



# The John Kyrle Way:

Our shared expert teaching principles.

High Quality Leadership

Feedback to Feedforward

Expert Teaching

Ambitious Curriculum

Student Engagement

Professional Learning



T

Teaching  
and Learning

E

Engagement

A

Academic  
Outcomes

C

Community

H

High Quality  
Leadership

## Intent:

At John Kyrle High School, we are dedicated to providing an exceptional, inclusive learning experience for all our students so that they are supported in making substantial and consistent progress during their secondary education. This should be regardless of their prior attainment or perceived barriers. Ultimately, our purpose is to empower all John Kyrle learners to find suitable employment and to happy, healthy and successful members of the global 21<sup>st</sup> Century community. Through evidence-based and experience led approaches, we aim to:

- Give all of our learners access to powerful knowledge, building cultural capital and giving them the very best life chances;
- Maximise student engagement and participation;
- Move beyond labels: understand and build relationships our learners to see their strengths and support their needs;
- Promote learning as a shared responsibility between teachers and learners;
- Promote a vibrant, innovative and supportive environment for learners, teachers and support staff;
- Improve the quality of teaching and learning together while upholding the Teachers' Standards.
- Promote learning for life: encourage learners to enjoy learning for its own sake: acquiring a range of skills, aptitudes, and personal qualities that will enable them to navigate their future with resilience, effective communication, teamwork, and metacognitive skills.

There are three main sources that have informed the Teaching and Learning Policy. The primary source is 'Making Every Lesson Count' by Allison and Tharby (2015). This distils teaching and learning into 6 core principles explained in more detail below, and is based on robust educational research and practical wisdom. The second source is Rosenshine's Principals of Instruction (2012). Again, based on research from cognitive science and the classroom practice of skilled teachers. The third is Doug Lemov's highly regarded 'Teach Like a Champion 3.0', which informs many of the classroom routines in this policy.

This policy also provides further references and reading in the last section and should be read alongside the supporting resources provided.

## Implementation:

### Key Features of The John Kyrle Way Teaching and Learning Policy:

**Curriculum Design:** We have a carefully structured and ambitious curriculum that builds schema over time and ensures learners revisit and consolidate learning. Powerful skills and knowledge are prioritized.

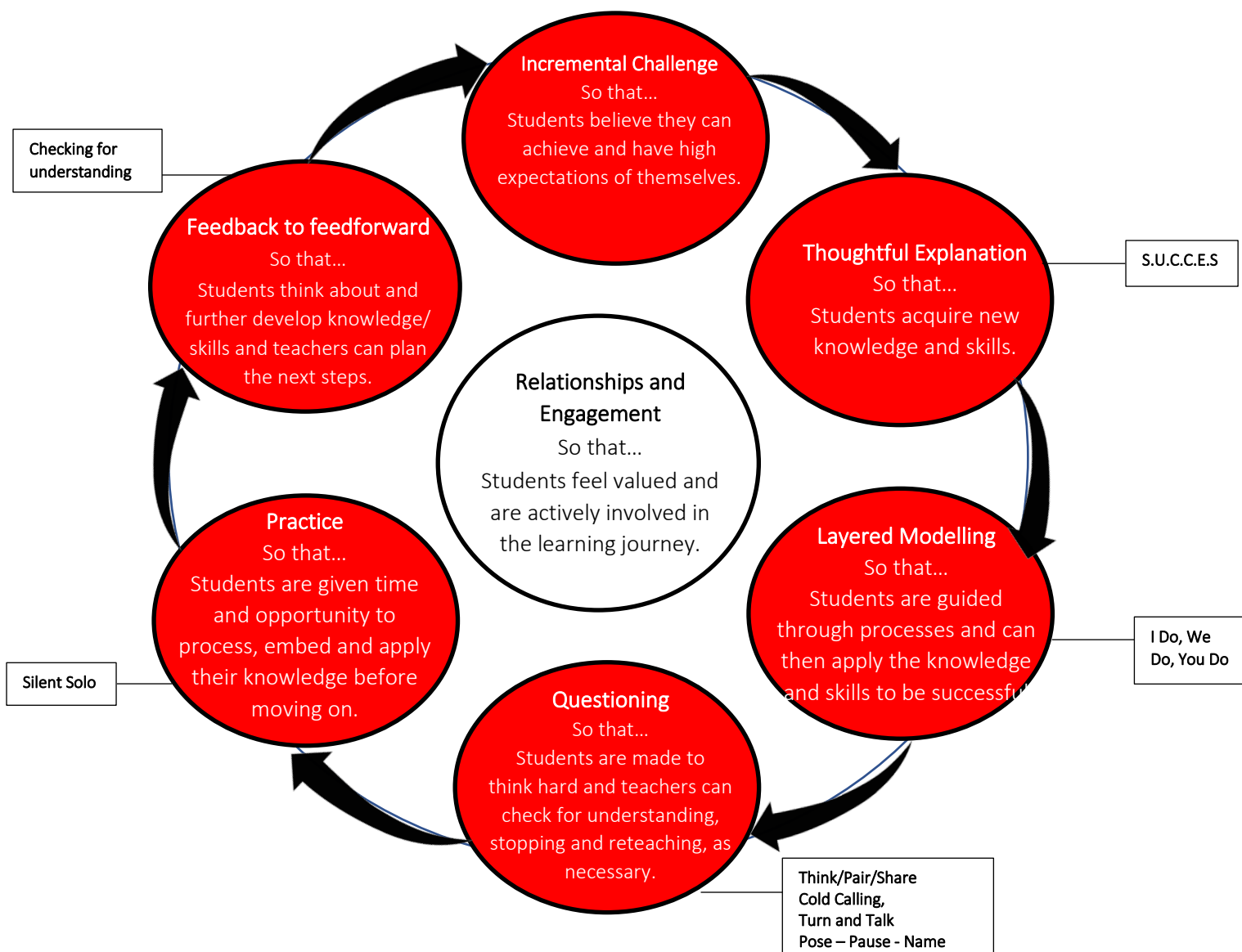
**Lesson Design:** Teachers strive for the highest standards of subject knowledge and stay updated with relevant pedagogical thinking and developments. This informs lesson planning which considers individual, class, school, and community contexts. Teachers plan lessons that align with the principles of The John Kyrle Way and the six pedagogical principles discussed below. A challenging learning objective for all learners will be clear from the start of the lesson.

