Teaching & Learning Policy update

1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement. We want all members of the school community to:

- Enjoy learning
- Be enquiring
- Achieve the best
- Feel safe and secure
- Be happy
- Be well cared for and supported
- Be challenged and make good progress
- Be prepared for a bright future
- Make a valued contribution
- Enjoy a well ordered and stimulating learning environment

Our vision is to be:

"A centre of excellence, nurturing all learners, whatever their needs or interests, instilling high expectations for all and preparing young people for life and a bright future."

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors.

2. RATIONALE

Lealands High School firmly believes that Teaching and Learning is fundamental in raising attainment and helping students to achieve their best. It is the responsibility of all teachers to provide the highest quality of teaching for our students; we believe that students will be motivated by quality teaching. We believe that students will make the progress that will result in them attaining their best if lessons are well planned and delivered effectively. This supports the aims of Lealands in becoming "

A centre of excellence, nurturing all learners, whatever their needs or interests, instilling high expectations for all and preparing young people for life and a bright future."

3. BROAD GOALS

3.1   To ensure that every lesson is well planned and recorded in the teacher planner with a clear structure that links to the National Curriculum and departmental Schemes of Work.

3.2   To ensure that planning is thorough and notes where there are opportunities for literacy, numeracy, communication and ICT developments.

3.3   To ensure that lessons follow a three part structure at Key Stage 3 (the structure is also compatible at Key Stage 4).

3.4   To ensure that AfL is used at each stage of teaching and learning including planning, teaching, review and feedback.

3.5   To ensure that all students' needs are catered for through a variety teaching strategies.

3.6   To encourage adults in the school to be continuing learners themselves.

3.7   To encourage staff to collaborate by learning with and from each other to ensure a consistency of approach.

3.8   To ensure that the school as an organisation is a 'learning system'.

4. **PUPIL IMPACT & OTHER OUTCOMES**

4.1 Students become confident, independent learners.

4.2 Students achieve their potential.

4.3 To ensure that the teaching and learning in the school encourages students and ensures that they enjoy learning, make progress and achieve.

5. **APPLICATION**

5.1 **Subject teachers** are responsible for planning and delivering high quality, challenging lessons which follow the three part structure:

1. **Introduction**

   - student greeted personally with a smile by teacher at door
   - learning objectives on board or spoken at beginning of lesson
   - every lesson must have a starter – possible for students to begin as soon as they arrive
   - where LSAs are present, LSA enters the classroom last after ensuring all members of class are in classroom
   - register
   - review prior learning
   - outline aims

2. **Learning activities**

   - liaise with LSA at beginning and throughout lesson
   - clear episodes/phases/steps in the lesson
   - homework set at an appropriate time and recorded in learning diaries
   - minimise teacher talk
   - clear, concise instructions – get replay
   - hands up when questions are answered or students want to speak or directed questioning
   - students who have to leave the lesson must have Learning Diary signed by teacher
   - students must ensure that the classroom is ready for the next class
   - Use of thinking tools where appropriate

3. **Plenary**

   - plenary questions: What went well today?
   - what words, facts or activities do you remember from this lesson?
   - what needs to be improved next time? (If necessary)
   - ensure learning objectives are met and progress has been made
   - ensure students are packed up and ready to leave on time

4. **Celebrate positives**

   - Students are released personally at door by teacher with personalised comment (e.g. 'Well done, Norvin.')
   - reward points given to at least two students

   On occasion it may be necessary to deviate from the above structure where particular activities are taking place

   5.1.1 Lesson planning must take account of individual pupil needs such as gender, ethnicity and be differentiated to accommodate the range of abilities, making full use of IEPs, PSPs etc. as appropriate.

   5.1.2 Lesson planning should allow students to work both independently and collaboratively and contribute to one another's learning.

   5.1.3 Lesson planning should use the presence of other adults in the lesson and the opportunity for appropriate communication and collaboration should be taken.

5.1.4 Lesson planning should make use of and be informed by evaluation of previous lessons and performance data.

5.1.5 Lesson planning should use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the students and provide pace and challenge for all students.

5.1.6 Lessons should use effective questioning to direct and challenge.

5.1.7 Teachers should use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy.

5.1.8 Teaching should ensure that all students are challenged and that progress is made by every pupil. Variety within and across lessons, making use of a range of resources and exposing students to a range of activities will support and enhance motivation. The aim should be for students to take responsibility for their own learning.

5.1.9 Teachers should provide a safe, secure and pleasant learning environment which incorporates students' work into their displays following agreed School Environment Protocols to promote pride in work and learning

5.1.10 Teachers should aim to build students' self esteem and self confidence whilst developing their social, moral and spiritual qualities. Students should be given opportunities to reflect on these ideas within lessons.

