



TEACHING AND LEARNING POLICY

Reviewed by: Nicola Tribe	Date: Apr 2022	Next review: Apr 2023
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Rationale:

This document is intended to guide all staff involved in teaching & learning. It is a working document and can be changed and adapted to suit the demands of the curriculum and assessment frameworks.

Contents:

- Current Judgement of Whole School Teaching & Learning Progress and aims for all teaching staff
- Lesson expectations
- Good Classroom Practice: Advice on a common framework
- Lesson Planning: Lesson Ingredients & Year 7 Project
- Teaching programmes for reading, writing, communication and maths
- Home learning Guidelines
- Intervention strategies
- Lesson Observation
- Work Book Scrutiny Policy
- Effective differentiation guidelines
- Working with G&T Pupils

Current Progress & Teaching Aims to ensure

This teaching and learning policy outlines how we will work to ensure that provision in our school meets the needs of the students in line with Adcote Schools aims.

Our teaching

Through training, development and meetings, all teaching and classroom support staff will know the characteristics of good and outstanding teaching. All teachers will work to ensure that our teaching is good and that we are each able to produce examples of outstanding teaching.

We expect all teachers to have high expectations of all pupils and to communicate these expectations clearly to pupils.

Pupil progress

We monitor pupils accurately (with moderated judgements) every half term and report progress to pupils and parents and we are careful to ensure that pupils in our school are making good progress. We monitor and respond to the progress of all groups of pupils including those with Learning difficulties.

Six core elements of our provision**1. Subject knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing

patterns ensure that all learning is led by staff with good subject knowledge. Please refer to the training policy for further details (enclosed in this handbook).

2. Planning

Our planning is based on a rigorous and accurate assessment of our pupils' prior learning. We plan effective teaching strategies, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working. We avoid unnecessary repetition for children.

3. Interventions

We plan targeted interventions that will support pupils and will move them on in their learning. Teachers monitor the success of these interventions, judging their effectiveness by their impact on pupils' progress. Interventions happen both inside and outside of the classroom, depending on the specific needs of the individual pupil.

4. Prep (homework)

We regularly set tasks for home learning that are linked to our pupils' current learning. Home learning contributes to our pupils' progress.

5. Assessment for Learning

We listen, observe and question groups and individuals carefully. We reshape tasks and explanations in order to improve learning. Our responses are timely and relevant.

6. Marking and feedback

We assess progress regularly. We discuss assessments with pupils so that they know how well they have done and what they need to do to improve.

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills

We recognise the centrality to learning of the core basic skills.

We have clear teaching programmes for reading, writing, communication and maths which help pupils make good progress in these areas. In addition, we have designed opportunities in our wider curriculum that allow pupils to develop and apply a range of basic skills.

Classroom climate

Through careful planning, good teaching and good relationships, we ensure that our pupils are enthusiastic and are motivated to participate.

Pupil attitudes

We promote the aptitudes of resilience, confidence and independence through our planned activities and through our teaching.

Expectations For All Lessons:

Wherever possible, it is an expectation that teachers should be ready to greet all pupils before they arrive.

The following should be clearly available to affect an immediate and purposeful start to lessons:

- Settler / Starter Activity (with extension if appropriate)

Throughout the lesson:

- Lesson Objectives are referred to continuously

- It is important that tasks are displayed on the board with success criteria (if appropriate)

Within the classroom, the following should be accurately displayed:

- Date;
- It is expected, when teachers have their own classroom, that classroom displays will promote the expectations for student behaviour and achievement, alongside appropriate literacy and CLEAR opportunities.

N.B These expectations remain in force even when the usual class teacher is absent

Good Teaching Practice:

As well as all of the above, the following are key ingredients in good and outstanding teaching. As the year progresses, these ingredients will start to be seen throughout in all lessons taught in the school:

Teaching of Literacy in context:

The spelling of key words for your subject, using key words in lesson objectives and short story plenaries are all helpful ways to help pupils to engage with literacy and promote the accuracy of literacy.

Teaching of Numeracy in context:

A numeracy starter or settler activity that relates to your lesson is a good way to contextualise numeracy for pupils so that they can see its purpose across the curriculum and in life. Team challenges will help to support pupils who lack confidence in numeracy.

Regular reviews of learning:

In order for teaching to be good, teachers must review learning at regular intervals and intervene if necessary. Use a variety of formative and summative assessment strategies that engage all of the class, not just some.

Independent learning:

Pupils must be scaffolded to support independent learning. This means that, prior to pupils being expected to show independence, they are provided with all of the tools that they will need so that the challenge of independent work is achievable and has been supported by prior learning. Independent tasks need to be differentiated at all levels, ensuring support or stretch depending on the ability of the pupils in the class.

