

POLICY: TEACHING AND LEARNING

PERSON RESPONSIBLE: J.BAILEY

MONITORING: HoFs

DATE: June 2018

REVIEW DATE: June 2019

Adopted by the Governing Board on 19th September 2018.

Rationale

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 learn, students and teachers alike, are central to our ethos and the way we work.

We want the work in our classrooms and throughout the school to provide appropriate experiences that enable our students to become:-

- successful, independent learners
- responsible citizens
- confident individuals.

Central to our philosophy is the belief that ability is not fixed and that all of us, staff and students alike, have the wherewithal to grow, develop and improve as outlined in the work of 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)*

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 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 Be Proud, Aim High and Work Hard.

Principles

Teaching and Learning should:-

- develop the emotional, intellectual, spiritual, creative and physical wellbeing 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 where students 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 scheme of work
- use assessment data to determine the needs of the students.

Conclusion

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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The Working Practice

"It turns out that as long as you go to school then it doesn't matter very much which school you go to, but it matters very much which classroom you sit in." (Dylan Williams, 2011)

At Paget High School we recognise that there are key strands to facilitate effective learning. Therefore, all teachers have a responsibility to follow these key strands in order that they plan and deliver lessons where teaching and learning is of the highest quality. Paget High School key strands for effective Teaching and Learning are:-

An environment:-

- which is safe, stable and stimulating for learning
- where teachers are welcoming of all students and role model expectations
- where relationships are positive and based on mutual trust and respect
- where rules and standards are explained and applied fairly and consistently.

Learning that is focused on the learner:-

- where individual needs are taken into account
- where student's self-esteem is high
- positive reinforcement is modelled and encouraged
- where students understand the purpose of the learning and the relevance to their own experience
- where there is no ceiling to learning
- where learning opportunities enable learners to experience success
- where the learner has a responsibility to become actively engaged in their own learning.

Learning is maximised when:-

- there are opportunities which extend understanding and competence
- explicit learning objectives and clarity of assessment activities are used
- content is differentiated and appropriate
- resources are engaging and stimulating to the learning process
- there are consistent standards of presentation and literacy across the school.

Challenge is embraced:-

- through high expectations
- by teaching to the top and differentiate accordingly
- by students taking on a range of roles to solve problems
- through directed, higher order questioning
- by developing thinking and reflection skills
- by a pace of learning which maintains and stimulates learning.

Teaching and Learning at Paget High School

The following model is accepted as effective practice and all teachers should strive to follow it. It will form the basis for all future lesson observations, support and monitoring.

Lesson Structure

Planning and Preparation:

A minimum requirement will be:-

1. The learning is **planned** for using assessment data, in conjunction with the subject scheme of work.
2. There should be clear learning outcomes with activities designed and structured to test the learning. The **BBQ** should be used for KS3 lessons.
3. Lessons are planned to build on prior learning and ensure continuity and progression.
4. Learning activities will be planned that allow opportunities for learners to demonstrate and consolidate their learning.
5. Opportunity for developing **literacy**, numeracy, citizenship and IT are integrated into lesson plans wherever possible.
6. Planning makes provision for the effective use of TAs when available.
7. A seating plan is available, including student data and Pupil Premium students acknowledged.

Start of the lesson:

1. Teachers '**Meet and Greet**' students on arrival.
2. **The Big Bloomin' Question:** A question or problem will be posed at the beginning of the lesson or series of lessons that will be returned to at the end to gauge learning and progress. The question should be designed to engage students in the learning and allow for deep learning. A must for all KS3 lessons.
3. The **outcomes** of the lesson are clearly stated at the beginning with connections to the 'Big Picture'. Content and learning processes should **both** be a focus. (These may take the form of a problem to be solved). **Metacognition** should be measurable.
4. The teacher presents lesson activities with clarity, enthusiasm and pace.
5. **Timings** are clear, shared and adhered to.

