

POLICY: TEACHING AND LEARNING

PERSON RESPONSIBLE: J.BAILEY

MONITORING: HoCAs

DATE: July 2017

REVIEW DATE: June 2018

RATIONALE

Education weaves a moral thread through the tapestry of vitally important aspects of our student's private, social and economic lives. Part of the educational enterprise is to create the kind of society that reflects and sustains what we believe to be good human relationships. For most of us that means a society in which there is a profound dimension of equity and justice, not least for children. Most would agree that a young person's attainments, health and wellbeing should not to any large degree be determined by his or her parents' income. "All too often, instead of equalising life chances, education reproduces existing advantages and disadvantages' (Dyson, Goldrick, Jones & Kerr, 2010).

As a result, and central to our educational philosophy of Aspire to be more, is the belief that ability is not fixed; both students and staff, have the wherewithal to grow, develop and improve; we subscribe to a growth mind sets philosophy as defined by Carol Dweck.

"The principal goal of education is to create people who are capable of doing new things, not simply repeating what other generations have done – people who are creative, inventive and discoverers. The second goal of education is to form minds."
C. Dweck

In addition, we also want our students to acquire knowledge and understanding and support our students to become better learners, as C. Dweck says:

"The hallmark of successful individuals is that they love learning, they seek challenges, they value effort, and they persist in the face of obstacles."

We believe that with hard work and effort anything is possible.

"With a growth mindset students understand their talents and abilities can be developed through effort, good teaching and persistence." C. Dweck

Teaching and learning is the core activity of our school and all our actions should support the process of learning. The way we teach, and the way we all learn, students and staff alike, are central to our ethos and the way we work. We want the work in our classroom and throughout the school to provide appropriate teaching and learning experiences that enable our students to achieve and lead happy and rewarding lives. Progress made in developing new skills, knowledge and understanding, and students' taking responsibility for independent thinking and their active, sustained involvement in lessons over time, indicates its presence.

As a school we believe that learners should have access to a curriculum and range of learning experiences and challenges of quality, that take account of gender, ethnicity, age, belief and individual need, differences that celebrates our diversity.

It is the duty of every teacher, therefore, to attend to the way they carry out their duties so that all children learn that they are included and valued, and feel confident in and motivated towards their own learning. It is also the responsibility of every stakeholder of Paget to adopt and develop a growth mindset, in order to instil in our students the value of lifelong learning.

PURPOSE

- To secure high quality consistent teaching and learning throughout the school community
- Ensure that all students are set suitable learning challenges and levels of achievement are raised in a fully inclusive environment
- To encourage the sharing of both good and 'leading edge' practice in teaching and learning
- To promote learning in line with the school's ethos of ASPIRE to be more.

PRINCIPLES - Teaching and learning should:-

- develop the emotional, intellectual, spiritual, creative and physical well-being of our students and staff
- meet the individual needs of each student
- stimulate students' curiosity as well as a desire and love of learning
- give students and teachers the confidence to take risks and learn from mistakes
- encourage independent learning encourage students to listen to, and value, the opinions of others
- motivate students to be resilient and persevere
- prepare students for learning as a lifelong experience.
- be planned for and based firmly on the SoW,
- use assessment data to determine the needs of the students.

CONCLUSION

At Paget our core purpose is that students should learn effectively and make significant progress and as teachers we pride ourselves on our positive impact on student learning.

Effective learners love the challenge of learning, and are resilient to failure. They are curious and interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They are eager to know how to improve their learning. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

WORKING PRACTICE: TEACHING AND LEARNING

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A Good Lesson is where as a result of the teaching students make consistently good progress, developing secure knowledge and understanding

The learning is planned for using assessment data, in conjunction with the subject SOW and with a clear focus on the desired learning objectives.

All teachers keep a planning diary, planning for progress is evident and time is used productively.

A seating plan is available and PP students are indicated with * and SEND students are underlined.

All staff support the learning environment by implementing the PRIDE CHARTER.

Teachers build challenge into their lessons by ensuring that 3 levels of appropriate challenge are evident in the lesson.

There is a punctual and engaging start

Meet and greet students. High expectations are established. *(Are they in uniform? Are coats off and bags out of the way? Are planners on desks? Are they equipped for the work? Have they been registered?)*

Seat students appropriately for the learning plan.

'Hook' them with a starter activity.

Lesson objectives are shared and/or displayed each lesson so students understand the "big picture" and connect with their learning

The literacy focus is shared with students and used appropriately where possible..

Students understand what they are learning, why and how it builds on prior learning..

Teachers investigate and give credit for students' prior knowledge and/or skills – gained in school or otherwise.

Interests/hobbies should be used as a valuable resource.