Cooperative learning:

This allows the teaching of vital communication skills. The cooperative learning principles of positive interdependence, individual accountability, equal participation and simultaneous interaction need to be considered in the set up of any task that is being used to structure a group activity. Make sure that every pupil can play a part in the task and that tasks are differentiated accordingly.

Good Classroom Practice - advice on a common framework

This section of the handbook provides a guide for all teachers in the school. It is essentially a summary of good general practice. The term 'classroom' is used in a loose sense, and refers to any space where teaching is happening. The general principles, however, remain the same.

1. A good start:

- Be at your room on time, if possible before the students arrive. Do not leave them standing outside.
- Establish good order straight away. Have routines for putting bags, coats etc away, having books out ready to start. There should be an established routine where there is something on the board for the students to do as they come in.

- Recap on the last lesson.
- State the learning objectives for the lesson, i.e. tell the class what they are going to do and what you hope they will learn. Tell the class what they will be expected to achieve in the lesson.

2. Create a positive classroom climate:

- Catch them being good!
- Three positives comments to every negative one.
- Emphasise the required behaviour, ‘look at me, thank you’ is better than ‘stop looking out of the window.’
- Give regular feedback to students about their work and behaviour. Remember that you can enter **CLEAR points** into the Google points sheet.
- Use the **assumptive close**, “thank you” rather than “please”.

3. Dealing with misbehaviour:

- Criticise the behaviour, not the student.
- Try to use hand signals that do not interrupt the flow of the lesson.
- Use private, rather than public, reprimands. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- Use rule statements as reprimands. ‘We put up our hands before speaking’.
- Be consistent. Students will resent a reprimand if they feel it is for the sort of behaviour that you do not normally reprimand, or if others have not been reprimanded for similar behaviour.
- Do not make empty threats. You will soon lose credibility if you fail to carry through a consequence or if your threat is clearly improbable – ‘If you don’t stop looking out of that window, I’ll throw you out of it!’ (Unless the threat is clearly meant to be humorous!).
- Avoid punishing the whole class. Phrases like ‘Too many people are.....’ are better than ‘Everybody is’ If behaviour has become widespread in the class, it may be useful to consider why that might be.
- If a behaviour is widespread, it is useful to address your reprimands to individuals – ‘John, I have asked you all to be quiet’ is generally more effective than ‘Will you all shut up!’.

Be firm but fair:

- Do your best to ensure that the student reprimanded has instigated or engaged in the behaviour. Be careful about reprimanding a student reacting to another’s provocation.
- Reprimands should be clear and firm in tone and content, e.g. ‘I want you to look this way and pay attention, thank you.’ Avoid pleading or bargaining, e.g. ‘At least keep quiet for the last ten minutes.’ as well as bribes and blackmail, e.g. ‘I’ll let you go two minutes early if you are quiet.’

4. Preventing misbehaviour:

- Circulate around the room as often as is practical.
- Try speaking from the back or side of the room.
- Use personal contact to stretch or encourage students – ‘Good, let’s see if you can get onto number seven before the end of the lesson.’
- Scan the classroom. Regularly cast your eyes around the room. Is everybody on task? Simply moving towards a student is sometimes enough to re-direct them onto the work.
- Make eye contact, use privately understood signals – a shake of the head, finger to mouth etc. Let the student know that the behaviour has been observed.
- Target your questions. Direct your questions to involve as many students as possible. Sometimes simply directing a question at a particular student is enough to get them back on task.
- Change the activity or pace of the lesson. Lessons that are too slow or are boring are much more likely to generate misbehaviour.
- Use proximity. Moving near to students whom you suspect of misbehaviour or talking will indicate your awareness of the behaviour without disrupting the lesson.
- Pick up on small off-task behaviour: making eye contact, a stern look, a short pause in your speaking will all indicate your displeasure without interrupting the flow of the lesson. If off-task behaviour is ignored, it will become more frequent or develop into more serious misbehaviour.

5. An orderly dismissal:

- Finish teaching in plenty of time so that you can pack away properly, check for missing items etc.
- Recap on the lesson. What have they learned today?
- Establish a routine for the orderly dismissal of the class from the room. Your end to the lesson may be setting the mood for the beginning of someone else's.

Literacy Across the Curriculum

Language is the prime medium through which pupils learn and express themselves across the curriculum therefore all of us have a stake in effective literacy. As a school that also caters for a large number of EAL students, this practice must be embedded throughout the learning environment.

