

Temporary Appendix to The Magna Carta School's Teaching and Learning Policy - July 2020

Guidance from the DfE (2/7/20) challenges the teaching and typical practice of all teachers. Therefore this appendix hopes to take the principles of our Teaching and Learning Policy and reformulate them in light of the measures required as part of the Covid 19 pandemic.

The following advice is given in response to the specific challenges that arise from these measures:

- Prioritising in our teaching the most important components for progression in a subject.
- Year 7 and 8 being taught in base rooms.
- Year 9 being taught in base rooms apart from their option subjects.
- Years 10 and 11 potentially not being taught in specialist classrooms.
- 2 metre social distancing from all students.
- Regular and effective formative assessment in light of the context outlined above.

How can the Impact of Teaching and Learning be Maximised During these Measures?

Planning for Learning Across Lessons

- **Plan for new material to be taught in small steps that build on each other over time.** Students have limited working memory, and build new learning on the foundation of previously stored knowledge, skills and understanding. *This is why knowledge organisers and fundamentally important, as they share the core requirements of each element of our curriculum.*
- **Regularly provide worked examples, worked diagrams and talk students through your thinking when modelling a task.** Students need concrete examples to use in their learning. Strategies such as “I Do, We Do, You Do” are invaluable for this.
- **Anticipate errors and mistakes, and plan your scaffolding around this.** We cannot give our usual 1:1 support as required with social distancing, so we need to plan accordingly and respond to this in our teaching. Talking students through examples will help with this, as will sharing common misconceptions for each topic in your lesson PowerPoint for example.

Precise and Highly Effective Questioning is Vital

- **Make “no hands” questioning your default and minimise the use of “hands up” questioning.** This is a big change in the T&L Policy for 2020/21 anyway, but with social distancing we will not be able to circulate around a class for formative assessment as most of us did previously. Questioning may well become the main formative assessment in many of our lessons. *Therefore only asking those students confident enough to raise their hands will not support our future lesson planning or accurate assessment of learning.*

Review Previous Material Regularly

- **Every lesson should review previous learning.** This re-activates recent material for students so they can link upcoming knowledge and skills to it. Forgetting is a natural process we have to reverse by deliberately building our students' long term memory.
- **Re-teach material if needed.** Regular and effective assessment will reveal this, and our teaching should respond accordingly. This could be done in class or through home learning as required.

Plan for Students to Practice Using their Knowledge, Skills and Understanding In and Across Lessons.

- **In addition to the usual practice activities of subject content, students should be encouraged to rephrase, elaborate and summarise new material in order to store it in their long term memory.** Creating a revising aid after a key topic or improving simple exam responses would be highly effective here.
- **Student practice should challenge them slightly beyond their current capabilities.** Rising to challenges is engaging and rewarding for all, and difficulty rather than simplicity is “desirable” for learning.
- **Provide students with opportunities for independent practice.** Without this students will struggle to become fluent and truly “learn” the material.