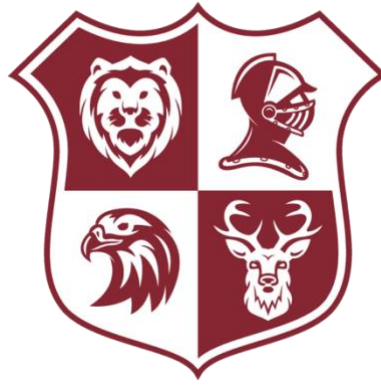


Teaching and Learning



STATUTORY / NON-STATUTORY	NON-STATUTORY
MEMBER OF STAFF RESPONSIBLE	DHT
DATE APPROVED BY Head/SLT	November 2020
GOVERNING BODY OR COMMITTEE RESPONSIBLE	SIC
DATE OF FULL GOVERNING BODY APPROVAL	N/A
REVISION DUE DATE	May 2018

"If kids come to us from strong, healthy, functioning families it makes our jobs easier. If they do not come to us from strong, healthy, functioning families it makes our jobs more important"
Barbara Colorose

Our Philosophy for Teaching and Learning:

Learning is the process by which young people acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and facilitating their learning is central to our work as educators emanating from our commitment to their becoming mentally and emotionally strong, healthy, functioning citizens, able to make the best progress possible and the impact on the world of their dreams. We therefore expect all of our teaching colleagues to deliver high quality, stimulating and dynamic lessons, where all pupils are supported, challenged and inspired to make the best possible progress and to become excellent learners.

Pupils of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all pupils to flourish. We strive to teach knowledge and skills in partnership with empowering our pupils to learn how to learn. We also seek to embed a lifelong interest in and understanding about the value of learning.

'Fit for Learning, Fit for life'

"In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less"
Lee Iacocca

For teaching to be at its best, we will:

- Provide a learning experience for every child that takes full account of their individual needs, interests and aspirations, that provides intervention at the point of need, and that enables gaps in understanding to be closed;
- Ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives;
- Ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, and to achieve well in school and beyond;
- Make links with the learning that students do in different areas of the school and outside of the school;
- Encourage every pupil to develop their spiritual, moral, social and cultural values, and to understand and exercise the balance that exists between their own rights and their responsibilities to others, the Noadswood community and our country;
- Enable pupils to develop resilience and a mindset that responds to feedback to deepen knowledge and understanding and to setbacks as the steps to new improvements;

- Participate in a reflective process to maintain excellent standards of teaching and learning, and ambitious improvements where necessary, so that pupils and colleagues are inspired;
- Celebrate success in learning via a range of methods and forums so that a culture of excellence and mutual praise is embedded;
- Promote a healthy lifestyle and an understanding of the importance of learning to support one's wellbeing and good mental health;
- Identify and share good practice across all curriculum areas as well as provide support and professional development for ourselves and each other to improve;
- Ensure that the curriculum taught is broad and balanced, fit for purpose for our pupils, and, in line with the above points, is more than just what is required by examination specifications;
- Strive to improve levels of achievement and attainment as a consequence of all we do in the classroom and diminish the gap between those who are disadvantaged and the rest of our pupils.

For learning to be at its best, all teachers and other colleagues supporting learning in the classroom will:

- Support and challenge pupils to give of and achieve their best;
- Recognise students when they try their best and when they achieve success;
- Expect pupils to ask questions, grapple for answers and understanding, and think hard;
- Provide high quality, dynamic and stimulating lessons including high levels of types of interaction for all pupils;
- Provide regular and meaningful home learning, and notify pupils and parents/carers of the expectations of these through the school VLE;
- Provide opportunities and guidance to apply and develop literacy, numeracy and subject specific skills;
- Provide high quality feedback to which there will be an expectation that pupils respond in a range of ways;
- Work collaboratively to ensure a focus on ongoing professional development by identifying and sharing best practice in teaching and learning across all areas of the curriculum;
- Develop a range of teaching and learning styles to create an exciting and creative classroom climate;
- Listen to pupils' views and be responsive to their reflections and thoughts about their learning diet;
- Evaluate and reflect on their practice, and make best use of available resources for their own professional development and for the pupils to use including the school's VLE.