Across the school we shall:

It is not expected that you mark for literacy during every piece of work. However, if there is a specific literacy error that is occurring consistently it must be highlighted and monitored with feedback given until an improvement is seen. There will be specific times throughout the year when there will be a specific drive on a certain aspect of literacy. This will be communicated to you and support given by the Director of Studies.

- Ensure that you have **clearly identified the ability with regards to literacy of students'** in your classes. This means **understanding if a child is being hindered** in your subject because of their literacy skills.
- Ensure that you include **key words** and **teaching objectives that will support literacy and learning** in in your area.
- **Use the support tools** that will be available throughout the school in different formats. There will be a **literacy support area** in the teaching and learning google drive that will contain materials to support literacy in your lesson planning.
- As form coordinators we will take the opportunity to **promote and extend literacy skills** by utilising weekly accelerated reader program in Prep school and the provided literacy powerpoints in the Senior School.

Numeracy Across the Curriculum

A current definition of numeracy: Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves **developing confidence and competence with numbers and measures**. It requires **understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems** in a range of contexts. Numeracy also demands **understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables**.

Aspects of Numeracy and the best ways to suit it to your curriculum area.

ART – Symmetry; use of paint mixing as a ratio context.

ENGLISH – comparison of 2 data sets on word and sentence length.

FOOD PREPARATION AND NUTRITION – recipes as a ratio context, reading scales,

GEOGRAPHY – representing data, use of Spreadsheets

HISTORY – timelines, sequencing events

ICT – measuring skills, units of area and volume, representing data; considered use of graphs not just pretty ones!

MFL – Dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data.

MUSIC – addition of fractions

PHYSICAL EDUCATION – collection of real data for processing in Maths

RELIGIOUS EDUCATION – interpretation and comparison of data gathered from secondary sources (internet) on e.g. developing and developed world

SCIENCE – calculating with formulae, 3 way relationships, scales, graphs

TEXTILES – scale, practical equipment, proportion

- Ensure that you have **clearly identified the ability with regards to numeracy of students'** in your classes. This means **understanding if a child is being hindered** in your subject because of their numeracy skills.
- Ensure that you include **key words** and specific referencing that will **support numeracy and learning** in in your area.
- **Use the support tools** that will be available throughout the school in different formats. There will be a **numeracy support area** in the Google drive
- As Y7 and Y8 form coordinators, we will take the opportunity to **promote and extend numeracy skills** by utilising the maths ninja that will be made available every week throughout the academic year.

Home Learning Guidelines

Purpose of Prep:

Home learning prep will be meaningful and should aim to enhance independent learning skills. It will extend the learning opportunities achieved within school.

The emphasis is placed on students having the necessary organisational skills to complete home learning well, e.g. a google calendar and a bag.

Parents and Guardians:

Are essential in supporting their daughter with their learning at home.

Parents and Guardians can also assist by ensuring home learning prep is completed and by checking that pupils have completed it.

Types of prep

• Electronic • Research • Worksheet • Booklet • Coursework • Discussion with Parents

- Exam Paper • Reading • Internet based • Spelling • Project Based • Personal Reflection
- Revision • Recap (using study cards) • ICT based • Written

Prep will be given out as a planned purposeful exercise during the lesson or as part of the plenary to a lesson.

In the event of a specific planned prep not being set due to unforeseen circumstances, students are expected to review/revise or read around a topic they are currently studying.

All prep will be recorded on Google classroom including the deadline for completion/date to be handed in. This is the responsibility of students.

Prep will be marked soon after it is handed in and students will be given feedback as a

- a) motivational tool
- b) means of recording and sharing personal progress

It is **unlikely** that individual pieces of prep will be marked with level descriptors at KS3 and grades at GCSE/KS4. However, work will be annotated to help students move forward with clear targets for improvement.

Consequences of failure to hand in prep by an agreed deadline will result in a sanction as set out in the Rewards and Sanction Policy.

We will reward students who regularly hand in prep and show progress against their learning targets.

We all accept that prep supports work in class and enables students to develop skills and subject knowledge. The importance of regular, relevant prep should be valued by all partners (Home/school/student).

SMT will:

- Regularly review the school's prep policy in the Assessment, Recording and Reporting Policy;
- Monitor the effectiveness and implementations of policy;

Subject Leaders will:

- Monitor and support the appropriate setting of prep and marking;
- Carry out regular reviews of pupil's workbooks to ensure that prep is set and completed;
- Deal appropriately with student non-compliance and keep Learning Managers informed.

All Staff will:

- Give positive messages about the value of prep;
- Provide appropriate prep;
- Provide prep in accordance with prep timetables;
- Mark prep regularly and appropriately;
- Deal with non-compliance immediately in line with school policy;
- Reward good prep appropriately;
- Ensure that students record prep in their diaries;
- Advise students to complete prep on time and to an appropriate standard.

