



Teaching  
Learning &  
Professional  
Development

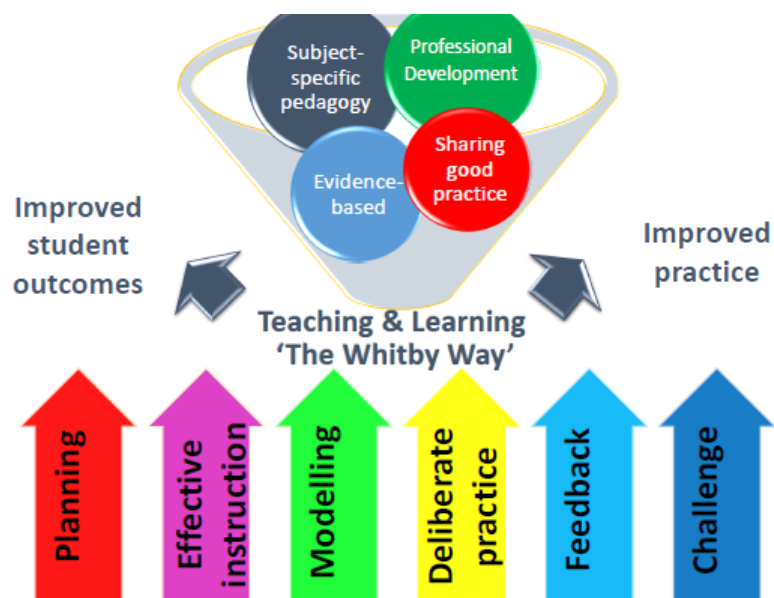
THE  
**WHITBY**  
**WAY**

## Teaching, learning and professional development 'The Whitby Way'.

The Whitby High School aims to **Prepare** students for the future; support all to **achieve** their best; **care** for themselves, others and their environment and **enjoy** education and all the joy it can bring.

We have developed our own model for teaching, learning and professional development 'The Whitby Way'. This is an ongoing, collaborative process which includes the whole staff, smaller curriculum leader and senior leadership teams, as well as our Student Voice representatives. The model has improved practice and student outcomes at its centre and is underpinned by research/evidence from a broad range of sources and the DfE Standard for Professional Development. The AHT leading this area is a Teacher Development Trust associate and designed the model with input and guidance from David Weston as part of the TDT associate programme. The model is intended to act as a basis for continually improving teaching, learning and professional development in order to ensure that our expectations as a school are clear, our standards are high and our students get the best possible opportunities and experiences through our curriculum.

***"Every teacher needs to improve, not because they are not good enough, but because they can be even better."*** Dylan Wiliam



The four main professional development components of the model are **subject-specific pedagogy**, **evidence**, **sharing good practice** and **professional development** – these naturally overlap as they inform each other.

**Subject-specific pedagogy** – it is important to us that subject teams are able to develop pedagogy that is specific to their subject. This can be seen in our department training sessions, as well as the afternoon session of each INSET day where time is given for subject areas to build on the theme of the morning session in a subject specific context. We believe that subject leaders know their areas best and should be empowered to become CPD leaders for their areas. As such, leaders have developed CPD plans for their teams in line with their priorities. We have made space in our calendar for subject teams to meet more frequently to work collaboratively on curriculum development; share ideas and good practice and talk about teaching.

**Evidence** – we are on a journey as a school to becoming more research/evidence literate and engaged. There are 2 Research Leads in school who have completed an Evidence-

Based Education programme led by Dr Stuart Kime and who act as 'signposters' and champions of evidence and research. Our Teaching & Learning steering group rely heavily on research/evidence to inform what we do – this has included a huge change in the way that we evaluate the quality of learning and teaching in the classroom. The language of evidence is becoming much more embedded in our daily practice.

**Sharing good practice** – we know that there is a huge amount of good practice in our school but that we needed to improve the way that this practice was shared. We have made great progress with this in recent years both within our school and also as an outward-looking school where we are part of numerous clusters, partnerships and networks. Within school we are embedding peer observations for staff who do not get to see other teachers in action as part of their role. Teachers regularly share good practice in departmental training time as well as our 'Spotlight' sessions in staff meetings. Staff lead carousel sessions focused on specific elements of practice in our INSET time.

