Sir John Nelthorpe School

Teaching and Learning Policy

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Consultations/Training	SLT, Governors, Middle Leaders, Subject Teachers

Teaching and Learning Policy

Policy Statement

General Statement
- This policy aims to build upon the best practice identified in the school to further develop best practice in teaching and learning across all faculties and for all groups of pupils and students. To achieve this there needs to be consistency, coherence and continuity in developing a shared understanding of the quality and type of teaching and learning expected at Sir John Nelthorpe School. The policy will be used to aid the monitoring and evaluation of the quality of teaching and learning carried out by middle and senior leaders in the school.

Scope
- The policy informs:
    - Curriculum design
    - Lesson planning
    - Quality Assurance Processes
    - Faculty Teaching and Learning practices that are based on a response to this policy but reflects the special characteristics of the subject/group of subjects
    - The process of Faculty self-review
    - The School Improvement Plans and Area Improvement Plans
    - The Appraisal process
    - CPD and staff development
    - Support plans where underperformance has been identified

Expectations
- The policy sets out the expectations of teaching and learning for all teachers. These expectations are based on best practice and will ensure that teaching and learning that would previously have been judged at OFSTED 'Good' and 'Outstanding.'

All teachers must aim for best practice within their lessons

- Have good knowledge of the subject(s) and courses they teach and ensure this is up to date. Use this to present subject matter clearly, promoting appropriate discussion about the subject matter being taught

- Ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

- Explore the wider context of the lesson to create relevancy and connects to the world beyond school and after formal education.

- Be involved in the construction of schemes of work or lesson sequences and their subsequent evaluation and be able to provide evidence that lessons are well-prepared and informed by the use of up-to-date student data. Teachers must provide pupils which is demanding and matches the aims of the curriculum

- Lessons should be based upon clearly defined Intended Learning Outcomes which follow the school model for best practice: 'To.... so that...' These should be shared with the

students at the start of the lesson, referred to throughout the lesson and in the plenary/plenaries.

- Progress towards Intended Learning Outcomes should be measurable against clearly defined success criteria which are shared with pupils

- Intended Learning Outcomes should offer all pupils a desirable level of difficulty and appropriate challenge; they should be designed to ensure that pupils achieve their potential through hard work, and not achieve the minimum levels that can be expected of learners.

- Intended Learning Outcomes will not be differentiated, for example into three categories (All, Most, Some etc.)

- Teachers should use the 'Set the Tone' technique to greet pupils at the door and monitor behaviour at the start of lessons. Teachers should ensure that all pupils begin lessons in silence and are ready to learn from very start of a lesson.

- Staff should make use of a silent 'Do Now Activity' which is based on the retrieval and assessment of prior learning.

- Teachers should account for learners' cognitive loads when introducing new material and tasks. Teachers should be aware of the ways that individuals learn best and adapt teaching methods to support these individual needs.

- Teachers should plan questions prior to teaching a lesson and use questioning as an opportunity to assess learners' progress. Teachers should use questioning to strengthen, extend and challenge learning

- Teachers should use Cold Calling to target questioning by default. Teachers should not use 'hands up questioning' whereever avoidable.

- Teachers should make use of modelling using the 'I Do, We Do, You Do' process.

- Use a range of resources, including new technology and target support by TAs to maximise learning outcomes. It is expected that, where TAs are present, their deployment is planned through dialogue between the teacher and TA.

- Teachers should ensure that thoughtful seating plans are in place to maximise pupil learning. Unless for specific reasons, pupils in receipt of 'the pupil premium' should be seated at the front of the classroom.

- Throughout a lesson, teachers should use a range of assessment methods. This includes the use of 'hunting' for good examples of work; forensic monitoring of pupil and student work and live marking.

- Set homework in line with school policy. Think about the best time to set homework – the end of the lesson is best avoided (particularly for less able students). Make sure that homework is marked and returned to students promptly. Homework should be returned promptly and marked in accordance with the Assessment, Reporting and Recording.

- Plan <u>at least</u> one plenary so that you can check the progress made by students at the end of a lesson or activity. A series of tasks, with a "mini-plenary" after each, may be more effective in lessons. The outcome of the plenary/plenaries should be taken into account when planning the next lesson or activity.

- Increase the pace of the lesson to ensure that pupils and students can accelerate their learning when appropriate.

- Ensure that the most-able pupils and students are given opportunities to think deeply about their work. Teachers should ensure that desirable difficulties are inherent to lessons and take the most able pupils and students out of their comfort zone as frequently as possible.

- Be prepared to take risks by trialling new lessons and activities to give pupils and students the opportunity for independent and creative work.

- Inspire, provoke and challenge their pupils and students. They encourage students to express their opinions and to respect that others may have views that are different to their own

- Act as facilitators, giving pupils and students choices about the route they might take in their work. They should then guide the student through the process of devising personal learning plans and then carrying them out independently.

Additional guidance
Appendix 2 shows the 7 core principles of teaching at Sir John Nelthorpe School which should be seen, as appropriate, in all lessons.

Termly learning walks will provide both staff and faculties with bespoke teaching and learning targets to ensure the continuous development of pedagogy across the school.

Appendix 1 provides part of the previous OFSTED framework used to support the judgement of the quality of teaching, learning and assessment.

Appendix 3 shows the criteria that help both teachers and the observer judge the standard of teaching, learning and assessment.