(Encourage students to locate learning from other subject areas in their mental filing system for use in your lessons.)

Students focus on their learning,

Teacher talk is limited.

Teachers expect and encourage all students to work with positive attitudes so they can apply themselves and make strong progress.

Students focus well on their learning because teachers reinforce expectations of PRIDE an ASPIRE

Students use their feedback well and they know what they need to do to improve.

Students are engaged throughout the lesson (pace and a variety of timed activities keep students on task & absorbed in their learning)

The teacher manages questioning to stretch all students.

Teachers develop, consolidate and deepen students' knowledge, understanding and skills.

Teacher use skilful questioning to probe students' response and tackle misconceptions.

PP students are targeted .

PP students are known to the teacher,
Whole school strategies to support PP students are known, used and reviewed.
(Hands up to ask a question; hands down to give an answer. Bloom's taxonomy is a useful tool in constructing differentiated questions.)

Feedback is ongoing and in many forms.
Feedback is **consistent** in the book, CA and whole school
Feedback is ongoing and students know their CWA and / or target grade.
Opportunities are provided for students to review learning and develop further.
Teachers intervene with students when students are falling behind.

(Teacher/peer/self-assessment; circle marking; purple pen for progress are all examples of good practice and are used regularly)

Teachers develop students' reading, writing and communication skills. Literacy is promoted with regularity; the teacher incorporates the literacy focus, WoW, subject terminology and SPaG in the lesson
(The teacher models good literacy skills for the subject; appropriate levels of formality and accuracy in speech are explicitly used and taught; relevant vocabulary and writing models are used and taught.)

Plenaries are timely and varied .
Learning and understanding are checked and extended throughout the lesson.

There is an orderly end to the lesson.
Routines for packing away and the collection of books/materials are established.
Teachers direct the putting on of coats and dismissal from the learning area

In addition, teachers should adhere to the following aspects of good practice:-

1) The Curriculum (See Curriculum Policy)

- Teaching and Learning via the curriculum should endeavour to develop growth mindset attitudes as well as knowledge, concepts, skills and values. The curriculum, at both a whole school level and within each curriculum area should aim to offer breadth, balance, relevance, differentiation and progression whilst at the same time meeting national requirements.
- The curriculum is under constant development, with reference to the evolving National Curriculum, changing accountability measures, post-16 initiatives, local and national needs and particular interests and aptitudes of Paget students. It is continually monitored and periodically reviewed and evaluated.
- The development of literacy and numeracy in general are central to improving learning in all curriculum areas. Opportunities and strategies for this development are referenced in SoW across the curriculum, as are ICT, Key Skills and Citizenship.

2) Schemes of Work (SoW)

- All departments must have schemes of work, which give clear sequential guidance to staff about the material to be covered in lessons. The scheme of work should then form the basis of each teacher's lesson planning.
- SoWs should be reviewed annually by all teachers and modified as required.
- There should be a scheme of work for each course delivered. This may be developed from the NC, examination syllabus, or other LA or school based initiative.
- A SoW should give an overview of a course in sufficient detail to allow individual lessons to be successfully planned. They are under continuous development in the light of lesson/course evaluations, the need to be national guidelines and also the meet the changing needs of students and our community.

3) Planning/Preparation

- Each lesson should be planned, based firmly on SoW, in order to meet the needs of different classes and individual students, making use of support staff and/or systems as appropriate
- Lessons should be planned with a clear focus on the desired learning objectives/success criteria.
- Prior attainment, ranging from external assessments to performance in the previous lesson, should be used to inform planning.
- Differentiation should be considered at all stages of planning in order that all students are able to make progress. With the minimum expectation of a 3 tier challenge.
- Appropriate resources should be to hand in good time for the lesson.

4) Lessons

- Students and staff should arrive promptly and students should sit according to a seating plan arranged by the teacher for optimum learning.
- Teachers should actively establish good working relationships with students, treating the children with respect and kindness. These positive relationships are an important factor in promoting student motivation.

- Reward and praise should be used according to school policy and students made aware of the reasons they are being rewarded or praised. Criticism should **always** constructive and growth mindset language used.
- Typically, lessons will start with a statement of the lesson objectives (in terms of content and learning skills) and how they link with prior learning, including a clarification of what progress is expected by the end of the lesson, thereby providing students with the criteria for success. Teaching and learning activities should match the objectives and should be differentiated according to need. Lessons generally end with a review of progress and next steps.
- The pace of lessons should be lively and challenging with full consideration for the variety of individual student needs and the likely concentration period of the different age groups. Time for reflection and consolidation, however, is also crucial to learning and is allocated where appropriate.

