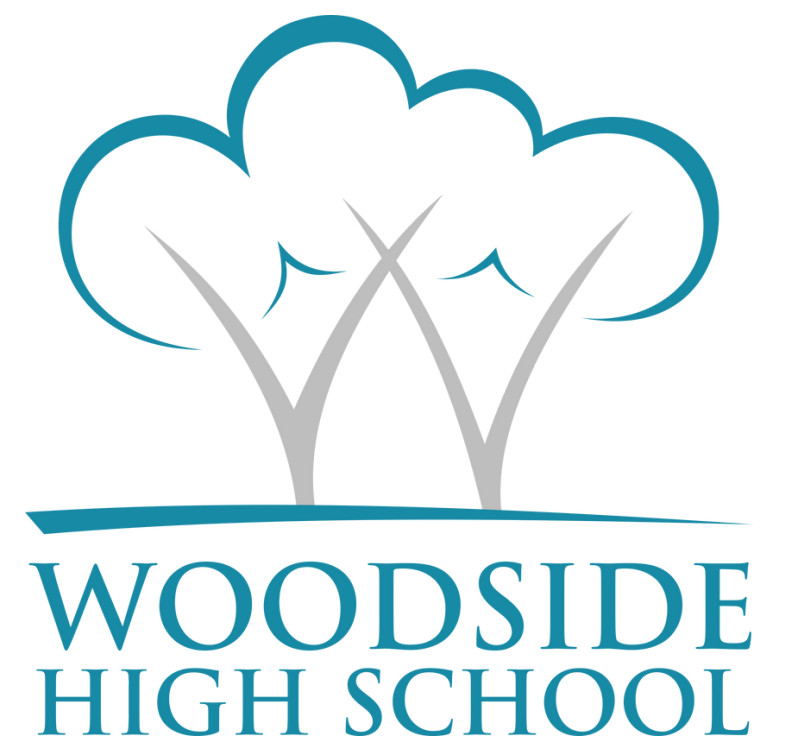


# Expectations For Teaching and Learning At Woodside

**Vision statement:** *To provide exceptional educational experiences for every child, every day*



## Curriculum and Lessons here at Woodside

- We expect that curriculum plans align with our curriculum intent. The curriculum plans are coherent so that learning is well sequenced and builds students towards the rigour of GCSE.
- We ensure that home learning is explicitly planned within the curriculum to ensure that knowledge is secure.
- We aim to clearly plan formative assessment into lessons to teach responsively so that knowledge gaps and misconceptions are dealt during subsequent lessons.
- We believe that formative and summative assessment information should be used to modify and adapt curriculum plans and devise interventions.
- We are working to implement disciplinary literacy in subject specific reading, writing, speaking and listening tasks in all lessons. We aim to have our students 'Read like a historian' or 'Speak like a geographer' as they 'Write like a literary critic.'
- We use academic reading strategies such as call and response, choral reading and teacher led reading (like form time Read Aloud) over less effective student led approaches. We are all responsible for improving the reading fluency of our students.
- We explicitly teach and model tier 2 and tier 3 vocabulary. Students are provided with key word lists, glossaries or knowledge organisers. We use models such as SEEC, Frayer and Call and Response to embed challenging vocabulary.
- We use Bedrock Vocabulary to consolidate new vocabulary. This is one of our main homework platforms and is utilised by several different subject areas.
- When planning lessons our teachers ensure they use their knowledge of cognitive load theory to ensure that lessons show opportunities for children to build their schema of knowledge by linking to prior knowledge.
- We expect that teachers expert modelling skills and well planned exemplars to provide high quality examples.
- We favour the use of I do, we do, you do to support and scaffold learning appropriately for all learners.
- We expect that teachers plan guided independent practice into their lessons.
- We aim for students to learn metacognitively and teachers to teach in a way that supports the self regulated learning of students.

# Staff Professional Development

At Woodside High School, we take staff development seriously, as it is fundamental in providing the students with the best possible education and the most equitable classroom experience. Teach First and Newly Qualified Teachers (NQTs) along with all staff new to Woodside are provided with comprehensive training to develop excellence and ensure high standards.

Furthermore, all teachers participate in regular professional development through a programme of INSET days and Twilight training sessions throughout the year.

Inset and twilight sessions we have previously offered:

- Disciplinary literacy- Reading Fluency and Explicit Vocab Instruction
- T&L Framework- implementing and using Progress Teaching
- HODS and coaches- Designing effective CPD on Metacognition
- Use of cold calling and retrieval practice to improve student engagement

## Incremental Coaching

All teaching staff and teaching assistants participate in incremental coaching on a biweekly basis. At Woodside we have 14 fully trained teacher coaches and 4 teaching assistant coaches. Incremental coaching is a regular, frequent and ongoing cycle of short lesson drop-ins and action-based follow-up conversations to help staff develop specific aspects of practice. One-to-one coaching is tailored to each member of staff's needs and is highly confidential. Importantly, it fits in with existing timetables and remains separate from performance management.

## Learning Communities

Coaches lead on and support in weekly Learning Communities with groups of staff from a range of subjects. The 15 minute session is a reflective, inclusive professional discussion linked to a current area of research or practice.

Colleagues feedback on the impact of a strategy, their experience and best practice across the school. Academic reading also informs these conversations and they are rooted in prior training from INSET or Twilight sessions that are directly linked to the SDP, such as: the embedding of the 'effective teaching of disciplinary literacy and metacognitive strategies throughout our lessons'

## Opportunities for personal development

Staff are encouraged to pursue their own interests in developing their teaching practice. Staff can pursue the following avenues for improving their teaching performance and contributing to the pursuit of our school vision:

- National Professional Qualifications in Curriculum, Middle Leadership, Literacy, Senior Leadership
- Conversational Curriculum Course, the HUH Academy led by Mary Myatt and John Tomsett
- Teach First Leadership Training
- Disciplinary Literacy subject specific courses with the National Literacy Trust
- Becoming a coach within our Incremental Coaching programme and actively improving the performance of your fellow professionals
- Gaining coaching accreditation after a period of coaching