Hanson Policy for School Staff

Teaching and Learning Policy

Approved by the governing body: September 2018

To be reviewed: September 2019

Signed on behalf of the governing body:

Rationale

This teaching and learning policy aims to ensure that the children at Hanson School are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Children learn through their total experience. This policy guides what students do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

We believe that students learn best when they:

- are happy;
- are interested, engaged and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated through the use and inclusion of Purple Zone;
- they receive a personalised approach to learning.

The Learning Environment

This should be organised to ensure that students have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- develop inter-dependence
- use initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Students should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

Areas for Improvement:

1. **Ensure that teaching is at least good in all departments, with significant proportions of outstanding teaching.**

   - Ensuring that all teachers receive regular and personalised CPD to support their development

   - Support and develop teaching that is less than good through our mentoring support programme

   - Provide opportunities to share good practice, within departments, across school and within partnerships

   - Ensure the key targets around teaching and learning within the school development plan are met: Challenge, engagement, personalisation, questioning and marking and feedback

2. **Raise elements of planning so planning is data driven and there is a clear focus on what the students are expected to achieve, by:**

   - Ensuring that all teachers have used prior attainment information/assessment data to plan lessons

   - Ensuring seating plans are available for every lesson

   - Differentiation to support the least able as well as stretch and challenge for the more able is embedded in all lessons

3. **Use high quality marking and feedback to help students improve by:**

   - All staff to ensure that students are aware of how to make more than expected progress through precise feedback

   - Embedding green for growth and DIRT opportunities within all lessons

   - Relentless support and modelling of high expectations of all students by all staff

   - Ensuring all staff follow the school's marking guidelines

   - Work scrutiny to focus on the impact of marking and the subsequent follow up by students

Approaches to Teaching

The Hanson lesson

At the beginning of the lesson:
- Classes are welcomed by the teacher (and other adults)
- Uniform is checked including lanyards
- Students know where to sit through the SSIPs
- Students are settled quickly and immediately engaged in 'activate'
- Students planners are visible, on the desks and open on the correct page
- Students have the appropriate equipment
- A register is taken within 10 minutes of the start of the lesson
- Lateness is challenged appropriately (and recorded in the planner and in registers)
- The Big Picture showing a suitable challenging learning objective and the learning outcomes should be shared with the group at the early stages of the lesson
- Homework is recorded and written on the board at the early stages of the lesson
- The climate for learning is positive and students are recognised for their contributions through PD stamps
- The students attitudes to learning are at least, good – students are engaged and immersed in the learning

At the end of the lesson:
- The teacher (and other adults) must ensure that students leave in an orderly manner and uniform is checked
- The teacher supports lesson change-over in the corridor/door of their room

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities.

Activities can be supported by:

- having well organised and labelled resources
- clear instructions and success criteria
- making sure that students are aware of what they must do when they have completed an activity
- making students aware that the teacher does not always have to be first in the line of contact to develop independence and interdependence.

Time Management
Adults and students need to be on time to each lesson.

It is expected that students engage in learning as soon as they enter the classroom. It is important that activities are well planned so that each student is working at their correct level, that they begin promptly and that the initial pace is maintained. All students should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for

individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

Lesson Planning

Effective planning in the long and medium term as well as for individual lessons is important if students are to enjoy a coherent experience of learning at school. It is needed to achieve teachers' educational aspiration for pupils to optimise learning as well as to engage and inspire so that the pupils become independent, cooperative and enthusiastic learners. Teachers are not expected to have detailed individual lesson plans for every lesson, but they must be able to evidence a structured and pre-planned approach that supports delivery of the department medium and long term plans. Schemes of work must be adapted to suit the individual needs of students and groups and homework should be set to support or extend learning. If individual lesson plans are not used then medium term plans should be annotated to show planning and progress.

