



Teaching and Learning Policy

Originator: Ian Graham-Wells

September 2021



The principal purpose of this policy is to raise the quality of teaching and learning to ensure all lessons are at least Good and increasingly Outstanding.

Teaching and learning is at the heart of our work. Full details are provided within the annual Whole School Development Plan (WSDP) where school priorities are identified. Marshfields School believes that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes (I can's) for the lesson. The participation of students however, is essential if the teaching and learning process is to be successful and this requires the use of a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on learning as well as on teaching.

Aims

- Inform staff of expected good practice and improve pedagogy of teaching and learning.
- Provide a framework for the daily planning of Good and Outstanding lessons.
- Share good practice and provide other references to support planning Outstanding lessons.
- To secure Good and Outstanding quality teaching and learning across all subject areas.

Effective Teaching and Learning

For effective learning to take place, the school expects staff to ensure that the following take place. Staff must:

- maintain outstanding knowledge and understanding of the subject they are teaching;
- plan lessons which are directly linked to the schemes of learning and the examination syllabus (see documents to support planning);
- set out and share differentiated 'I can's' (I can Some, Most, All) learning outcomes for every lesson;
- provide secure Assessment for Learning strategies
- provide differentiation to meet the needs of all students (This includes all ability bands, including Most Able, gender, SEND and Disadvantaged Students);
- ensure good relationships are established through creating a positive learning environment (use of Behaviour for Learning Policy of rewards and consequences) and through understanding the needs and abilities of each student;
- employ a range of teaching styles to ensure appropriate pace and challenge and therefore progress;
- ensure expectations which are high, but attainable, for the whole ability range;
- involve effective use of higher order questioning to probe students' knowledge and understanding and to challenge their thinking;
- provide mini plenaries throughout the lesson to consolidate learning against the outcomes;
- ensure cross-curricular links are established, particularly students' literacy skills;

1.1.a In Lessons all teachers should:

- begin and end lessons on time and in a structured manner;
- show students what is expected of them (I can's) and give clear feedback to students on their performance;
- ensure that the lesson content is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources;
- demonstrate high expectations of students;
- maintain a purposeful pace and challenge; spend as high a proportion as possible of lesson time on learning (as opposed to teaching);
- maintain an atmosphere of attention to work, in a context of firm discipline;

- employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons;
- establish clear and appropriate routines and ensure an efficient shift from one activity to the next;
- make effective use of questioning (pitching low order and high order questioning appropriately);
- value students' contributions and make use of praise and reward to underline the value of achievement;
- give students next step feedback on the work completed;
- Develop Dedicated Improvement and Response Time in lessons to support students' response to differing forms of feedback
- Regularly set (using SIMs), monitor and mark Home Learning;
- Regularly assess knowledge and skills
- Know which students are most able and make provision to challenge and extend their learning;

Schemes of Learning should:

- incorporate the Programmes of Study and syllabus course requirements;
- show clear learning outcomes;
- when and how learning outcomes will be assessed and how different levels of performance will be graded;
- indicate the link with previous work covered and how it fits into the longer-term plan;
- summarise what teaching activities students will do and what resources they will need,
- provide for a variety of teaching activities and a variety of teaching styles/strategies;
- show progression;
- specifically identify how learning will develop Literacy skills (reading, writing, communication, and oracy)
- show how knowledge and understanding can be extended, especially for the more able;
- show how work is adapted to suit students who learn at different rates;
- indicate what the Home Learning is;
- identify the links to other subject areas, numeracy, ICT, PSHCE and SMSC.
- include references to other matters where appropriate, e.g. the use of support staff and their involvement in planning and delivery of the lesson.

Monitoring of Teaching and Learning

a) Lesson Observations

A climate of mutual classroom observation is fostered, and all colleagues are encouraged to observe other teachers and share good practice as often as possible.

There are 3 types of lesson observations. They are:

i. Appraisal Observations (1 x 60 minutes)

All teaching staff (excluding NQTs) will have a sixty-minute appraisal lesson observation each year conducted by the Line Manager and, or other colleagues. These observations will often be validated by members of the senior leadership team and, or external partners to ensure the school's judgements and feedback on individual strengths and areas to develop in teaching and learning are secure. The date and times for these are arranged and agreed in advance.

