



Teaching and Learning Policy

Date of original policy: September 2012 (annual)
Member of staff responsible: Leanne Asher, Director of T&L
Review date: January 2019

Approved by SLT 2018/19

Approved by Full Governors on 10 December 2018 (Min No: 28/2018/19.13)

'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.'

1. Principles and Aims

As a staff we are committed to ensuring that all students make rapid and sustained progress during lessons. We expect all staff to have high expectations of their students and that they promote a positive climate for learning within the classroom.

Our aim for this is that **all** lessons are good or better. We use evidence from a range of sources to inform and plan for our Teaching and Learning improvements priorities; from extensive research based pedagogy, information collated from our internal QA processes to feedback from external SIP visits. In turn, we quality assure our improvements and teaching and learning CPD from a wide source of evidence including lesson planning, lesson observations, learning walks, work scrutiny, student voice and student outcomes. A full quality assurance programme will be outlined at the start of each academic year.

We recognise that to achieve this aim we must pay as much attention to professional learning as we do to the processes of student learning, as the two go hand in hand. It is vital that this is done within a framework of a sound and appropriate curriculum that meets statutory requirements, individual and local needs.

The school aims to:

- Enable students to make outstanding progress in their learning through challenging and interesting lessons.
- Establish a positive, productive and innovative climate for learning that enables student and staff to excel
- Ensure that teachers use prior attainment and other data to plan lessons specific to the needs of all their students.
- Provide students with incisive feedback about what they can do to improve their knowledge, understanding and skills and provide opportunities within lessons to act upon feedback and use AFL techniques to systematically check understanding and progress.
- Monitor the quality of teaching within the school through a detailed quality assurance programme.
- Identify areas of strength or needs for development across the school and devise bespoke CPD to use or address these so that our best practice becomes our standard practice

2. Continuing Professional Development

We aim to support our colleagues in these aims by:

- Providing quality school-based training.
- Organising opportunities for colleagues to work collaboratively, both within our own school, and where appropriate, with staff in other local schools.
- Allowing colleagues to attend external training which is specifically linked to their appraisal targets, or the schools development plan.
- To utilise peer observation or self-evaluation to deconstruct the teaching and learning in their classroom.
- Providing coaching and mentoring where appropriate.

3. Implementation

3.1 Lesson Planning

We seek not to prescribe a preferred lesson format but to encourage teachers to use their training, judgement and experience to deliver good to outstanding lessons.

Minimum expectations of a lesson:

1. Lesson entry and exit routines are followed.
2. Teachers will use their deep knowledge and understanding of the subjects they teach, their pedagogical skills and their knowledge of students to plan lessons carefully.
3. Students should know what they are learning about, how it is relevant to what they are studying and what success in learning looks like.
4. Students should be actively cognitively engaged throughout their lessons, for example by theorising, making links, guessing, problem solving, analysing, presenting, delivering and supporting others
5. Students should be challenged and supported to make at least the expected progress from their starting point
6. Teachers will check students' understanding systematically and effectively in lessons, offering clearly directed and timely support to enable all students to make good progress in their learning
7. Students should know where they are in their learning, be given incisive feedback to improve their learning and opportunities within lessons to act on this feedback
8. Students should develop as independent learners through the promotion of attributes such as reflection and resilience.

3.2 Learning outcomes

Learning outcomes / objectives should be used to:

- Set an aspirational challenge for each student
- Focus students on what they need to do to achieve
- Offer clear criteria against which the teacher can assess learning

3.3 Assessment for Learning

AFL is used to find out how much students are learning in order that we can adapt our teaching accordingly. Learning must be continually assessed within lessons and across sequences of lessons. This can be done through questioning, *Show Call*, quizzes, formal tests, or other assessment for learning strategies so that progress in learning may be assessed from students' starting points against intended learning outcomes.

Challenging questioning should be a feature of every lesson. Staff could use *Wait Time* techniques and should avoid whole class questioning which leaves all but one student at a time inactive. Strategies that achieve this, such as *Think/pair/share*, *ABC*, *pose, pause, bounce and pounce* to involve all students in structured discussion should be used.

3.4 Formal Assessments

Formal assessment will take place as per the school exam calendar. All assessments will be standardised in departments in order to ensure that judgements regarding progress are strong. Subsequent Faculty Progress Discussions will facilitate and formalise any adjustments to Teaching and Learning at a classroom teacher level and the Learning Leadership group will analyse data at a whole school level and recommend any further whole school teaching and learning adjustments.