**Differentiation and Inclusivity:** Differentiation occurs in the support provided to students, rather than in the content taught. All students have access to the same core curriculum content within a subject, with individualized scaffolding, questioning, and support provided as needed. Inclusivity is at the core of our approach, ensuring learning is accessible to all students. Lessons are planned to cater to the needs of all learners, providing support, where necessary, while teaching to the highest level for every student.

**Relationships and Engagement:** lie at the heart of our 6 expert teaching principles because ‘relationships are key to successful, inclusive teaching. The adults in the room need to know their children and the different ways of relating to them<sup>1</sup>.

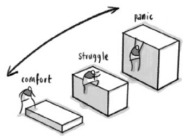
Teachers model expected behaviours and language, treating all learners fairly, consistently, and with respect. Teachers take pride in creating and maintaining safe, welcoming, and engaging learning environments. They take steps to create lessons that foster curiosity, inspiring critical thinking and a passion for the subject. The classroom environment should promote resilience: students should feel safe to make mistakes and motivated to try again.

Teachers set high expectations for behaviour, academic attainment, full participation, and effort, instilling a sense of pride in students' work. Praise, rewards, and constructive feedback are used to motivate and encourage all learners. Teachers challenge substandard work and effort. Consequences are used fairly, privately and as a last resort after de-escalation strategies have been employed. Restoring positive relationships is a priority after issuing consequences.



<sup>1</sup> The Inclusive Classroom p.23

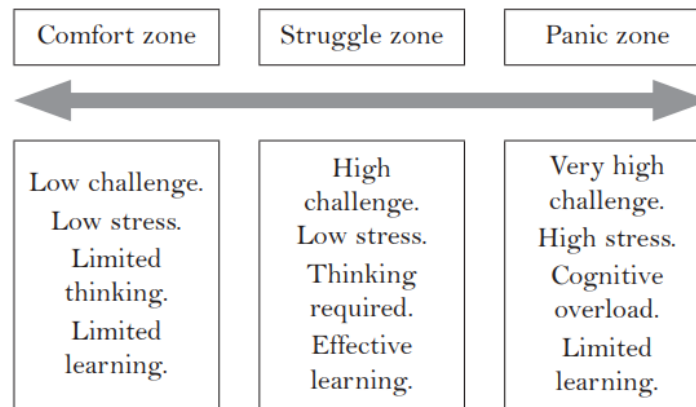
# The 6 Expert Teaching Principles of The John Kyrle Way:



## 1. Incremental Challenge:

Lessons are planned to meet a suitably challenging learning objective but then take into account students' starting points, with high expectations for all students. Teachers consider each student's needs and provide appropriate support and scaffolds to ensure all students can engage successfully with the learning.

