



Holmer Green Senior School

Teaching and Learning Policy

March 2016

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Aims

This policy will provide a clear overview of all aspects of Teaching and Learning at Holmer Green Senior School. All staff are leaders of learning. We recognise the entitlement of all of our students to outstanding teaching in every lesson.

Principles

Teaching is a learnt skill. There are few natural teachers. All teachers can be exceptionally effective through deliberate practise, openness to feedback and hard work.

We take pride in our learning. We aim to produce exceptional work about which students, parents and staff are proud. We want students to produce work that reflects a high amount of care, effort and thought.

We provide regular, considered feedback that helps students learn. Feedback enables all students to make progress. Without it, students will not be able to correct their mistakes or misunderstandings. We use our marking to inform our planning. We provide feedback often, so that it acts as supportive correction. We provide the necessary time to peer and self-assess, reflect and redraft for all students.

We challenge all learners. We hold high expectations for all students, regardless of prior attainment, family circumstances, ethnicity, gender, or educational need. We expect all students to study an academic curriculum that properly prepares them to thrive in Further Education and beyond.

We teach conceptual understanding. Talking and thinking are necessary conditions of learning and teachers need to ensure there are planned opportunities for these in every lesson.

We recognise there is no substitute for excellent subject knowledge. Clarity of explanation and consistency of curriculum experience are key features of successful progress over time.

We recognise education as its own reward. We aim to create intrinsically motivated, independent young people, who are resilient and who recognise that effort and failure are part of learning.

Planning and Assessment

Teachers are expected to plan every lesson. This planning takes into account students' prior knowledge, attainment, SEN needs and reading age.

Teachers plan and teach lesson in a four part structure;

- 1) **Connection**, including a Do Now activity and reference to Learning Objectives and prior learning and Fertile Question.
- 2) **Activation**, including questioning to gauge the students level of understanding and skill.
- 3) **Demonstration**, including application of new skills and knowledge, and feedback on individual or common misconceptions.
- 4) **Consolidation**, including using a RAG 1/2/3 to facilitate students reflection on the learning.

Students are assessed every half term. This assessment data is used to inform teachers' planning and teaching.

Teachers are expected to maintain their **Teaching and Learning File**. This will include:

- 1) Class Data Sheets
- 2) Class Context Sheets
- 3) Seating Plans
- 4) SEND Information
- 5) Schemes of Learning
- 6) Feedback from MER Cycle (including Learning Walks and Book Looks)
- 7) Lesson Plans
- 8) CPD and Appraisal Record.

SEND Aim:

It is our aim that all students, including those with SEND, achieve their very best outcome from their educational experience at this school. It is our aim to work successfully with parents/carers and involve them in the education of their children so we have a shared perception of desired outcomes. It is also our aim to work successfully with young people in our care and involve them in their own education. It is our aim for all teachers and staff to have high expectations of all students, particularly those with SEN. We want all of our students with SEN to become independent so that they are well prepared for their futures, have increased opportunities in their lives and employment. The school supports the principle of inclusion for students with SEN and disabilities and believe that a policy of inclusive education has the potential to benefit all children. If children are educated together, whatever the nature of their needs and differences they are much more likely to accept and include one another. Positive adult attitudes and examples serve to develop and increase this potential.

Objectives:

1. To maximise the progress of SEN students at HGSS.
2. To identify and provide for students who have special educational needs and additional needs.
3. To work within the guidance provided in the SEND Code of Practice, 2014.
4. To operate a 'whole student, whole school' Please see the HGSS SEN Policy for more details. approach to the management and provision of support for special educational needs.
5. To provide a Learning Area Director – SENCO who is part of the Senior Leadership Team.
6. To provide support and advice for all staff working with special educational needs students.

7. To provide support and advice to parents, carers and students and actively develop and maintain partnership and high levels of engagement with parents.
8. To ensure access to the curriculum for all students.

Monitoring And Evaluation Of Send:

The quality of the provision is assessed termly using MER data, achievement and behaviour reports, exclusion and isolation data and attendance/punctuality data. Heads of Department and Learning Area Directors also have to evaluate the progress of students with SEN and put further interventions in place if there is a significant gap between SEN students and their peers. This may be in addition to interventions provided by the Learning Support Department.

