

# Longdean School



## Teaching and Learning Policy

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## Teaching and Learning Policy

### Policy Statement

This policy is intended to be a working document and point of reference. It details our expectations of teaching and learning in Longdean School. We recognize that colleagues will be working at different levels, but it is intended that we should all strive to develop our skills.

### Aims

#### As a staff we believe that all children should:

1. **Develop lively and enquiring minds and given the confidence and encouragement as well as the tools to learn independently. They should find learning both challenging and enjoyable and encounter a variety of approaches and experiences adapted for different learning styles.**
2. **Benefit from their entitlement to a curriculum which is broad, balanced, flexible, coherent and differentiated, which gives the opportunity for progression so that each is given the opportunity to work towards his or her potential.**
3. **Enjoy a purposeful and stimulating experience which provides a safe and orderly environment for learning. They should be encouraged to develop emotional intelligence, learn to be tolerant and ware citizens and be prepared to meet the challenges of a changing world.**

#### All teachers at Longdean School should:

1. Set high expectations which inspire, motivate and challenge pupils by establishing a safe and stimulating environment for pupils, rooted in mutual respect, setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils by being accountable for pupils' attainment, progress and outcomes, being aware of pupils' capabilities and their prior knowledge and planning effectively to build on these. Pupils should be guided to reflect on the progress they have made and their emerging needs. Teachers should demonstrate knowledge and understanding of how pupils learns and adapt their teaching accordingly. They should encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge, having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings. They should promote the value of critical understanding and scholarship. Teachers in all subject areas should demonstrate an understanding of, model and take responsibility for promoting high standards of literacy, articulacy and correct use of standard English whatever the teacher's specialist subject.

4. Plan and teach well-structured lessons, imparting knowledge and developing understanding and skills through effective use of lesson time. They should plan specifically to promote children's intellectual curiosity, including starter activities which may consolidate previous learning, a well-paced sequence of main activities forming the core purpose of the lesson and a plenary which summarizes key aspects of learning and encourages pupils to reflect on their learning. They should set homework and other out-of-class activities as appropriate to consolidate and extend knowledge and understanding and to promote independence.
5. Adapt teaching to respond to the strengths and needs of all pupils by knowing when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. They should have a secure understanding of how a range of factors, including physical, social and intellectual, can inhibit pupils' ability to learn and best to overcome these. They should have a clear understanding of the needs of all pupils, including those with special education needs, those of high ability, those with English as an additional language and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them. They should adapt their teaching style and approach to support pupils' learning at different stages of their physical, social and intellectual development.
6. Make accurate and productive use of assessment, knowing and understanding how to apply the statutory assessment requirements to their relevant subject and curriculum areas. They should make use of formative and summative assessment to secure pupils' progress, use relevant data to monitor progress, set targets and plan subsequent lessons. They should give pupils regular feedback, both orally and through accurate marking, applying both the school's literacy marking guidelines and detailing how pupils might improve their knowledge, skills and understanding. Pupils should be encouraged to respond to the feedback given.
7. Manage behaviour effectively to ensure a good and safe learning environment. The school's positive behaviour rules and routines should be used in classrooms and good, courteous behaviour promoted around the school. Teachers should have high expectations of behaviour, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Classes should be managed effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them, maintaining good relationships and exercising appropriate authority.
8. Fulfil wider professional responsibilities, making a positive contribution to the ethos of the school and developing effective professional relationships with colleagues knowing how and when to draw on advice and specialist support. They should deploy support staff effectively by involving them in planning. They should communicate effectively with parents with regard to pupils' progress, achievements and wellbeing.