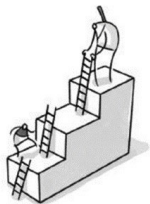
The aim is to keep students in the struggle zone. 'Useful learning will not occur when there is too much new material for our working memory'<sup>2</sup>



**New knowledge and skills are presented in manageable 'chunks'**, where teachers anticipate potential misconceptions and make connections to prior and future learning. After each 'chunk' students are given the opportunity to practice. Teachers plan sequences of lessons to ensure that students move gradually towards independence with applying new knowledge or a new skill.

Regular **retrieval practice** is integrated into lessons to enhance long-term memory, strengthen connections with prior learning, and facilitate effortless recall and application of knowledge and skills. This is known as automaticity. Students are given plenty of opportunities to revisit and consolidate learning.

**Understanding Learner Groups:** Lessons are designed with an understanding of diverse learner groups and incorporate a variety of learning activities over a sequence of time. Appropriate supports are put in place to assist key learner groups.



## 2. Thoughtful Explanation:

Explanations are carefully planned and linked to prior knowledge. Teachers consider the limitations of working memory and present new information in small, manageable steps. Where possible, abstract ideas are made concrete through diagrams, demonstrations, and other relevant resources. Make it stick by using the S.U.C.C.E.S acronym<sup>3</sup>:

Simple: Choose the core concepts that need to be understood and anchor them to what students already know.

<sup>2</sup> P.16 Making Every Lesson Count'

<sup>33</sup> P.55/56 'Making Every Lesson Count'

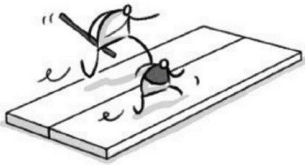
Unexpected: Generate curiosity by highlighting a gap in their knowledge.

Concrete: Give examples that make the concept feel real or meaningful.

Credible: Help them to see or experience that will make the concept believable.

Emotional: Get them to feel something as a result of your teaching – empathy, sympathy, etc.

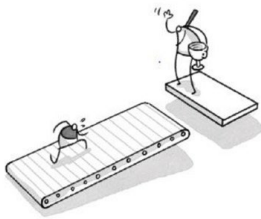
Story: Tell a story around the concept – especially if it has a human or personal element.



### 3. Layered Modelling:

Teachers model the process of creating products or procedures. They deconstruct expert examples and use worked examples to guide students' understanding. Modelling helps students develop a deeper comprehension of the subject matter. This process should be 'layered'. This means tasks should be broken down into constituent parts and then students allowed to practice each part before moving on. For example, modelling and practising how to hold a javelin before being taught how to throw one. How to write a topic sentence of a paragraph before writing a whole analysis.

Modelling can be done in a variety of ways including: live modelling under a visualiser where the teacher narrates their thinking/asks for targeted learner contributions, improving a poor model together and unpicking the success criteria from high quality work.



### 4. Practice:

Ample time is dedicated to student practice during and across lessons. Teachers plan for practice to move from guided to fully independent practice. Practice is designed to promote fluency, long-term retention, and the development of deep knowledge. It includes deliberate, intelligent practice that challenges students at the outer reaches of their ability. Students should practice what they have learned in order to achieve 'automaticity' – so, even under exam pressures, they do what you have taught them to do/know automatically.



### 5. Questioning:

Questions play a crucial role in teaching and learning. Teachers use questions to check understanding, provoke deeper thinking, and increase student participation. Hinge questions are employed to assess students' progress and guide next steps for the teacher both within the lesson and for future lesson sequences. Teachers are responsive and flexible: adapting lesson plans in real-time, responding to students' needs and progress in the classroom.

Questioning techniques encourage active engagement and critical thinking. Various methods, such as targeted questioning and think-pair-share, are used to involve all learners actively in answering questions and participating in the learning process.

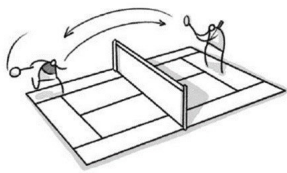
Questions are not randomly asked and are matched to the child's ability. The naming of students is carefully timed (Pose – Pause – Name) to 'increase the ratio'<sup>4</sup> or the proportion of cognitive work done by students in a lesson. Probing questioning techniques are employed to address misconceptions, stimulate

<sup>4</sup> Teach Like a Champion 3.0 p.265

critical thinking, and **encourage full-sentence responses using subject-specific vocabulary**. 'I don't know'/superficial answers are not accepted. Instead, students are supported, though further, simplified questioning or by giving them the answer and asking them to explain how you got there to reach the answer.

