymru.net)
- Use your teacher planner to list online events and keep a register of attendees. This means take a paper register in the session. Then update the central electronic register as soon as possible.

### Location

If a practitioner is leading a live-streaming session from home, in school or remotely they should:

- choose a neutral location that is appropriate and safe, e.g. a living room, a study or a kitchen or classroom
- reduce the possibility of the lesson being interrupted by other household members or pets or other members of staff. In school use a sign on your door.

### Camera settings

- Carefully consider what is in view of the camera, i.e. check that the background is professional and does not contain images or information that should not be shared or that could be deemed inappropriate. Your classroom background would be suitable.
- **It is recommended that practitioners change their background as standard practice. Blurred is better. If you are using a Mac, try switching to using Chrome as your browser. If not able, then please contact myself, Chloe or Clare Viney for support**
- Be mindful that not all learners will want to switch their camera. However, pupils should be encouraged to do this, especially at the start of a form time session to ensure you can check their wellbeing.
- Please suggest all learners turn their camera on at the start of Form Time, as the purpose is for you to check on their well-being. However, please use your professional judgement here. For example, if a learner is still in bed, or not fully dressed, then perhaps you may leave checking on them visibly until the next day. In this situation, please make a note and inform your Head of Year that you have heard, but not seen the pupil.
- If at first a pupil does not use their camera, please encourage they do this in a subsequent session.

## **Professional conduct**

Practitioners should continue to work in the same professional manner as they would in the classroom. Practitioners should undertake the following.

- Adhere to professional standards of dress when in front of the camera.
- Be conscious that in an online environment remarks are being heard by a number of learners and could be easily misconstrued.
- End the session for all participants, ensuring learners are not left alone and unsupervised in a lesson/session the practitioner has left.
- Please avoid a situation of being in a one to one dialogue with a pupil. In this situation, use your professional manner to suggest that today may not be the best time for a 'catch-up and Chat' or 'a lesson' and say you will arrange another time. Please make a note of the date and time of any situations where you are in a one to one live event with a pupil and inform the DSP - Mark Kennedy.
- Be mindful of the need for confidentiality; especially if live-streaming a lesson from a venue where other adults or children are present.

## **Learner behaviour and etiquette**

Setting out acceptable behaviours and expectations from the outset is essential for ensuring an effective and orderly lesson or session.

Practitioners should undertake the following:

- If this is the first time that lessons/sessions are delivered online, it may take some time for all parties (staff and pupils) to become familiar with the new environment.
- It would be beneficial for teachers to explain in a positive and professional manner the purpose of the sessions (Catch-up and Check in) and the ground rules of how the session will work.
- Explain pupils should have their camera on at the start of the session to say hello. Then they have the option to turn the camera off, unless the teacher says otherwise.
- Once pupils have said hello, they should set themselves to mute.
- Explain the ground rules at the introduction of the lesson/session, e.g. who can speak, how to ask a question or ask for help.
- Pupils should use the hands up option and should let one person speak at a time.
- The teacher controls the settings, and the teacher will direct whose turn it is to speak and respond to questions.
- The teacher should end the session for all. This will ensure all parties leave the session.
- Clearly parties should agree that a normal 'classroom standard' of behaviour is expected from all participants
- The purpose of live sessions to create a positive sense of wellbeing for learners as well as to support and develop them with their learning. Therefore, if a student is not responding positively to the call it may be advisable to suggest, politely, that meeting today is not working well for them, that they may let to leave and you could speak to them later to arrange another time to catch-up.

## **Frequently asked questions**

### **What do I do if a learner joins the class from an inappropriate location?**

Ideally learners would log into the class from a communal area in their home. In some circumstances this may place an unreasonable burden on family spaces. Practitioners should assess each situation and discuss with their Head of Year and or their Designated Safeguarding Person (Mark Kennedy) if they are uncomfortable with the location(s) learners are logging in from.

**A learner speaks or behaves inappropriately in a video-conferencing or live-streaming lesson/session – how do I react?**

All the normal standards of behaviour apply in the online classroom. Although learners will not be in a normal classroom environment, where possible, issues should be dealt with in the same way as they would have been if the incident had taken place in a normal classroom environment. In this situation, please log incidents on SIMS (if in school) and via email to the Head of Year if working remotely.

**A learner shares something inappropriate on their screen – what do I do?**

Practitioners can remove learners if they are behaving inappropriately. Please follow school behavioural policy, i.e. warn and advise pupil on the appropriate behaviour. However, for extreme behaviours and/or continued inappropriate behaviours you are able to remove a person from the live classroom. To remove someone in Google Meet:

1. On the right, go to People.
2. Point to the person, and then click Back arrow.
3. Click Remove.

If something inappropriate is shared on the screen, practitioners should end the lesson/session as soon as possible and raise the issue with the Designated Safeguarding Person – Mark Kennedy. All learners in the room can then be contacted as soon as possible after the event to inform them of what happened, and what the arrangements are for future lessons/sessions.

As per safeguarding guidelines, the practitioner must write a full account and record in the usual way.

**What do I do if learners log on to the lesson/session dressed inappropriately?**

This should be dealt with in the same way as it would be in a face-to-face classroom setting and also in accordance with the agreed rules of behaviour. Setting clear expectations at the outset should help reduce this.

**A learner asks for a one-to-one online chat about a serious issue that is concerning them. What is the protocol for that?**

Supporting a learner must be a priority for the member of staff. Where a learner needs to discuss a serious issue, this can be undertaken in line with the school's safeguarding policy and procedures. In this situation suggest the pupil is contacted by their Head of Year. You then need to contact and inform the Head of Year and Designated Safe Guarding Officer by email immediately.

**A practitioner sees or hears something during online contact which causes them concern.**

If during online contact with a learner a practitioner sees or hears anything in the background that causes them concern, or if the learner's behaviour causes them concern, they must refer the matter to the Designated Safeguarding Person and follow their school's usual safeguarding policy. In this situation, you do not comment upon the concern with the student, nor do you ask them about it. You do need to immediately make a note of the details of your concern, writing down precise facts including date, time, and location of the event. Then you should contact and inform the Head of Year and Designated Safe Guarding Officer (Mark Kennedy) by email immediately outlining your concerns and stating the day, date, time and location. Please do not hesitate about a matter of potential safe guarding however small you feel it may be. The purpose of Form Time is very much to have 'eyes on' pupils to support their wellbeing.