We reject the notion of set forms of lessons (e.g. that all lessons must be three part lessons) as a constraint to the creativity and craft of the individual teacher. However it is the responsibility of the teacher to plans lessons that:

- enable pupils to progress in their learning
- have clear learning outcomes which are suitably challenging
- use effective questioning to direct and challenge pupils
- are personalised for varying needs by task, resources, outcomes and/or method
- provide pace and challenge for all pupils
- enable pupils to develop higher order thinking skills such as creativity, analysis and problem-solving
- make appropriate use of ICT and other resources which support learning
- are informed by a clear understanding of the requirements of external bodies such as examination boards
- are informed by a clear understanding of pupils' prior attainment
- engage students
- allow pupils to work in a variety of ways including independent and collaborative working
- use positive behaviour management including praise and rewards according to school policy
- are inclusive and meet the needs of all learners
- include the Purple Zone

Strategic Seating and Interactive Plans (SSIPs)
SSIP and Personalisation

SSIPs must be seen as an integral part of every teachers planning, assessment and reflection. This will ensure all needs of all pupils is met through a challenging and highly personalised approach to learning. The seating plan must be annotated by the class teacher identifying learning characteristics, misconceptions and barriers to learning along with strategies of how to overcome these. SSIPs will be re-visited following each data collection point so that the most current assessment data is available.

It is expected that the teacher directs the seating of the students. This may differ from lesson to lesson or within each lesson depending on the activity. Students can start each lesson in a seating plan but this should not stop you from **re-grouping students as you need to during a lesson**.

- Pupils that are **pupil premium or have special educational needs** should be sat where they are most accessible

- Seating plans should be adjusted regularly in order to **maximize the number of students each member of the class works** with over the course of a year.
- Consider **boy/girl ratio and ethnicity** when creating groups.
- Students may be sat in a **configuration where the more able can support the less able**, as long as the teacher is mindful of not creating a dependency
- Consider the **needs of all students** for example a visually impaired student might find it difficult sat next to the window due to the glaring light. A hearing impaired student might find it easier to sit at the front of the class to lip read or see their SSW

Challenge and 'The Purple Zone'

The Purple Zone

An extended period of time in a lesson when all students are working independently from the teacher in challenging, stimulating or thought provoking situations which promote deep and profound development of learning (knowledge, skills and understanding). Students should find this section of the lesson difficult. During this time students are focused on complex problems/pieces of work and are struggling whilst applying themselves in silence. This must proceed any classroom talk and any analysis of work should follow this period of silent work.

Rationale

To instil and nurture the skill of resilience through exposure to challenge, struggle and failure. Ultimately empowering students to make rapid rates of progress, to master key skills and prepare them for the challenges they will face in the world beyond secondary education. The vast majority of students are consistently challenged which leads to better than expected progress. Varied and contextualised opportunities for silent work, including extended writing or challenging independent work, which are well structured and organised.

Lessons that: activate, motivate, challenge and engage all learners.

Homework – see homework policy

Marking and feedback – see marking and feedback policy

Behaviour for learning – see Positive Discipline policy

Supply Teachers
To ensure continuity, teachers (or subject leaders) should leave appropriate cover work for all planned absences. Cover work should be suitable for all learners and be linked to current learning. Seating plans and resources should be provided to enable the lesson to continue with minimal disruption.

Teaching Assistants
Teaching Assistants are a valuable resource and we should welcome their involvement in the classroom. The teacher should take the time to ensure that the Teaching Assistant fully understands and is well prepared for the activity in which he or she is involved. Discussions should take place before and after the lesson to ensure that both teacher and teaching assistant meet the needs of the student/s.

Display

Display at Hanson School should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Where appropriate displays should be 'interactive'.

Resources

Materials in all areas should be well organised, be of good quality, be personalised, accessible*and well labelled. Students should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Stocks should be checked and replenished regularly.

Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries and thesauri are purchased for specific classes and should not be removed. The effective implementation of curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom but teachers should ensure that they have access to resources in advance of the lesson to maximise learning opportunities and minimise disruption.

*HI/VI resources can be developed in liaison with the ARC to support delivery of the curriculum.

Expectations

High expectations and routines in the School contribute to a healthy learning environment. To be effective they should be:

Equal Opportunities

All students have the right to equal opportunities. Teachers' expectations of behaviour and performance by all students should be the same. Teachers must ensure that the same students do not dominate in group work. All activities, including extra curricular activities are open to all students, numbers permitting.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers, PD stamps, credits and certificates;
- sharing success with the community.
- Postcards home
- End of term rewards ceremony

Teachers need to arrange time to observe, assess, reflect and review achievements with students on a regular basis through progress conversations. Students should be involved in this process by the encouragement of self appraisal and target setting. Assessment is an integral part of the teaching and learning process.

Monitoring and review

Senior Leaders, Directors and Curriculum Leaders will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways.