Academic intervention

“Introduction:

The National agenda promotes the achievement of successful outcomes for students in terms of two levels of progress in Key Stage Three and outcomes in line with at least National averages at key Stage Four.

Outstanding schools:

- *Taking account of their starting points, the proportion of pupils making and exceeding expected progress is high compared with national figures.*
- *The standards of attainment of almost all groups of pupils are likely to be at least in line with national*

averages with many pupils attaining above thiswhere standards of attainment of any group of pupils are below those of all nationally, but the gap is closing rapidly, may be deemed outstanding.

- *Pupils make rapid and sustained progress across many subjects, including English and mathematics, and learn exceptionally well.*

Teaching must:

- *Set high expectations which inspire, motivate and challenge pupils.*
- *Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.*
- *Promote good progress and outcomes by pupils and be accountable for pupils attainment and outcomes.”*

Teachers standards May 2012

Our Provision

The school sets targets for each student to provide challenge to them, whilst allowing the school to work towards improved outcomes for all.

All students are allocated targets upon entry to the school. These are generally based on prior achievement, attainment and internal baseline assessments.

Progress towards these targets are monitored by classroom teacher and subject in the first instance and also half termly across the school. As part of the pastoral structure each student will have a personal tutor.

Students who begin to fall significantly behind will be brought to the attention of the curriculum group. The priority is progress in English and Mathematics. This provision aims to compliment the student's current learning programme. Once referred, students are prioritised and intervention is planned. Success within the provision is assessed against work and outcomes achieved back in normal lessons and through external examinations.

Although the provision is literacy and numeracy focused, students do have the opportunity to work on other pieces of work if identified as underperforming.

The Director of Studies will work with heads of section and subject teachers to provide bespoke timetables for individual students and also small group work. It does involve reducing contact in some lessons at both Key Stage Three and Four. Impact of this is monitored closely by the school and provision amended as appropriate, working alongside the Learning Support department and as per the SEND Policy.

Lesson Observation

Why have lesson observation?

- It is school policy that lesson observations take place;
- They help maintain an environment of continuous improvement;
- They enable teachers to share good practice;
- They allow SMT to monitor the impact of teaching and learning and coaching;
- They form a significant part of the performance management of all staff.

Who should be observed?

- All teaching staff;
- Teaching Assistants.

Arranging the performance management lesson observation:

Where staff are in more than one subject there will be negotiation about which subject is to be observed.

Staff can negotiate with their Line Manager, a mutually convenient time and lesson that they would like to be observed.

All observations will use the same format.

All those responsible for Performance Management must have received training and had their judgements moderated in term 1 (to ensure consistency of practice throughout the school) prior to arranging any performance management observations.

Further information can be found in the Performance Management Policy.

Other Observation:

Learning Walks.

Head teacher observations will be on an ad hoc basis dependant on diary and timetable constraints.

Learning Walks

The purpose of the any learning walk is to:

Train performance managers and moderate teaching and learning judgements;

Help SMT to reach informed, and up to date, judgements in relation to pupil progress and teaching and learning;

Allow teachers an opportunity to be coached and supported in the development of their practice;

Inform the Director of Studies of immediate and long term training needs so that staff training is appropriate and purposeful.

Frequency & notice of learning walks:

Learning walks will be in the calendar from the start of the academic year, and will take place no more than once a term.

The focus of the learning walk will be given prior to the walks and will be sent out by email. It will also be formally written in the staff bulletin.

There will be no formal notice given of learning walks, other than as stated above.

Planning and work book scrutiny proforma

Planning and delivery of high quality lessons are essential components of an outstanding lesson and ensure students achieve good outcomes.

Work book scrutiny is used within school to quality assure and inform both subject and personal development plans. Scrutiny undertaken is shared with faculties and discussed at line meetings alongside other documentation relating to learning and teaching.

Whole Staff Training:

At the end of the previous academic year, the training priorities for the next academic year should be discussed amongst SMT.

At the start of the academic year, teachers are asked to identify their own training needs by analysing their progress against the teaching standards.

They are then asked to highlight developmental needs through performance management avenues.

Learning Walks will focus on particular teaching standards/ Pupil progress measures and will identify further training needs.

Training will then be delivered through the following avenues:

Short Bust Training Sessions Day/time:

These training sessions are compulsory for all NQTs and PGCE Students. They will cover a variety of topics to add to a teacher's toolkit, such as differentiation, questioning techniques, AFL strategies, contextualising literacy, contextualising numeracy etc.

All staff are invited to attend any session that they feel meets their own development needs.