For great learning to take place, pupils must:

- Arrive prepared to learn, with the correct equipment, completed home learning, and a willingness for each new lesson to be a genuine opportunity to make progress;
- Participate fully in lessons and take an active part in learning within and beyond the classroom, never waiting for the teacher or other pupils to simply give them the answers;
- Grapple for knowledge and solutions to problems and tasks, strive for continual improvement and for being the best they can be in all their lessons;
- Question what is put to them to deepen their understanding;

- Take pride in creating a climate and an environment in which all learn effectively, proactively and in the spirit of mutual respect;
- Take pride in the presentation and organisation of all written work, seeing it as a journal of their developing knowledge and skills;
- Develop and apply their literacy and numeracy skills across the curriculum, striving to make connections and to understand differences;
- Be enthusiastic, resilient and responsible in learning new knowledge and improving skills;
- Attempt assessed tasks with every effort and respond positively and in detail to feedback with a keenness to improve their work as a result;
- Rise to challenges, including when faced with new, difficult ideas or with working with those with whom relationships do not come naturally.

Excellent Planning and Preparation:

- All teachers should plan lessons that allow all pupils to make good progress in their learning and deepen understanding;
- Learning Outcomes/Objectives and Success Criteria should be evident and clear to the pupils, as should the 'how' of their learning;
- Lessons should have a coherent structure enabling pupils to make the most progress possible without time lost;
- A variety of learning activities should be planned, taking into account the individual needs of the students;
- The use of resources, including ICT, must be carefully planned to enhance learning;
- A variety of assessment activities and methods should be used, engaging and challenging pupils to think deeply and participate;
- Lessons should demonstrate teachers' deep knowledge and understanding of the scheme of work / exam specification they are delivering
- Teachers should encourage a range of individual, small group and whole class activities, all of which promoting successful independent learning of skills and deepening understanding;
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement;
- Appropriate department and school policies should be followed for behaviour management, assessment, the organisation and presentation of written work and home learning.

Assessment and Feedback:

"There is no failure, only feedback"

Robert Allen

Where assessment & feedback enhances great learning and progress:

- Teachers must assess pupils' written and verbal work regularly (regularity will depend on the curriculum load and the frequency and type of lesson)
- No book / folder will be left unmarked for more than 3 weeks, and feedback will include questions to which a response will be expected, and that will enable a pupil to consolidate knowledge, rethink a misunderstanding or deepen their grasp;

- Assessment will take many forms including: tests and exams; independently completed home learning tasks; responses in class questioning; plenary activities; extended writing of a variety of types; group and paired activities; exit tickets;
- Summative examinations and end of unit tests will be used in a timely fashion to gather progress data and in order to mimic and prepare pupils for terminal assessment activities;
- Pupils will be provided with opportunities to retake assessment activities in order to 'move on following successful experiences', having had the opportunity to learn from the previous feedback;
- Teachers will understand the difference between and make use of both summative and formative assessment so as to feedback frequently in each manner to pupils as appropriate;
- Assessment criteria will be made clear through the learning objectives/outcomes for each lesson or series of lessons;
- Analysis of assessments and tracking data (as well as PLCs) will inform teaching and the structure/type of intervention strategies at a class and pupil level;
- Current position and end of unit data will be used to inform pupils, parents/carers and other colleagues of pupil progress towards their curricula targets and to prompt discussion of how to improve before the next data capture.
- Curricular targets will focus on aspects of the curriculum, knowledge, skills and concepts that have been covered well and can now be sustained as well as those areas that need to be improved.
- Teacher feedback may take different forms such as grids, tables, electronically generated forms, date stamped, or annotated marking in green pen;
- Green pen marking will focus on the positives as well as provide clear guidance on how to improve/deepen understanding/rethink an idea;
- Pupils will know how to provide excellent peer feedback in purple pen, understanding the success criteria and how to formulate sentences as to what has gone well and what can be improved and how;
- Pupils provided with verbal feedback will be aware of this and how to respond to/make use of it, and it will often be noted by use of a purple stamp.

Tracking pupil progress:

All teaching colleagues have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress made against individual target grades. This is reported to parents/carers termly. All teachers will identify pupils in their class in need of additional support, including vulnerable groups such as disadvantaged students, SEND students and the most able, and intervene at the point of need in lessons as well as in their planning and in department interventions.

