Teaching & Learning Policy

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.

Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
● Everyone achieves success and makes excellent progress	● To prepare young people for life and a positive future	● Everyone is valued for their contribution
● We all continually improve what we do and work hard	● To ensure that school is a safe place	● All are cared for and supported so that needs are met
● We care about being the best we can be and getting the best out of those around us	● To help and support others to grow and succeed	● We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

2. Our vision is to be:

Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

3. Broad Goals

Teaching and learning across the school should challenge and support students to make sustained and substantial progress in all aspects of their curriculum. Throughout the school all staff should have consistently high expectations of what each student can achieve and all members of the school should pursue excellence in everything they do. The three pillars that form the 'The Lealands Lesson' and the teaching and learning framework should form the basis of all lessons within the school.

4. Pupil Impact

This policy and procedures are designed to support our students to:

- recognise that mistakes are an essential part of the learning journey;
- evaluate their own and others learning and act on feedback to make progress;
- foster the skills of independence, creativity and resilience;
- be successful learners who achieve challenging goals;
- engage in a variety of opportunities which foster learning;
- be empowered to take responsibility for their own learning;

5. **Application – 'The Lealands Lesson'**

'The Lealands Lesson' is an evidence informed framework comprising of three interlinked pillars that combine to create the most effective learning environment possible. It follows a **tight but loose** approach that allows for consistency across the school, but still allows staff to have a high level of autonomy within their own classroom and departments. The framework should be the basis of all lessons but staff have the autonomy to utilise the components of the framework to achieve the best possible outcomes for the students under their instruction.

Pillar 1 Routines and Expectations

Pillar 2 Pedagogical Principles

Pillar 3 Science of Learning

For further support and guidance on the application of the 'The Lealands Lesson' please refer to the Teaching and Learning Handbook and Teaching and Learning Website.

6. **Expectations for Teaching and Learning at Lealands**

Organisation

Teaching staff must ensure that a record of each lesson taught is recorded in a teacher planner
Teaching staff should also be able to easily provide the following if requested.

1. Printed seating plans for all lessons (Printed from Epraise)
2. Passports for all eligible students taught
3. Full data records for all classes taught
4. Evidence of extended learning activities set and completion rates
5. Long term plan (LTP) for all classes taught

Teaching staff should also ensure that they are fully aware of the following documents.

6. Start of Lesson walk through
7. During Lesson walk through
8. End of Lesson walk through
9. A copy of the behaviour ladder and defiance ladder
10. The six teaching principles outline

Planning for excellence
● Teachers should plan all lessons by adapting existing departmental schemes of work according to the context of the class, ensuring that the content is desirably difficult and that students will be thinking hard throughout the lesson.
● When planning, teachers understand and accept full accountability for their role in ensuring learners' knowledge and skills are developed over the duration of the course.
● Schemes of learning should be coherent and build on learners' knowledge and skills over time.
● Teachers should use resources and information in the SEND section of the drive to ensure they are aware of the needs and abilities of the students in their lessons in order to plan accordingly e.g. SEND information, Most Able lists, Disadvantaged register, EAL register.
● Planning should start backwards from the desired results and the success criteria related to the Journey Question, rather than starting from the textbook or favoured lesson content. Teachers should plan the components that lead to successful learning of the composite.
● Wherever possible, if a teaching assistant is going to be present in the lesson, planning and discussion should take place before the lesson. A learning support assistant should always be introduced to the class by name.
● Teachers should organise resources before the lesson, including photocopied resources, to ensure appropriate equipment is available.

Pillar 1: Routines and expectations

Starts of lessons 'Establish excellence from the outset'
- **Line up and move:** Staff meet their students for the start of lessons at the designated line up area and time. Ensuring that all students are adhering to the line up and move expectations.
- **Threshold:** Staff take up the threshold position to their learning space, positively setting expectations before they enter the learning environment. They also supervise the corridor to encourage a calm and purposeful atmosphere around the school.
- Staff insist on all outdoor wear being removed and resolve all uniform issues before entry is permitted to the learning environment.
- **Strong start:** Students are expected to engage with a learning activity as soon as they enter the learning environment. Staff will ensure that a 'Do now' or retrieval activity is available.
- **Equipped:** Staff insist on students placing their equipment on the desk and any equipment issues are dealt with, recorded and an appropriate intervention is put in place.
- **Registered:** Students arriving after the second bell are marked as late and recorded and an appropriate intervention is put in place.

During lessons 'Maintain the momentum'
- **Circulate:** Staff must move strategically around the room during all parts of the lesson.
- **Routines:** Staff will establish clear routines that ensure a calm and efficient learning environment. They will consistently apply the schools stopping technique.
- **Time on task:** Staff will ensure that students spend as much time as possible on task within the learning environment. Students will only be allowed to leave learning environments for urgent issues and must be issued with a lanyard.
- **CURE:** Staff will apply the six teaching principles throughout the lesson ensuring effective teaching and CURE all aspects of the lesson to ensure optimum performance and learning.

End of lessons 'Ensure learning until the bell rings'
- **Time on task:** Staff will maximise as much learning time as possible, ensuring teaching takes place to the very end of the lesson.
- **Orderly dismissal:** Students will be dismissed in an orderly manner, a row, column, or a table at a time from a seated position.
- **Threshold:** The staff member will dismiss from the door, ensuring standards are maintained. They will supervise the corridor ensuring students' move along in an orderly manner. They maintain threshold in order to meet and greet their next class.
- **Follow up:** The staff member will follow up any issues or concerns as soon as they can and ensure that they award a minimum of two step points per class.