All by Line Managers are judged based upon student progress within the lesson and over-time, summarised against the school's observation form (page 3 descriptors) and Ofsted guidance about quality

learning. The descriptors are used as a benchmark for judging standards of teaching and learning in the school as part of the on-going process of school self-evaluation. The Leadership team will, on a regular basis, endeavour to see all staff teach.

A copy of all completed observation sheets should be passed to the Deputy Headteacher in charge of Teaching and Learning for filing and recording purposes. The teacher should retain the original.

ii. Learning Walks (8 x 10 minutes)

All teaching staff will have up to eight 10-minute learning walks (equivalent of two per term). These will be conducted by a member of the Leadership Team and/or the Subject Leader. Learning Walks are unannounced and/or part of the Deep Dive process. These are seen as developmental sessions and oral coaching is provided. Written feedback sheets are completed to identify and celebrate good practice as well as help identify the suggested targets for improvements.

A copy of all completed Learning Walks should be passed to the Deputy Headteacher in charge of Teaching and Learning for filing and recording purposes. The teacher should retain the original.

iii. Sample Student Work Scrutiny

As a minimum, student work should be sampled every half term by the Subject Leaders following the Quality Assurance Schedule.

At least three books per subject per key stage should be selected by Subject Leaders and reviewed collectively at a subject area meeting – agreeing standards in the following areas:

- Content – has the scheme of learning been followed in sufficient depth?
- Student progress / achievement
- Presentation & quality of work.
- Home Learning being set & marked regularly
- Quality of marking & assessment (quality of assessment for learning).
- Challenge of work being set.
- Extent to which independent learning is being developed.

The evidence from Quality Assurance practice is presented by Subject Leaders in the 'Position Statement', which is updated each QA Cycle. This is copied to the SLT Line Manager and Deputy Headteacher.

Subject Meetings

Subject teams (including allocated TA's) will meet on a regular basis as set out by the school calendar to discuss progress in the areas set out in the Quality Assurance schedule. These meetings will have notes written for them and these notes will be submitted to the Deputy Headteacher as part of the QA schedule for the year.

Target Setting

Student Targets

- From September 2021, we have set all KS3 & Yr10 student targets to representing better than expected progress (Good progress) using baseline data from B-Squared

- Targets for other cohorts are set with the same aspirational but attainable approach. These targets have been derived from CATs test data, prior assessment, the input of the Subject Leader and in the context of making better progress to secure a “Good” judgement
- Performance Appraisal Targets for Objective 1 have been based on working towards student targets, given that they represent good progress

School targets

- In addition to student targets, we have set school targets based on the national picture, B-Squared baseline assessments our prior performance and where we believe we need to be aiming in terms of attainment and progress.

Marking and Giving Feedback

Staff should mark using the school's *Assessment Policy*

Homework Procedures

Homework must be regularly set and marked to: -

- provide an opportunity for students to deepen their learning and develop their interest and enthusiasm for the subject
- consolidate and reinforce students' skills, knowledge and understanding
- help students to develop the habits, motivation, confidence, and skills required to become independent and lifelong learners
- help students to meet demands, such as the completion of coursework and examination revision / preparation.
- help parents to become involved in their child's learning and help keep them informed about their child's progress

Expectations of Homework

We expect Staff to:

1. set Homework activities that are meaningful and relevant to all students.
2. set the Homework task at the *start* of the lesson *or during* the lesson (as opposed to the end, where it is often rushed and ill-explained).
3. plan the Homework activity prior to the lesson so that it is not seen as an `add on` or simply used for *finishing off* work. This also ensures that it is appropriate and challenging to all students.
4. Homework activities should be uploaded onto `SIMs` along with support materials where required.
5. set Homework regularly in line with the timetable so that students become used to working independently
6. mark the Homework regularly and provide *detailed formative* feedback (See Section 4).
7. ensure Homework activities are signposted in students' work.
8. use Homework activities to incorporate learning from previous and future lessons to enable students to `connect` their learning and see the `bigger picture.`
9. set Homework activities that are differentiated, inclusive and vary in type and style.
10. provide appropriate reward using our Behaviour for Learning Policy to students who complete Homework to a standard above expectation.
11. provide appropriate sanctions using our Behaviour for Learning Policy to students who fail to complete Homework adequately or who fail to hand it in on time.
12. ensure Homework is not completed in lessons, so that independent learning and extending the learning time into a different environment is fostered as good practice.