

**Walthamstow Academy**  
**Teaching and Learning Framework**  
**During COVID-19 Pandemic**



**A. Introduction**

This framework sets out the principles of Teaching and Learning at Walthamstow Academy during the return to school after the COVID-19 school closure. It is underpinned by:

- Rosenshine's Principles of Instruction and the Instructional Core
- Cognitive science and evidence informed practice
- Curriculum implementation of powerful knowledge
- DfE Guidance for Full Opening of Secondary Schools

**B. Bubbles and Social Distancing**

1) All students will remain in their year group bubbles at all times. Students will not study, attend intervention or attend extra-curricular sessions with students from other year group bubbles.

2) For the majority of Key Stage 3 lessons, students will be taught in streamed form group bubbles and will remain in the same room for all lessons.

a) The only exception to the class bubbles is that for MFL and PE lessons, students will mix within their half of the year (A, B and C = X Band and D, E, F and G = Y Band)

b) Teachers with specialist classrooms (e.g. Drama, Art, Music) will collect their class from their Key Stage 3 form room at the start of a lesson and walk them in single file to their specialist classroom

3) Key Stage 4 students will be taught in dedicated year rooms for their English, Maths and Science lessons in their X and Y bands. Key Stage 4 students will disband from their X and Y bubbles and move into whole year group bubbles for their options subjects, which will either be taught in subject specialist classrooms (e.g. DT, Art, Drama) or in their Year group base classrooms.

4) In a classroom setting, all students must sit in rows facing the front of the room. Students must not face each other or sit 'side on', where one student faces another from the side.

5) Classrooms will only have the minimum amount of desks and chairs needed for that classroom's largest number of pupils. All spare furniture will be removed from the classroom to create space.

6) The strict requirement for social distancing amongst students is mitigated by keeping students in small bubbles for the majority of the school day. The exception to this is year group bubbles congregating together at break and lunchtime.

7) Teachers and support staff must maintain a minimum distance of 1-2m (*to be confirmed*) from students and each other at all times in the school day. All staff can choose to wear plastic visors for extra protection, should they wish. Requests for staff plastic visors should be made to Leanne Pittson.

8) Students can touch resources briefly handled by teachers (as the risk to students is extremely low). Teachers must avoid frequently touching resources handled by the students. Teachers can leave worksheets and booklets at the front of the classroom for students to collect as they enter the room. If students are already seated when a teacher enters the room, teachers can give resources to students on the front rows to pass them to the students behind them.

9) Key Stage 3 students can keep their exercise books, reading books and textbooks in their Key Stage 3 form rooms if they do not need to take those resources home to complete homework. Students can keep their exercise books in a stack in the top corner of their desk. Key Stage 4 and 5 students will keep their own exercise books, folders, reading books and textbooks in their bags and take them home each day.

10) All students are expected to bring almost all of their own stationery to use in school each day (as outlined in the student equipment page of the staff handbook and student planner).

### **C. Rosenshine's Principles of Instruction and the Instructional Core**

1) We follow the framework of I Do → We Do → You Do for all sequences of learning at Walthamstow Academy and this will remain in place. Teachers must bear in mind that many more of our lessons will be double lessons this academic year and so the instructional core will need to be adapted to accommodate 120 minute lessons:

- a) There may be multiple 'I Do', 'We Do', and 'You Do' sections within one double lesson, and the structure may not always be a strict 'I → We → You'.
- b) 120 minute lessons will need to include a variety of activities within the lesson, as part of the multiple 'We Do' and 'You Do' sections of the lesson to ensure that students are focused on their learning for the entire lesson e.g. class discussion; scaffolded tasks; low stakes quizzes; peer marking; short answer writing; extended writing.
- c) Please see Appendix A - the instructional core overview (originally shared in January 2020 INSET), which has been updated in light of the DfE Full Opening guidance.

2) Each lesson will begin with a 10 minute 'Do Now' which incorporates review of prior knowledge via a Low Stakes Quiz (whether that is from the previous lesson, week, month or longer is at the discretion of the teacher and the planned interleaved curriculum map).

3) The 'I Do' sections of the instructional core are of paramount importance whilst we teach within this framework:

- EDI
- Teacher annotation on the board
- Modelling
- Scaffolding learning
- Success criteria

Teachers must ensure that the students are given all of the knowledge, skills and instructions needed to then complete the 'We Do' and 'I Do' sections of the lesson independently, as the teacher may not be able to circulate the room with intent to check for student understanding (e.g. this will not be possible in classrooms with 30 students present).

4) The 'We Do' sections of the instructional core will rely upon:

- Teacher questioning
- Guided student discussion
- Peer assessment
- Self-assessment

5) The 'You Do' sections of the instructional core will involve students working independently.

- a) This will be most successful when the 'I Do' and 'We Do' sections of the learning sequence have enabled all students to understand the new knowledge and skills in enough detail to then apply them independently to their own work.
- b) The 'You Do' sections of the lesson may need to be chunked into smaller sections, broken up by whole class questioning, peer assessment or self-assessment in order for the teacher to check for student understanding and enable the students to obtain a high success rate.

6) Students can request feedback from their teacher in a lesson by:

- a) putting their hand up and asking questions about the work they are completing
- b) reading aloud some of their writing, or an answer, or showing a skill to the teacher
- c) using the classroom 'Feedback table' (an exam desk set up in the room):

- i) A student puts their hand up and requests to place their work on the feedback table
- ii) The teacher grants this request and the student places the work on the feedback table
- iii) The teacher then takes a photo of the work with their laptop
- iv) The student returns to their seat with their work
- v) The teacher reads/ assesses/ checks the work on their laptop screen and offers the student verbal feedback and support

d) following a procedure which has been agreed by the department as suitable for giving feedback in that subject area

7) For further guidance on issuing feedback to students, please see Appendix B – Feedback Policy.

