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. **This is supported by the PIP (Pedagogy in Practice) Booklet, which outlines the core pedagogical routines expected in every classroom.**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.’

<u>All teachers must aim for best practice within their lessons</u>

- 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 the 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' wherever 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.

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 drop ins, observations, learning walks, work scrutiny, progress reviews.