5.1.11 Teachers should have a seating plan, which should have students identified who are, for example, SEN, FSM, and EAL etc. Students should be seated boy/girl in Key Stage 3 and, where appropriate, Key Stage 4.

5.1.12 Teachers should have a 'teacher folder' which should be kept in the classroom. This folder should contain daily planning sheets for each class taught by the teacher: a seating plan as outlined in 5.1.11, the most recent data sheet for the class printed from SIMS, all relevant IEPs and PSPs for the group, a copy of the SEN register.

5.1.13 Teachers should assess students' work regularly according to the school's ARR Policy and correct misuse of full stops, capital letters and spelling mistakes. Teachers should use analysis of assessments to inform their teaching and support students' progress; use data to ensure students are working at their full potential and set targets to achieve this and inform parents and appropriate staff within school of students' progress or underachievement.

5.1.14 Teachers should set relevant homework on Show My Homework which supports learning and access as set out in the school's Home Learning Policy.

5.1.15 Work should be presented as follows:

- date on right –Wednesday 6th March 2008
- headings centred and underlined
- blue or black ink
- students should be encouraged to keep work neat and produce clear handwriting
- all work and books should be free of graffiti

5.1.16 Each teacher should have their own teacher planner which provides them with the space to detail in note form the objectives, activities and resources needed for each lesson in enough detail for their own understanding of how each class are intended to progress.

5.2 **Tutors** are responsible for encouraging and developing the ability of students to evaluate and take responsibility for their own learning through:

5.2.1 monitoring of behaviour, independent learning, use of learning diaries, rewards and sanctions, uniform and attendance.

5.3 **Subject leaders** are responsible for monitoring of Teaching and Learning through the following methods:

5.3.1 evaluating the teaching of their subject and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;

5.3.2 monitoring students' work by regular sampling of independent learning, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement in conjunction with and, where appropriate, in addition to, the school's work sampling trawls;

5.3.3 ensuring regular homework is set and assessed;

5.3.4 assessment – ensuring that targets are set, work is regularly assessed and marked, individual students are monitored and performance data is available to all teaching staff;

5.3.5 analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and significant cohorts e.g. higher ability and disadvantaged.

5.3.6 lesson delivery will be monitored through lesson observations. Each member of staff is entitled to be observed once per term as necessary which should incorporate Performance Management observations. For larger departments, the Subject Leader may be supported by an identified member of staff;

5.3.7 evaluating progress of teaching and learning targets in departmental development plans, in line with the School Development Plan;

5.3.8 departmental monitoring through learning walks;

5.3.9 Professional Development

Lealands High School recognises that the vital importance of the activity of Teaching and Learning must be supported through a structured programme of continued professional development of all staff. This programme will be supported through the CDP Policy, but will be informed by and respond to:

5.3.9.1 individual needs identified through lesson observations;

5.3.9.2 individual needs identified through Performance Management reviews;

These will be provided through:

GROW Programme;

departmental INSET;

specific training for identified groups, i.e. NQTs, trainee teachers, middle leaders, etc.;

whole school training on specific aspects of teaching, i.e. starters, plenaries questioning etc.;

whole school training identified by the CPD coordinator that can be delivered through existing internal expertise;

appropriate, external training courses;

The Lealands High School GROW Teaching and Learning Booklet expands on and develops the areas identified in this policy.

5.4 **Students** are responsible for:

5.4.1 being prepared for lessons with the correct equipment;

5.4.2 completing independent learning to enhance their learning;

5.4.3	taking pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
5.4.4	making positive contributions to class discussions;
5.4.5	following the ; Classroom Code of Conduct
5.4.6	taking responsibility for improving their own learning and asking for help if required.

6.   MONITORING, EVALUATION & REVIEW

Teaching and learning will be monitored as follows:

6.1   Systematic programme of lesson observations, which are carried out by Middle and Senior Management .

6.2   Monitoring of exercise books, planning and marking as part of the lesson observation programme and through work scrutinies and departmental reviews

6.3   Monitoring of displays of students' work by subject leaders

This policy will be reviewed annually by:

6.1   **The Assistant Headteacher** (Teaching and Learning) has overall responsibility for the successful implementation of this policy.

6.2   Subject team leaders are responsible for monitoring the successful implementation of this policy within their subject teams.

Other policies and documents related to this policy are:
Literacy Policy & Procedures
AR&R
Registration Procedures
Using the Student Learning Diary