5) Learning activities to support progress over time

- Learning activities should be time-related and students are made aware of time allocations.
- A range of differentiated strategies should be used over time to accommodate learners of all abilities and learning styles.
- Activities and teaching methods should be differentiated to ensure planned progress through the curriculum for all students. Three tier challenges should be used as a minimum.
- A variety of teaching and learning styles can be used:
 - teacher talking/listening, students talking/listening
 - visual representation through pictures, posters, mind maps, use of whiteboard/flipchart and interactive whiteboard where possible
 - practical activities to reinforce learning are included as often as possible
 - music as stimulus or background to working activity is encouraged
 - ICT opportunities are exploited as much as possible.
- Questioning is used to engage all students in extending and consolidating their learning with the teacher selecting who should respond, rather than relying on 'hands up'. Individual whiteboards can be a useful tool in involving all students.
- Over time, activities are selected which develop students' ability to work individually, in pairs, small groups and whole class situations. Group work is used to stimulate interpersonal skills, with each student given the opportunity to work with a wide variety of different classmates.
- Each teacher actively teaches the reading and writing skills demanded by their subject, including subject specific vocabulary, and allocates time to students reflecting on their writing to improve accuracy and clarity.
- Teachers help students to make cross-curricular links when the opportunities arise and actively teach the literacy, numeracy, ICT and SMSC/citizenship aspects of their subject.
- Students are given ongoing formative feedback on their work and their learning behaviours, and targets for further development are set/agreed. Teachers teach students how to evaluate their own work and learning; to identify how well they have done and how they can improve. (See also Assessment Policy) Growth mindset language and praise given for effort and attitude to learning.

6) Homework (See Homework Policy)

- Homework should be challenging and in line with the school's policy, it should consolidate learning, deepen understanding and prepare students for the learning to come.
- Homework (see Homework Policy and Practice) is set in good time for students to write it in their planners including Project Homeworks and should be linked to lesson or Scheme of Work objectives. Teachers check that all students understand the task.

- The Homework Schedule will be sent home to parents at the start of each term. Staff are expected to follow the Homework Schedule.

7) Exam Preparation

- Students are made aware of the criteria for success in examinations and students are provided with revision programmes and exam practice/techniques.
- With the switch to 100% exam courses, teachers must re-structure their Scheme of Work to enable students to develop their technique appropriate to the nature of the subject and support the retention of knowledge and skills.

8) The Learning Environment

- A clean, tidy and vibrant environment is provided to encourage learning with displays which reflect and support the topics being studied by the children. Displays of student work include, over time, samples of their best completed work and of their work in progress, so that the process towards successful completion can be made explicit.
- Text books, students' books should be organised to support expediency in the classroom.
- All classrooms have a range of resources readily available to support learning, to promote independent use of resources and high quality work by the students.
- The layout of furniture is changed where possible to support different learning activities.

9) Supporting Teacher Learning & CPD (See CPD Policy)

- Teaching is a reflective process. Teachers should know precisely what is taking place and are aware of the standards being achieved by all students.
- Teachers are encouraged to reflect on their teaching and to plan their professional development needs accordingly. In particular, lesson observations, mentoring within and between curriculum areas are all encouraged. (See CPD Policy)
- Curriculum Area meeting time should be given over to sharing good practice.
 - Following a LW by a Curriculum Leader, Head of Year and/or SLT teacher's are to reflect on the feedback given and discuss with their line manager any implications for their practise and/or CPD needs.
 - Tuesday morning briefing sessions are held in Curriculum Areas to support the sharing of good practise and development of teaching and learning.
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10) Assessment for Learning (See AfL Policy)

- Assessment of each student's capabilities is ongoing and should be used to inform planning for the teacher and formative feedback for the student.
- Both the student and teacher should be aware of targets and the strategies to achieve them.
- Students' work should be assessed in accordance with the Assessment for Learning policy. Any assessment should check that work is up to date, well presented with titles and dates.
- Marks should be awarded in line with the school's assessment policy and should also follow the school's literacy policy.
- Teachers should make clear to students the criteria for assessment and how they could improve their work. (See AfL Policy)
- Students should be encouraged to reflect on their learning and to consider what helps them to learn effectively and to discuss this with their teachers.

11) Teaching & Learning Focus for 2017-18

All

The Focus for 2017-18 is **Diminishing the Divide between PP and Non PP students**. All class room based staff will engage with Action Research through the whole school CPD programme where the focus is one of the following:

- Diminishing the Divide through the use of AFL-using data to inform planning/Purple Pen time/feedback
- Engagement and challenge for HPA
- Cover supervision– strategies to support classroom management, engagement and rapport building methods
- Visible learning– how to demonstrate progress in lessons for Pupil Premium
- Literacy

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