8) Written work/ homework should not be physically submitted to the teacher during a lesson. Students can submit work via number of means:

a) Students can upload photographs of the work completed in their exercise book in a lesson to a Google Classroom assignment as part of their homework for that lesson. The teacher can then read the work and provide whole class feedback in a subsequent lesson.

b) Students can be set extended writing tasks/ reading comprehensions/ work which checks students understanding on Google Classroom as a homework assignment, which students can submit for whole class feedback

c) Sixth form students can take photographs of their work and upload these photographs to Google Classroom for their teacher to read during/ immediately after the lesson

d) Students can hand in work on paper, and a nominated student can leave the stack of paper in a convenient place in the classroom, which must then not be touched by the teacher for 48 hours before they take it away to read for whole class feedback or mark. Alternatively, the teacher could put on a pair of gloves to transport the work to a department office to store for 48 hours; the gloves need to be placed in the bin as soon as the work has been transported.

d) students can follow a procedure which has been agreed by the department as suitable for student work submission in that subject area

#### **D. LSAs**

1) A separate LSA 'Ways of Working' framework is provided for everyone to guide their support of students in lessons.

#### **Appendices:**

Appendix A – p.4 - Rosenshine's Instructional Core at Walthamstow Academy

Appendix B – p.5 – Feedback policy

**Appendix A**  
**Walthamstow Academy – Rosenshine’s Instructional Core**

Instructional Core	Looks Like...
I Do – Part a	<b>Teacher</b> delivering EDI <b>Students</b> listening in silence
I Do – Part b	<b>Teacher</b> delivering EDI/ sharing a model and occasionally asking questions <b>Students</b> listening in silence; answering questions when appropriate
We Do – Part a	<b>Teacher</b> uses a range of questioning strategies/ holds class discussion to check for understanding <b>Students</b> answer questions and engage in class discussion
We Do – Part b	<b>Teacher</b> sets ‘think time’ activity for students and manages student engagement <b>Students</b> complete ‘think time’ activity with peers and asks teacher questions they might have
You Do – Part a	<b>Teacher</b> sets an independent activity; stops ‘You Do’ to re-teach if misconceptions arise based on work being brought to teacher via feedback table or other department strategy <b>Students</b> complete independent activity; ask teacher for feedback when needed
You Do – Part b	<b>Teacher</b> requests students to bring work to feedback table (or other centrally agreed department strategy) in order to gauge student understanding <b>Students</b> complete independent activity; ask teacher for feedback when needed

**Appendix B**

## Walthamstow Academy – Feedback Policy

	<b>There will be feedback in the form of...</b>
<i>Every Lesson</i>	<p><b><u>Teacher/ Peer Feedback in the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Highly interactive EDI, with the teacher constantly checking for student understanding.</li> <li>• “Live marking” = checking and correcting the written work of a few individuals, using the feedback table in lessons.</li> <li>• Targeted questioning to check understanding and responses of all students using the strategies outlined in the Questioning pedagogical approach booklet.</li> <li>• Regular mini-plenaries built into each lesson, where the teacher checks for student understanding in order to help students learn new material/ skills.</li> <li>• Teachers monitor students’ independent practice during lessons through regularly questioning students, using the feedback table to check student work and offering feedback where necessary.</li> </ul>
<i>During Lessons</i>	<p><b><u>Low Stakes Quizzes and AFL</u></b></p> <ul style="list-style-type: none"> <li>• A Low Stakes Quiz will take place during the ‘Do Now’, reviewing the knowledge gained that week, or that half-term, or what knowledge has been retained from a previous unit of study, then peer or self-marked with the teacher noting those who need extra support.</li> <li>• Students provide feedback for their peer or critique their own work in green pen, with strong teacher verbal guidance to ensure quality of feedback.</li> </ul>
<i>Outside of Lessons on a regular enough basis to ensure teachers know student understanding and misconceptions</i>	<p><b><u>Student Work – Teacher Feedback</u></b></p> <ul style="list-style-type: none"> <li>• In order to read student work and then be able to offer feedback, teachers will either: <ul style="list-style-type: none"> <li>a) set regular assignments for students to complete on Google Classroom</li> <li>b) ask students to upload a photograph/s of their written work completed in lessons to Google Classroom after the lesson</li> </ul> </li> <li>• Teachers will read their class’ work and then make notes on the work completed by their students in their class marking folder noting: <ul style="list-style-type: none"> <li>○ What are the common misconceptions/ mistakes? (content, assessment criteria and SPaG)</li> <li>○ What needs to be retaught and how?</li> <li>○ Which students struggled in particular and may need extra help from now on?</li> <li>○ Which students produced excellent work which can be shared with the class?</li> </ul> </li> <li>• These notes are then used to form the basis of the next lesson/s where 1) <b>key content is retaught</b> where needed and 2) <b>students complete DIRT tasks to improve their skills</b></li> </ul>
<i>Each Half Term</i>	<p><b><u>Exams, PPEs and Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Marked by teachers at least once per assessment cycle (KS3) or in line with the Pre Public Examination calendar (KS4 and KS5). More frequent assessment is at the discretion of the teacher/ department.</li> <li>• Examinations and assessments can be completed on paper and must then be left untouched for a period of 48 hours before teachers can touch them and begin to mark the students’ work.</li> <li>• Percentage scores/ Grades/ KPI feedback given to students.</li> <li>• Written feedback may be given by teacher; whole class feedback is given to class in the form of a lesson.</li> <li>• Students complete DIRT tasks following receipt of test scores and whole class feedback.</li> </ul>