**Professional development** – we know that high quality professional development empowers, motivates, develops and retains staff – ultimately leading to improved student outcomes. Professional development takes a wide variety of forms – many of which have been covered above. This year a focus is on ensuring that all of our professional development activities are 'sustained and coherent', have clear intentions (linked to school/department/personal professional priorities) and impact and are high quality. We have established 'career stage' CPD which meets the specific needs of our staff, as well as resourcing external activities and expertise where necessary. Additionally, staff can opt-in to professional development activities/programmes such as NPQs and Mental Health First Aid. The CPD menu shows some of the opportunities on offer to our staff.

**The six 'threads' of teaching & learning** have been drawn from a large amount of reading, research, collaboration, experience, staff and student voice. We felt it was important to build a common understanding of what we thought needed to underpin teaching and learning 'The Whitby Way'. There is development to be done on all six of the threads and these will form the basis of professional development over the next 2 years.

**Curriculum review and development** is an on-going process. Key stage 3 subject curricula have been fully reviewed with teams guided to consider key questions about the 'powerful knowledge' in their subjects. The sequencing of topics has been carefully designed to ensure that concepts are taught coherently with building challenge and accumulation of knowledge and skills along the way. At key stages 4 and 5 this process is ongoing and will be completed by the end of the academic year.

## Planning

Informed by prior learning;

Careful and thoughtful sequences of learning to build knowledge over time and aid retention;

‘Reverse engineered’ – what do students need to know/understand/be able to do by the end of the lesson/SoL/year/course?

Key knowledge and concepts explicit, shared and common across teachers and groups;

Collaborative – share resources, ‘pre-mortem’, common misconceptions, what worked?

Regular, well-designed assessment to check understanding;

Feedback planned and time given to act on it.

## Effective instruction

Build on and link to prior knowledge and understanding to help new learning ‘stick’;

Clear and detailed explanations;

Use models to exemplify as appropriate;

Check understanding through questioning;

Present new learning in appropriate blocks;

Revisit/overlearn/retrieve knowledge to embed in memory;

Well-developed subject and specification/curriculum knowledge;

Consider misconceptions – what do students sometimes find tricky with this concept?

## Modelling

Model processes as well as outcomes;

Worked examples used to demonstrate processes ;

Use models to pre-empt misconceptions/ misunderstanding;

Raise expectations/standards through use of high quality models;

Model learning and scholarship;

Use live feedback (using visualisers) to guide students through the process of developing their work;

Model the use of high quality spoken and written language as well as subject-specific vocabulary.



## **Deliberate practice**

Plan frequent opportunities for students to practise, rehearse and apply their learning;

Tasks should be challenging and encourage students to 'think hard' about their learning;

Extended writing should be a regular part of deliberate practice as appropriate in each subject to develop students' 'stamina' and literacy;

Provide appropriate 'scaffolding' for students as they practise;

Plan tasks that aim to embed learning by retrieving past knowledge and building on it;

## **Feedback**

Feedback comes in many forms and should be a feature of most lessons;

Meaningful, manageable and motivational;

Feedback should inform planning;

TWHS feedback strategies have been developed to guide consistent and impactful feedback and must be used;

Provide opportunities to demonstrate reflection, engagement, improvement & development;

Encourage students to take pride in their learning, literacy & their work;

Focus on the quantity, quality & rigour of students' work.

## **Challenge**

Our students deserve to be taught challenging, powerful content and topics to help them to make sense of the world.

Staff must be aware of their students' needs, strengths and barriers and how to best support learning;

Challenging concepts should be scaffolded with new knowledge linked to existing to aid learning;

Staff must challenge students' expectations and standards in all aspects – attitude to learning, presentation, literacy/language, behaviour etc.

Staff must challenge students to question their own ideas, beliefs and understanding.

## Continuing Professional Development opportunities 2019-2020

### Newly Qualified Teachers

- NQT induction programme
- Subject mentoring
- NQT/RQT network

### Recently Qualified Teachers

- NQT/RQT network
- Participate in working groups

### Subject specialists

- Subject development courses
- Subject mentor
- Leading working groups

### Middle Leaders

- PiXL Middle Leaders programme
- Subject cluster groups
- New to leadership coaching

### Senior Leaders

- PiXL Outstanding Leaders programme
- NPQ qualifications
- New to leadership coaching

- Subject specific CPD activities planned & commissioned by subject leaders
- External courses
- Peer observation
- ‘Reading Research’ group
- Shadowing opportunities
- Working groups – Literacy; A,G&T, Teaching & Learning, Attachment, Rainbow Award
- ‘Systems’ CPD – e.g. SIMS, SISRA
- New staff induction programme
- Mental Health First Aid
- Online CPD – The Key, FutureLearn
- Attachment Friendly School training
- Safeguarding training
- ERASMUS visits
- Coaching & support programme