Pillar 2: Pedagogical principles

If utilised effectively in lessons, these six principles will result in consistently great teaching and improved outcomes for our students. **They are a set of tools that staff have the autonomy to use within their lessons and not a checklist for each lesson.** They are meaningful and applicable to all subject areas and all phases.

The six identified pedagogical principles and their application are:
- **Challenge:** Lessons are desirably difficult with students on task and thinking hard.
- **Questioning:** Is prevalent in all lessons, and often targeted.
- **Modelling:** Everything is modelled using the 'I, We, You' principle.
- **Explanations:** Are clear and concise with new material explained in small steps.
- **Practice:** Students will be taken through a practice continuum of deliberate dependent practice to independent practice.

- **Feedback:** Should inform teaching and planning and be actionable for the student. With staff 'Checking for Understanding and Responding Effectively' (C.U.R.E.) throughout all phases of the lesson.

Pillar 3: Science of learning

It is essential that all staff have a secure understanding of the science of learning and how we can make learning stick in the long term memory. It is also imperative that we use and promote the most effective learning strategies both within and outside of the classroom to our students and parents. As part of 'The Lealands Lesson' all staff should have a secure understanding of the following and the effective use of them within their teaching.

- Retrievial practice
- Spaced practice
- Interleaved practice

Marking and Feedback to students
- The marking of students' work should be regular, up-to-date and in line with the schools' marking policy.
- Feedback should be individualised to the students' work and specific to the tasks set and should allow the students to make progress.
- Students should be given time to reflect on the teachers' feedback. This should be built into teachers' lesson planning and is called 'Fix it Time'.
- Teachers should use a RED pen when giving written feedback, whereas students should use a GREEN pen when acting on a teacher's feedback or peer assessing another students' work.
- Teachers should plan adequate time in lessons for students to make improvements based on the feedback they receive.
- Teachers need to model and train students in the right way to act on their feedback and monitor the improvements as a result.

Extended learning procedures
- Extended learning must be set according to the published extended learning schedules which can be found on the school website.
- Extended learning tasks should be stimulating, interesting and carefully planned to either ensure consolidation of learning or encourage independent research (for example, flip learning). Extended learning should be seen as part of the learning process, not a bolt on.
- Extended learning should be differentiated where possible and students should be able to access extended learning tasks without teacher and/or adult support.
- Extended learning must be recorded using Epraise. Teachers should always take time to explain the extended learning task clearly within the lesson and ensure that the task is recorded on Epraise prior to the lesson.

7. **The Leadership of Teaching and Learning**

Leadership of teaching and learning is prevalent at all levels of the school community. It is everyone's responsibility to ensure that the core business of teaching and learning remains engaging, enjoyable and unhindered.

The Headteacher and **Assistant Headteacher** in charge of Teaching and Learning have prime responsibility for ensuring that teaching and learning remains of the highest quality and that the best staff, the best resources, the best CPD and the best systems all align to drive continuous improvement in the quality of provision.

The Governing Body has a key role to play in ensuring that teaching and learning is at the core of the school's strategic direction and plans so that outcomes for all students continue to improve. They also have an important role to play in ensuring effective accountability and resourcing.

Middle Leaders across the school ensure that the most relevant and engaging curriculum is offered to students so that they remain motivated and engaged and develop a love for learning. They lead their teaching teams by example and

provide support and challenge to ensure the best teaching occurs.

All teachers are leaders of learning within their own classrooms. They plan and deliver lessons in line with the school T&L policy which are challenging, enjoyable, relevant and inclusive. All teachers lead by example and do not just see themselves as subject specialists, but as professionals with a clear remit to develop key transferable learning skills for every student.

Support Staff are integral to ensuring that where possible any barriers to learning can be removed.

Students actively contribute to leading and improving the quality of teaching and learning across the school. They participate in departmental review and whole staff training and are trained in order to be able to provide meaningful and effective feedback via Fix It time in their lessons. Opportunities for students to lead learning are built into lessons as well as providing other student leadership activities throughout the school year.

Monitoring, Evaluation and Accountability

Effective monitoring and accurate evaluation are critical tools to ensure that standards continue to rise and that improvement plans are tightly focused on the correct areas. The school is committed to ensuring robust systems are in place so that poor performance is not tolerated and the quality of teaching is of the highest standard.

The school operates an open door policy and encourages teachers to be regular informal observers as a way of sharing good practice and professional development. This also ensures that all staff receive regular feedback and become skilled at giving feedback themselves.

A balanced programme of formal and informal lesson observation reliably informs quality assurance judgments at departmental and whole school level.

All departments participate in internal review weeks which include lesson observation and students' perspective on the quality of teaching.

Performance Management systems are clearly focused on teachers standards and ensuring the highest quality teaching.

An effective CPD programme for all staff is clearly linked to Performance Management objectives and the outcomes of other QA activity to equip staff with the skills they need to improve the quality of teaching across the school.

The school has clear routes for all teachers regardless of the quality of their teaching so that; Outstanding teachers are rewarded and contribute to others' CPD; good teachers have a personalised coaching programme to move them to Outstanding; and any teaching that is less than good is rapidly addressed through informal support or formal procedures where appropriate.

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

Directors of subject are responsible for monitoring the successful implementation of this policy within their subject teams.