All Team Leaders and House Leaders for Learning have the responsibility to monitor assessment across their department or house group, to analyse data using the software platform SISRA, to identify individuals or groups who are making less progress than expected, and to intervene where necessary to help pupils catch up and get back on track.

Senior Leadership Team members will use the department data for the teams/houses they line manage to discuss intervention for individuals and groups of pupils, as well as to set, with Team

Leaders, ambitious targets for excellence in terms of the quality of teaching and learning, predicated on what the data tells us.

For excellent teaching and learning to be sustained, the review cycle of it is ongoing, regular, and reflective for all, involving:

- Performance Management objectives, discussions and professional development ideas;
- Lesson observations;
- Learning Walks;
- Work scrutiny;
- Pupil surveys;
- Individual (or peer to peer) use of filming/sharing best practice;
- Team quality assurance programmes.

Quality Assurance: Excellent Monitoring and Evaluation of Teaching and Learning via Line Management, Performance Management, Lesson Observations/Learning Walks will:

- Make secure judgements of the quality of teaching and learning across the school;
- Monitor and evaluate the progress of students during a lesson and over time;
- Judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained;
- Identify group and individual professional development needs and opportunities across the teaching and support staff.
- Involve teachers in self-evaluation of their own subject knowledge and understanding of changing curricular and pedagogical initiatives;
- Involve teachers in self-evaluation of the quality and effectiveness of their own teaching and classroom climate, and in involving themselves in high quality professional development;
- Involve teachers in monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Necessitate teachers contributing to thorough and honest examination analysis documents following terminal examinations, which have a reflective eye to the past and a robust look to the future as to how excellent teaching and learning will either be sustained or achieved.

We understand the **formal requirements** for monitoring and evaluating teaching at Noadswood School, in line with the Teacher Standards. This consists of the following formal classroom visits per academic year:

- Two formal lesson observations
- Three learning walks, each no more than 20 minutes, conducted by senior leaders.

Additional informal learning walks will be conducted during the academic year. The sole purpose of these monitoring learning walks is to allow senior and middle leaders to evaluate the performance of their teams and monitor the progress of students within their charge for review, audit and planning purposes.

Observation can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned. In this school, teachers' lessons will be observed on an appropriate and reasonable number of occasions based on individual circumstances of the teacher (for example NQTs, staff in need of additional support, staff on development programmes).

Protocols for formal Lesson Observations (including joint observations):

During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson.
2. The observer will talk to pupils and look at their work as part of the process.
3. There will be a dialogue about the lesson episode or whole lesson seen, as well as pupil progress of the class and individuals, assessment scores, VLE monitoring, work scrutiny and pupil voice feedback.

Feedback from formal observations:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the lesson observation form.
2. Feedback will be honest and clear and will be a dialogue about the learning and progress in the lesson, setting out strengths and areas for development.
3. Lesson observation forms will be stored centrally in BlueSky to inform the T&L audit trail and management of performance. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from a colleague's performance management, the teacher should be reminded of this by the observer. The purpose is threefold – to identify excellence, to review progress and to identify areas for support/professional development for coming year.
4. Feedback will measure progress in the lesson and overtime and use of pupil work scrutiny, tracking data, pupil voice. Lesson summative comments will take into account progress over time.
5. Judgements made about the quality of the teaching and learning will be based on the lesson observation document and Ofsted criteria for the quality of teaching, learning and assessment which has been adapted for use in Noadswood School.

The implementation of this policy is supported by the following documents:

National Professional Standards for teachers – DFE

Performance Management policy

Continuing Professional Development policy

Roles and Responsibilities:

- **The Governors (School Improvement and Standards Committee)** are responsible, in consultation with the Headteacher and the Senior Leadership Team for establishing the policy and for reviewing it at the appointed date.
- **The Senior Leadership Team** is responsible for leading and embedding a culture of excellent teaching and learning and professional development across the school.
- **The Senior Leadership Team** is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and

learning in the whole school and offer support and professional development to maintain high standards.

- **Team Leaders** are responsible for ensuring the curriculum meets the needs of the learners; that standard operating procedures are implemented across the department; monitoring and evaluating the quality of teaching and learning; providing support and professional development to enhance teaching and learning across their department and for tracking the progress of pupils, intervening accordingly.
- **All colleagues** are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all pupils.
- This policy will be reviewed by the **Governors (School Improvement and Standards Committee)** every three years in accordance with the school's review cycle.