Relationship with other school policies:
Homework
SEN
Most Able
Spiritual, Moral, Social & Cultural
Community Cohesion
Appraisal
Assessment Reporting and Recording

Monitoring & Review:

The Governing Body
The Governing Body, supported by the Head Teacher, will review the policy annually.
Senior and Middle Leaders:
- Schemes of work, including assessment approaches

- Lesson observations, learning walks, work scrutiny, progress reviews.

Appendix 1

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of

pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Requires improvement (3)

- Teaching, learning and assessment are not yet good.

Appendix 2 - Lessons at Sir John Nelthorpe School

Our 7 Core Principles

Core Principle	Exemplification	At Sir John Nelthorpe School we do this by
Positive Behaviour for learning	Create a warm and positive atmosphere allowing all pupils to show their **best** learning behaviours**.**	• **Meeting and greeting** our pupils • Having a **do now task** on the board for pupils to start once they have entered the room • Having **high expectations of ALL** pupils • **Praising pupils** for their successes using school system • **Correcting** off task behaviour using school systems
High Challenge	Ensuring we expect the **best** of every child and put no limits on their learning.	• Having **high expectations** of ALL pupils • Using **retrieval practice** • Using aspirational **learning objectives** • Providing opportunities for pupils to extend their learning • Using **challenging materials** throughout the lesson or homework
Adaptive Teaching	Adapting teaching to allow all pupils to achieve their **best**.	• Knowing the **needs of each pupil** • **Scaffolding** activities • **Modelling** activities eg. I, We, You technique • Using seating plans and TAs effectively
Formative Feedback	Give pupils feedback that supports them to achieve their **best** work.	• Providing opportunities for **self and peer assessment** • Checking for understanding, inc using **MWB, RAG, Q and A.** • Addressing **misconceptions verbally** • Providing **'green stamps'** a minimum of once a half term
Appropriate Pace	Make the **best** use of lesson time to support pupils.	• Giving pupils **time reminders** • Giving pupils **milestones**
Responsive Questioning	Use effective questioning to **best** work out what pupils know & deepen their understanding.	• Using **'cold calling'** techniques • Probing answers to ensure understanding
Subject knowledge to extend learning	Have the **best** subject knowledge we can to inspire and stretch pupils.	• Sharing **Intended Learning Outcomes** so pupils to know what/why they are covering content • Using **explicit instruction** • **Modelling scholarship** and insisting on high levels of literacy and numeracy

APPENDIX 3

Date -　　　　　　　Period -　　　　Teacher -　　　　Faculty-　　　　　　　　Observer-　　　　　Year Group -
Subject-　　　　　　Class-

Lead Learner	Track it Lights	Pupils in correct uniform	Planners open on assessment page	Can pupils articulate WHAT they are learning and WHY?
Yes/No	Yes/No	All/Most/Some/None	All/Most/Some/None	No/Partially/Fully

Aspect	Not Seen	Not Met	Partially Met	Met	Comment
Behaviour for Learning	■	Some students demonstrate poor self-discipline which disrupts their learning and that of others. This prevents some of the lesson from running smoothly and causes the pace of learning to slow.	Most students focus on their learning because the teacher reinforces expectations. Most students are on task and are keen to learn. Minimal low level disruption.	The teacher is effective in supporting students in managing their own behaviour, with clear rules that are consistently enforced. All students show excellent attitudes towards their work, this is reinforced with high levels of teacher praise. They are resilient and reflective in their learning. No low level disruption.	
Challenge		The lesson does not challenge students	The lesson is pitched to challenge most students. Learning Objectives are aspirational and all students work hard to achieve them.	The lesson is pitched to challenge all students. Lesson objectives are aspirational and all students are encouraged to try hard. The teacher is quick to move students onto new challenges once learning is embedded.	
Differentiation		Learning objectives are not differentiated. The work and the lesson is not tailored to meet the needs of all students, as such, students do not make at least expected progress.	Evidence shows the teacher uses some strategies, along with differentiated learning objectives, to ensure most students make progress. Work is closely tailored to the needs of different groups of learners so that most learn well.	Evidence shows the teacher uses a range of strategies, including seating plans and TA support, along with differentiated learning objectives, to ensure all students, including those with additional needs, make exceptional progress, through work being tailored highly effectively to their needs.	
Feedback		The teacher provides limited feedback to the students which is not in line with the school policy.	The teacher provides students with some feedback in line with the school policy, both verbal and written, about what the students can do improve their knowledge, understanding and skills. Not all students are clear about how to use the feedback effectively.	The teacher provides students with clear incisive feedback in line with the school policy, both verbal and written, about what the students can do improve their knowledge, understanding and skills. Students use this feedback effectively.	
Pace	■	Time in lesson is used productively for some students.	Time in lesson is used productively for most students.	The teacher makes maximum use of lesson time for all students and coordinates lesson resources well.	
Questioning		Questioning is limited and only involves some students. As such, it is not effective in assessing the understanding of the class.	The teacher uses questioning to assess most students. They identify student's common misconceptions and act to ensure they are corrected.	The teacher effectively uses a range of questioning techniques to question all students and demonstrates an understanding of the ways students think about the subject content. They identify student's common misconceptions and act to ensure they are corrected.	
Subject Knowledge to extend learning	■	There are noticeable gaps, misconceptions or inaccuracies in the teacher's subject knowledge.	The teacher demonstrates adequate subject knowledge.	The teacher uses their in-depth subject knowledge to inspire students, support learning, challenge students and extend learning for all.	

Additional Comments

Teaching and Learning Focus –

Details –