## Classroom Management

1. The school mission statement should be displayed prominently in every classroom and it will be the expectation of every pupil that they:
  - Listen and work quietly when asked to.
  - Let other people get on with their work.
  - Stay on their seat unless given permission to leave it.
  - Speak with respect to everybody in the school.
  - Keep the classroom tidy and look after equipment.
2. It is the responsibility of teachers to ensure pupils start and finish the lesson in a quiet, orderly manner. This might mean lining up until told to enter the classroom or standing quietly behind chairs until told to be seated.
3. Whenever possible, teachers should welcome pupils to their classrooms.
4. Teachers should have a seating plan for each class which is constructed for learning as well as behaviour management purposes.
5. Pupils should be purposefully engaged immediately on entering the classroom.
6. Teachers should move around the classroom, addressing individuals as appropriate and using both verbal and non-verbal signals to correct poor behaviour and keep pupils on task.
7. Disciplinary issues should be addressed calmly through the Positive Behaviour strategies, avoiding direct confrontation as far as possible.
8. Teachers should show that they have high expectations of the work and behaviour of pupils. Instructions including those relating to working conditions (i.e. whether pupils can discuss the work) should always be clear. Verbal praise and encouragement should be given whenever applicable, through the use of stamps and other rewards systems.
9. Except where 'discovery learning' is planned, learning objectives should be shared with pupils.
10. A variety of teaching methods should be used over over time: as a minimum visual, auditory and kinaesthetic approaches should be planned in most lessons.
11. Teachers should be willing to adjust teaching and flex their plans to suit the pace and depth of pupils' understanding during the lesson.
12. Aim to question every pupil during every lesson with an appropriate question.

## Teaching

### 'Non-negotiables'

- **Lesson learning objectives to be displayed/written on board, linked to an assessment grade.**
- **Subject-specific key words to be displayed, discussed and used each lesson.**
- **Ten-minute plenary for all lessons**
- **Targets to be displayed in pupils' books**
- **All lessons to be planned and taught so that each student can demonstrate progress in learning, informed by prior attainment data**
- **Seating for Learning Plan in place for each class, identifying groups of learners, targets, and key information from data and inclusion plans**

1. Teachers should plan lessons appropriate to the age and ability of the pupils.
2. Teachers should meet in their departmental teams during time-tabled CPD slots to share ideas and good practice and to evaluate teaching strategies and learning outcomes.
3. Homework should be written on the board or published on the Learning Platform and should be set in line with school and departmental policies. It must be recorded by pupils, in their planners.
4. Teachers should communicate with parents using pupil planners or by letter or phone to share clear pupil targets with both pupils and parents and, where necessary, to remind parents of equipment that is needed. Teachers should also use planners to praise individuals.
5. Teachers should make consistent use of the school's reward and sanctions procedures including entering details of misdemeanors and sanctions on SIMS and issuing House Points and 'Student of the lesson' slips.
6. Teachers should be aware of the Special Educational needs of pupils they are teaching and liaise with the SEN department in making the appropriate provision. They should share planning and delivery with TAs.
7. Teachers share a responsibility for the development of Key Skills (Literacy, Numeracy and ICT). In particular, inappropriate use of slang and colloquialisms as well as incorrect grammar and pronunciation should be corrected (including encouragement to self-correct) and use of terminology praised.
8. The marking and recording of pupils work must be in accordance with the school procedures, including application of the Literacy Marking scheme, and 'Next Steps' marking. Teachers should check that instructions or advice given in their feedback is acted upon by pupils.
9. Differentiation should take a variety of forms including different tasks where appropriate as well as by outcome.
10. Questioning strategies should include both open and closed questions and be targeted at individual pupils. They should be probing to elicit detailed and specific responses.

## **Learning**

1. Learning outcomes, within a lesson and over a sequence of lessons, should be clear and known to pupils and they should take account of Schemes of Work, attainment targets and the ability profile of the group.
2. Teachers should ensure that both classwork and homework is valid and differentiated. There should be varied opportunities for extended and independent work.
3. Teachers should ensure that the classroom encourages and promotes learning. This could be through up to date displays of pupils' work and other visual material relating to key concepts. The classroom should be kept tidy.
4. Teachers should be aware of the different ways in which children learn and should use teaching strategies that utilize the full range of learning styles. They should guide pupils to explore a variety of learning styles.
5. Learners should be explicitly aware of levels of understanding and response. Each should be able to explain why he or she is doing a particular task, and have a clear idea of what is needed in the future to improve the individual's performance.
6. Activities should develop different strands of learning, including knowledge, skills and understanding, developing to higher-level skills of application, analysis, synthesis and evaluation.