Full department review – annual department or area review involving:
- Lesson observations (joint)
- Book Look
- Student voice
- Leadership and management interview
- Curriculum review
- Achievement and standards review

Department Quality Assurance – led by Directors and Curriculum Leaders:
Regular QA schedule involving (two learning walks/MCEs and a book look every half term)
- Book looks
- Learning walks/MCEs - drop ins and informed observations
- Questionnaires with staff/students/children/parents
- Examination reviews and progress checks
- Reviews conducted alongside external agencies
- Student voice
- Pupil pursuits

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

Continuous Professional Development

Teachers should:
- participate in whole school, personalised and department CPD
- regularly update their subject knowledge and teaching practice in line with current developments
- discuss teaching and learning at departmental or other meetings in order to share good practice
- take ownership of their CPD in conjunction with their line manager as part of the appraisal process

Directors and Curriculum leaders
Leaders are responsible for the effective teaching of their subjects and areas, evaluation of the quality of teaching and monitoring pupil progress in their area.

This is achieved by each subject leader:

- raising the standards of teaching and learning in their faculty and/or area
- evaluating the teaching of their subject through reviews and regular quality assurance
- ensuring curriculum coverage, continuity and progress for all students
- ensuring that department procedures for assessing, recording and reporting on pupil progress are implemented consistently and are in line with whole school policy
- analysing and interpreting data in pupils' performance against school expectations and other comparative data
- monitoring pupils' work and progress by regular sampling of class work and homework as well as assessment data
- observing teachers in their department at least annually and give constructive feedback

- supporting, developing and challenging all teachers in their department

Lead Teachers
The Lead Teachers are responsible for leading cross-curricular innovations in teaching and learning and supporting developments.

This is achieved by:

- leading specific activities on a cross-curricular basis with a teaching and learning focus
- supporting individual staff as required
- keeping up to date with new initiatives in teaching and learning and making recommendations to SLT to develop T&L
- delivering quality CPD
- mentoring NQTs and delivering a quality NQT/RQT programme

Senior Leadership Team
The Senior Leadership team is responsible for the overall quality of teaching and learning across the school.

This is achieved by:

- strategic planning of teaching and learning priorities in conjunction with Directors, Curriculum leaders and the Lead Teachers
- supporting individual departments through department review and meeting CPD needs
- ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities
- deployment of resources to support, develop and challenge teachers

Appendices:

Definition of Teaching:

The purpose of teaching is to promote learning and to raise standards of achievement and progress. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:

- o Use of expert subject knowledge and general knowledge of current affairs;

- o Planning of individual lessons and series of lessons to ensure all learners are challenged;

- o Having consistently high expectations of all students/children;

- o Implementing varied learning activities;

- o Teaching and reading, writing, communication and mathematics;

- o Establishing a positive climate for learning in lessons to encourage interest and engagement;

- o Ensuring high standards of Behaviour for Learning;

- o Providing specific and impactful intervention when underachievement is evident.

Definition of Learning:

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

- o We believe learning will most effectively take place when:

- o The learning environment is secure, stable and stimulating;

- o Relationships between teachers and students/children are positive and respectful;

- o Students/children' self-esteem is high;

- o Students/children understand the purpose of the learning and see relevance to their own experience;

- o Students/children understand the ways in which learning takes place;

- o The learning builds on prior knowledge and understanding;

- o Success criteria are explicit and models are provided;

- o The learning is active and collaborative;

- Student questioning, reflection, and discussion are encouraged to extend & guide discovery ;

- Independent learning and thinking is facilitated and encouraged;

- There are opportunities for creativity and utilising different learning styles;

- Students/children can self-assess, know what they need to do to improve and are able to set appropriate targets;

- Students/children have opportunities to transfer skills, knowledge and understanding to other contexts.

Definition of Progress:

To make progress in learning is to move forward towards a learning objective or an agreed target. All students are expected to make clear progress in their learning over time as follows:

- Performance data collated throughout the year shows that students/children are making good progress towards their agreed targets; in line with their starting points.

- The quality of work produced by students shows that they are acquiring knowledge quickly, developing their understanding and skills and consolidates this in line with expectations for their age group and national averages;

- Students develop and apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment;

- Students can transfer their learning and apply this knowledge, skills and experience across other curriculum areas.