Whole Staff Training Sessions:

These training sessions are compulsory for all teaching staff. They will cover a variety of topics to add to a teacher's toolkit and will tie into the school's priorities and whole school needs of teachers

Subject Moderation Sessions:

These training sessions are compulsory for all members of each subject and subject leaders should add these sessions to the whole school calendar.

Exam Board Courses:

These courses are designed to help teaching staff to fully understand the teaching requirements of their specification and will be centrally funded.

Subject Knowledge Training:

These courses are designed to help teaching staff to fully understand the teaching requirements of their specification and will be funded from subjects.

PD days:

The training agenda for all PD days will be dependent upon the school's development plan and the progress being made to support that development.

Guidance For Effective Differentiation:

Differentiation can be achieved by employing a combination of simple but effective strategies.

Differentiation does not mean providing different work for everyone but, instead, refers to the utilisation of a whole variety of resources, teaching and learning styles, classroom activities and

support materials.

Teachers are expected to evidence that they have catered for the needs of all groups of pupils and demonstrate that you are aware of the needs of all groups of pupils.

There will be training as part of a range of strategies to ensure that all pupils make the projected, and aspirational, performance that we strive for. Alongside this, a series of tutorials, materials and advice are all saved in the whole school teaching and learning area. Staff shared / Teaching and learning / Differentiation.

For the full guide to strategies in differentiation please refer to the Intervention Handbook

<https://docs.google.com/presentation/d/1fL2TcjSgCfKP7ZgIQIhXyR81E-95ufaaiHJzGIHMsK8/edit?usp=sharing>

Using Teaching Assistants in Class

The role of a TA varies from subject to subject. Some TAs may work supporting an individual, or they may be assigned to a group of pupils. Teaching Assistants are assigned to subjects and the Head of the subject devises their timetable. If you feel that the learning needs of an individual / individuals in your class require support, you should make Learning Support aware of this so that potential changes to the subject TA's timetable can be timely and appropriate.

The following are guidelines to good practice when working with a TA:

- Treat all TAs as a joint facilitator to the learning in your lesson.
- Ensure that planning is shared with the Teaching Assistant assigned to your class, so that they are able to support the learning and, when they are assigned to an individual, may adapt any resources to suit the needs of their pupil.
- Ensure that Teaching Assistants are treated with the same respect and are as valued as you are in the classroom.

For further guidance and information refer to the Intervention Handbook

<https://docs.google.com/presentation/d/1fL2TcjSgCfKP7ZgIQIhXyR81E-95ufaaiHJzGIHMsK8/edit?usp=sharing>

Data Led Planning

It is whole school agreed practice that pupils will have access to their projected grades and progress levels to ensure that they are aware of areas for development and to enhance their performance. These are taken from the MIDYIS, YELLIS and ALIS CABTs provided by CEM.

There are several ways of doing this, all are acceptable:

Grades and current progress are displayed prominently on pupil's workbooks.

Targets and progress may be consistently referred to in marking –

Pupil Academic profiles used continuously during Personal Tutor meetings with students.

Using Engage to Track Data:

Teachers are expected to assess and report (on Engage) pupils' progress every half term and have suitable evidence available that supports the assessment grade that is reported. Evidence will be checked by the senior management team to ensure the rigour of assessment grades.

Teachers should be seen to track the performance of a class and to have planned intervention in place for pupils, in any group, that may be underachieving.

Lessons should be pitched with the assessment levels of all pupils in mind so that all pupils are continually stretched and challenged.

The minimum expected progress for all pupils is to be achieving at least their minimum projected grade.

Targets are stretching and those reported on Engage, and that pupils are challenged to achieve, are decided between teacher and student.

Co-ordination of G&T

The gifted and talented co-ordinator will champion the special needs of more able learners.

The member of the Curriculum Team who is responsible for G&T provision is Michelle Pragg, She can:

- Support subjects in further developing differentiated teaching, curriculum enrichment and extension and ensuring that resources are provided to improve provision for G&T;
- Develop strategies to ensure that high achievement, effort and perseverance is valued and encouraged at individual, tutor group, year and whole school levels
- Report regularly to the Director of Studies
- Provide CPD through induction for NQTs and subject heads or their representatives
- Recommend extension and enrichment activities and opportunities

Monitoring, assessment and evaluation

The effectiveness of the school's provision for its G&T cohort is ultimately monitored by outcome in terms of value-added by academic results at GCSE but also by motivation to ensure they achieve as well as they can both in lessons and in extra-curricular activities.

Refer to the Gifted and Talented Policy for further information.

Marking and Feedback

Please refer to the Marking Policy for detail.