Lesson development:

1. Active learning is promoted by the use of **learning activities / tasks** which enable students to understand, acquire knowledge and develop skills.
2. A key part of the lesson is the **modelling** of the learning. The teacher / other students will **model** learning activities and processes, sharing their thinking and decision making explicitly.
3. Lessons should be challenging. **Challenge** is about pushing or 'nudging' learners out of their learning comfort zone into new areas of experience, knowledge or skills acquisition. Consolidation is the process of bringing the new learning into the students' comfort zone.
4. The teacher establishes and communicates clear expectations for behaviour.
5. **Exemplar work** is provided / demonstrated so students are aware of what is expected.
6. Appropriately **differentiated** teaching resources, activities and tasks are available to enable success for all students.
7. Learning activities should be organised into chunks or stepping stones to maintain engagement to support progress for all.
Activities should be varied over time to include **independent, pair and group work**.
8. Lessons have within them a period of **silent**, individual reflective work and, where appropriate, include opportunities for **extended** writing.
9. The teacher targets questioning to stretch all students using Blooms' Taxonomy to probe and develop understanding. **No hands up**. Pupil Premium students are targeted.
10. Active listening from all should be developed to include reflection and thinking time.

11. Constructive, relevant assessment and **feedback** (verbal and written) is provided on progress.
12. Feedback is ongoing and in various forms and will result in clear action from students.
13. Students are encouraged to evaluate their own work and to **redraft** and **refine** their work in order to meet targeted levels of attainment.
14. Learning activities ensure progression in student learning by increasing the level of conceptual challenge, the depth of understanding and the breadth of application of skills teachers should make students think hard.
15. Plenaries and assessment for learning will be used frequently to check, assess, consolidate and adapt to student progress within the lesson. Teachers should re-group, steer their lesson in a different direction or re-iterate aspects of a lesson if progress is limited. Sticking rigidly to lesson plan can be counterproductive if progress is not being made.
16. Lesson pace should be reflective to the inherent challenge. Pace does not necessarily refer to 'speed' but could involve frequent changes in focus / activity for optimum engagement.
17. Home practice should be set regularly to consolidate learning to make it 'stick'!

End of the lesson:

1. The teacher creates time to review the learning progress made against the outcomes or BBQ.
2. Students will have the opportunity to assess their own progress.
3. Peer and self-assessment will be used as appropriate to assess progress and support the next steps in learning.
4. Opportunities are provided to reward success.
5. Links made to future lessons, activities and assessment opportunities.
6. The end of the lesson is prompt and orderly.

Monitoring and Evaluation of Teaching and Learning

The process includes:

- Performance Development
- Lesson Observations
- Learning Walks
- Book Looks
- Work Audits
- Student Outcomes
- Student Voice
- Climate Walks.

Other aspects of practice that is monitored, in accordance with the teacher standards, include:-

- Punctuality to classes.
- Care of rooms.
- Planner and planning materials - ongoing, but a formal monitoring at least once a term.
- Student books – ongoing as part of Senior Leadership Team Quality Assurance, Performance Management, Faculty Book Looks and Work Audits.
- Home Practice - ongoing, but formal monitoring at least once a term.
- Feedback - ongoing, but formal monitoring at least once a term.

The monitoring and evaluation of teaching and learning is ongoing and regular in order that we, as a school, can:-

- make secure judgements of teaching and learning across the school
- monitor and evaluate the progress of students across the school during a lesson and over time

- judge and evaluate the performance of individual teachers against the Teacher's Standards
- identify group and individual training needs across the teaching and support staff.

The role of the Head of Faculty

Heads of Faculty have a prime responsibility for moving learning forward within their faculties. To be effective they must undertake the following:-

Observation

Each faculty member should be observed for at least 2 hours over an annual cycle and more frequently if desirable. Evidence needs to be gathered for 'Performance Management'. This evidence needs to be recorded and passed on to the necessary member of staff. A balance of age and groups should be seen over a period of time. Where a member of staff teaches in more than one faculty, the Heads of Faculty are asked to collaborate so that lesson observation is not burdensome.

Observations can be flexible and should normally consist of 4 x 30 minute observations, but may be longer if appropriate. Peer Observations within the faculty are to be encouraged.

Developing Teaching and Learning by 'Capturing Good'

What is 'Capturing Good?'

'Capturing Good' focusses on what works well in our classrooms and in different faculties and then looks to share the information across the school in order that our practice continues to improve and impact positively on our outcomes.

How is 'Good Captured?'

The Deputy in charge of Teaching & Learning will visit a faculty to observe lessons, look at books, talk to students, analyse data and assessment information with the intention of finding elements of practice that could benefit other areas.

How will 'Good' practice be shared?

SLT will look at CPD opportunities to share teaching and learning that works. This may take the form of training events, coaching, peer observations, changes to whole school policy etc.