7. Planning should take account of pupils' varied concentration spans which usually means changing activities two or three times in a lesson. A variety of individual, pair and group work should be used. Pace and variety are crucial to a lesson's success but pace includes giving enough time for effective learning to take place as well as including several time-limited phases in a lesson. This is necessarily particularly important when planning for double and triple lessons..
8. Teachers should not talk too much, encouraging pupils to do most of the work in lessons. Aim for 20:80 ratio of teacher:pupil in terms of talking.
9. Pupils' understanding should be checked frequently by 'mini-plenaries' during the lessons as well as at the end of the lesson so effectively planning for progress can occur.
10. Independence should be promoted by ensuring that pupils are given opportunities to select activities, use their imagination, be creative, work in groups, research, and present their findings wherever possible.

### **Assessment for Learning**

The main focus of assessment for learning is for the staff at Longdean School to help students make progress both short and long term and to foster a sense of achievement. This should involve: sharing learning objectives; helping students recognise the standards they are aiming for; detailed teacher feedback; encouraging students to take responsibility for their own progress and to encourage independent learning

### **General Practice**

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One piece of assessed work should take place each half term at Key Stage 3. More frequent assessments should take place in exam classes. There should be a range of summative and formative assessments. Marking of students regular work should take place every 2 weeks. Effort grades must not be used. Teachers should keep a record of each student's progress. All assessments should be written into the schemes of work. Departmental monitoring of student's work should take place regularly

### **Learning Objectives & Plenaries**

- Staff will share written learning goals/objectives with students at the beginning of lessons
- Staff should check students understanding during and at the end lessons through a range of plenaries.

#### *Outcomes*

- *That students understand what they aiming to achieve during the lesson*
- *That staff are aware of the student's current understanding and enable them to take their leaning and understanding further*

### **Questioning for Understanding**

- A range of questions should be used throughout the lesson to check students' understanding.
- Different styles of questions should be used and aimed at students based on their targets.
- Staff should use a range of different questioning techniques that challenge the students; these should involve knowledge, comprehension, application, analysis, evaluation and synthesis

#### *Outcomes*

- *That understanding is assessed and taken forward and to enable the students to be assessed and stretched orally.*

### **Students' Work & Assessment**

- Staff will use success criteria with students on significant pieces of work.
- Students should have access to model answers.
- Writing frames should be provided based on ability.
- Students should be allowed to peer and self assess their work based on the success criteria
- Staff will provide written feedback on assessed work that enables the student to improve that particular piece of work.
- Marked work may be returned to students so they can make improvements and be resubmitted for marking
- Students may be given the opportunity to critique model answers using success criteria before completing their own work.
- Students should also be given an opportunity to improve or research their weaknesses through summative assessments.

### *Outcomes*

- *Students should be allowed to see how to achieve each level and how their work will be assessed. This will allow them to plan and complete a piece of work to an appropriate standard.*
- *Model answers will allow the students to see what is expected of them and to give them ideas on how to complete their own work.*
- *Using peer and self assessment will allow students to improve their own work through the input of other students and also develop their evaluation skills.*
- *Written feedback will enable the student to improve their work and take their knowledge and understanding further.*
- *Teachers will be able to recognise gaps in the students' knowledge and understanding and make sure these are addressed.*

### **Recording**

- Staff should keep a record of students marks, rewards and progress
- Students should have their target level on their exercise books
- Students should be able to record their levels/marks in their books.
- A base line assessment should be completed at the beginning of year 7
- Tracking graphs should be used to monitor progress

### *Outcomes*

- *Staff should be able to monitor a students' progress short, medium and long term against targets and other data. This will inform planning, written targets, contact with parents and setting.*
- *Students should be aware of their target and where they should be in relation to achieving that target, this will enable them to aim for appropriate levels and to measure their own progress.*

### **Classroom Displays**

- Level descriptors should be displayed in each classroom,

- Examples of students assessed work should be displayed.
- Displays not only display examples of students assessed work but show clearly how each level/grade was achieved
- Displays may the process of Assessment for Learning

*Outcomes*

- *Students can model work from those on display and have clear exemplars which detail how pieces of work demonstrate success for particular assessment criteria.*