Thinking Time and Rehearsal: Thinking time and opportunities for oral rehearsal are provided (through THINK/PAIR/SHARE, for example), allowing students to reflect on questions and discuss their ideas with peers.

Student-Initiated Questions: Students are encouraged to ask their own questions, promoting curiosity and fostering independent inquiry.



**6. Feedback to Feedforward:** Teachers plan for meaningful feedback during and after lessons and provide opportunities for students to respond to feedback. Feedback is a two-way process, allowing students to reflect on their work and make improvements. We feedback to feedforward. This means teachers use the assessment process (both informal in class and formative/summative) to help them plan next steps within the lesson and for the next sequence of lessons.

Students are given **dedicated improvement and reflection time (DIRT)** where they are required to act upon feedback given, improving their work and addressing misconceptions or areas of weakness.

Relevant and frequent **formative assessments are used to check students' understanding**, adapt planning, and provide targeted feedback.

Feedback is clear, manageable, specific, and tailored to each student's needs, highlighting areas for improvement and providing guidance on how to enhance learning.

High Standards of Literacy and Numeracy: Teachers promote high standards of oracy, reading, writing, and numeracy when applicable to their subject area.

#### References and Further Reading:

- Allison, S. & Tharby, T. (2015). Making Every Lesson Count
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching
- Lemov, D. (2021) Teach Like a Champion 3.0
- Rosenshine, B. (2012). Principles of Instruction
- Sobel, D. and Sara Alston (2021) The Inclusive Classroom: A New Approach to Differentiation

Note: This policy should be read alongside supporting resources and further research materials provided.



# The John Kyrle Way

*In our lessons we...*

Aim High Start	Memory Starter/Prime Time	Greet students warmly at the door as they enter the classroom. Remind of positive uniform expectations: 'Make sure we've got our hoodies off...'
		Have a short <b>Do it Now</b> ready for them on the board/desk – this is the focused beginning of the lesson.
		Use <b>Do it now</b> as a retrieval/review task, revisiting material from prior learning that they will need for the lesson to reduce cognitive load/'prime them' for the lesson.
		Use a tone that is positive and upbeat. We narrate the positives: 'I can see Jay is cracking on with the <b>Do it Now</b> , well done...', 'Hannah, you're already on question 3...'
		Ask students to complete the <b>Do it Now</b> silently, unless the activity is peer-to-peer quizzing or similar.
		Use <b>Be Seen Looking</b> to establish high expectations and head off potentially non-productive behaviour.
Small Steps	Introducing New Material	Ensure students have taken off their hoodies/outdoor clothing by the time they have started on the 'Do it Now' and are ready to learn.
		Give concise and clear explanations. Instructions are 'front loaded' (put the how you'd like a task done first) e.g. 'By putting your hand up, I'd like you to...'
		Present new material in small steps with student practice after each step.
		Pre-empt and tackle high frequency misconceptions and errors.
		Use <b>I Do, We Do, You Do</b> to narrate our thinking processes and gradually guide students towards independence incrementally. Start with micro details and build over time.
		<b>Check for understanding:</b> by asking a targeted range of students questions through <b>Cold Calling</b> .
Guided Practice	Main Learning Task	Have inclusive teaching: We ensure there is appropriate challenge and planned support. Models are appropriately pitched.
		Make sure students know the success criteria – are given it or have devised with the teacher.
		Provide clarity: is this a <b>Silent Solo</b> task?
		Set the conditions before starting: Instructions 'front-loaded'. Stand on our 'perch'. <b>Be Seen Looking</b> . Narrate the positives.
		Avoid our desks: Stand back and observe. Then, provide targeted support – key learner groups prioritised aligned with student support guides. <b>Check for understanding</b> – give live feedback. Have notebook to make a note of positives to 'spotlight'/errors/misconceptions/literacy needs to address.
		Look for common errors then: Insist on whole class attention. Remodel. Reteach. Recheck.
The Best Possible End	Review Learning	Have inclusive teaching: We provide appropriate supports/scaffolds.
		Revisit the learning objectives by <b>Cold Calling</b> (or another method) targeted students to <b>check for understanding</b> once more. Signpost towards the next lesson. End on a positive – awards/Class Charts.
		Have a set packing up routine.
		Remind students of corridor expectations.
		Ensure students stand behind their chairs silently before being dismissed in small groups on the bell.