5. Climate for Learning

Children respond much more to the positive than the negative. Interventions should be made to correct behaviour in a positive and constructive way. Positive language corrects and guides behaviour in lessons to make sure the outcomes for students are the best they can be.

2. Quality Assurance

In order to ensure high quality teaching and learning, the Senior Leadership Team and Faculty Leaders aim to work in collaboration to constantly review our provision and practice. This is so we are able to assure the highest quality of standards and to drive forward improvement. To support this process of self-evaluation and self-challenge we have devised a robust monitoring schedule. This includes:

- Faculty leaders meeting regularly, at least once every two weeks, with their link SLT manager with a focus on school improvement policies.
- Heads of Faculties will conduct a work scrutiny analysis at least once per term.
- Heads of Faculties will ascertain student voice at least once per term to evaluate different aspects of teaching and learning throughout the year.
- The Director of Learning will work with faculties to support a review of learning within each faculty once per year. This review of learning will focus on learning, students' responses to teaching and learning initiatives and will aim to facilitate professional dialogue within the faculty team which will inform developments in practices. Reviews of learning will subsume one of the termly work scrutiny and student voice activities outlined above.
- Teachers will be observed in the first term using the school's lesson observation format by their link SLT manager or faculty leader. Teachers will be provided with high-quality developmental feedback which should impact on teaching practice. A further two developmental teaching and learning activities will take place within the appraisal cycle. Activities could include, lesson observation, learning walks, lesson study and practitioner enquiry. The developmental activity selected will be agreed between the appraiser and appraisee as the activity likely to have the greatest impact on student outcomes. The impact of all developmental activities organised within appraisal will be quality-assured by the Director of Learning.
- The Director of Learning will conduct an on-going audit of all lesson observations in order to plan future CPD activities that match the improvement needs of the teaching team, and to share good and great practice observed. Where targeted support is needed, please refer to the appraisal policy.

Roles and Responsibilities

Governors:

- It is the responsibility of the Governing Body to establish a policy and procedure for teaching and learning and to monitor the effects of the procedure.

SLT:

- To modify and update the policy in the light of on-going developments and the changing needs of the school.
- To provide appropriate support, training and resources for departments and individuals through T&L meetings and other support measures.
- To monitor and evaluate the delivery and impact of the policy through the QA process.

Lead teachers:

- To be a role model for teaching and learning and make a distinctive contribution to the raising of pupil standards.
- To be actively involved in developing pedagogy & practice within the classroom.
- To be responsible for the coordination of long, medium and short term planning of schemes of work and contribute effectively to the work of the wider team.
- To establish network links with other schools/consultants to improve curriculum planning.
- To take advantage of appropriate opportunities for professional development and use the outcomes effectively in improving students' learning.

Faculty Leaders:

- As above for Lead Teachers
- To monitor and evaluate the consistent delivery of this policy with adherence to the Teachers Standards framework.
- To conduct Quality Assurance activities to monitor and evaluate the delivery and impact of this policy and liaise with SLT to act on findings to share good practice and secure improvements where needed

Teaching Staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences and be actively involved in developing pedagogy & practice.
- To exhibit features of good lessons at Parkside (see appendix 1) and use professional judgement to integrate Teaching and Learning Foci techniques in day to day practice.
- To have responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, consultants or self-reflection.
- To take time for moderation within the department, and with other teachers in different secondary schools.

Students:

- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.

Those with parental responsibility:

- To support the policy of the school, in line with the Home School agreement, by providing support for students at home which allows them to continue to develop their learning effectively.

Appendix 1: Features of a good lesson at Parkside

Learning

Engagement (T1)

Pupils show enthusiasm & enjoyment
Pupils show interest in their work
Pupils are well motivated
Pupils demonstrate excellent concentration
Pupils listen well to the teacher and others' contributions
Pupils keen to ask and answer questions
Pupils keen to do their best work

Teaching

Structure (T4)

Clear learning objectives
Clear learning outcomes
Do Now/Starter
Plenaries

Planning (T4)

Effective use of baseline data/flight paths
Differentiation
Appropriate challenge



Parkside Teaching and Learning Lesson Expectations

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