Parents/carers views and student voice is sought in order to assess the effectiveness of provision in the school. The SEN policy is regularly reviewed in order to take into account the views of all stakeholders; this ensures an improvement of provision for all students. All SEND students are monitored through the MER which occurs half termly.

If adequate progress is not being made then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to both students and parents/carers. The school's SEN provision is regularly reviewed and evaluated following whole school data which refers to SEN as a student group. The impact of interventions are assessed and evaluated and the results inform school which SEN provisions are effective.

Linked Documents

Holmer Green Senior School SEN Policy, January 2015 (Lead: CH).

Feedback and Marking

Feedback has been identified by the Education Endowment Foundation as having the highest impact of any teacher action.¹ Feedback enables all students to make progress and without it, students will not be able to correct their mistakes or misunderstandings. We use our marking to inform our planning. We provide feedback often, so that it acts as supportive correction. We provide the necessary time to peer and self-assess, reflect and redraft for all students.

Feedback is not synonymous with marking. Students will receive feedback in the form of peer assessment, verbal feedback and teacher marking.

Students receive summative feedback each half term and ongoing formative feedback.

Staff mark students' work at least every three weeks. This allows subject specific variation, and refers to Green Sticker marking, providing formative and summative feedback. Students have regular DIRT (Directed Independent Reflective Time) to respond to the feedback that they have been given. Students self-assess using RAG 1/2/3 in every lesson. This is then used as a planning tool for teachers.

Marking is monitored at least half termly through the MER Cycle.

¹ <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

Behaviour for Learning Statement of Principle

A calm, purposeful environment is essential for students to learn, achieve high standards and enjoy their education. This is the case both inside and outside the classroom. Students are expected to follow the code of conduct which is summarised in the student's planners and displayed in every classroom.

Objectives

- Develop behaviour and an attitude to learning that enables learners to be independent and resilient.
- Provide a safe environment free from disruption, bullying, physical aggression and any form of harassment.
- Teach students behaviour for learning strategies both implicitly through modelling high expectations as adults and explicitly through specific half termly assemblies, and as form tutors delivering the PSHCE program.
- Provide a framework (The Behaviour Toolkit) for rewards and sanctions that is communicated clearly to staff and students and applied consistently across the school
- Have in place systems for identification of need and a range of strategies available for early intervention, to reduce the risk of exclusion.
- Encourage positive relationships with parents/carers to develop a shared approach in supporting good student behaviours.
- To reduce the number of fixed term and permanent exclusions
- To develop relationships with a range of external agencies that can offer support to those students at risk of exclusion or offer alternative provision.

Behaviour for Learning Rules

1. Move around site quickly and quietly arriving punctually to lessons in full uniform.
2. Follow teacher instructions on first request.
3. Complete all class and homework to the best of my ability.
4. Come to lessons fully prepared (Planner, pen, pencil, eraser, ruler, glue, round tipped scissors, PE kit, ingredients).
5. Respect everyone's right to learn and be heard.
6. Show good manners and be polite to all members of the school community.

Monitoring and Evaluation of Behaviour for Learning

Linked Documents

Holmer Green Senior School Behaviour for Learning Policy, June 2015 (Lead: NG).

Continuing Professional Development

We recognise that improvement comes about as the result of sustained practice and reflection. We provide fortnightly Teaching and Learning Clinics to develop and share teacher practise. Staff receive formative feedback on the quality of their teaching and marking through the MER Cycle.

We also provide coaching for staff, whereby teachers work collaboratively to improve teacher practise through short, focused lesson observations and subsequent feedback.

We publish a Teaching and Learning blog (<http://holmergreen.edublogs.org/>) to celebrate and share best teaching practise at Holmer Green Senior School.

Literacy Policy

Rationale:

Literacy underpins the whole school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

All teachers are teachers of literacy and as such, the staff at Holmer Green Senior School are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum.

'All teachers should demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.'

Teachers' Standards, Department for Education, May 2012

Aims:

- To adopt a whole school approach to Literacy across the curriculum
- To develop a shared understanding between all staff of the role of language in students' learning and how all teachers are responsible for promoting literacy, in order that they both contribute to and benefit from the development of students' ability to communicate effectively.
- To recognise that language is central to students' sense of identity, belonging and growth.

Consistency in teaching literacy:

- Teachers always insist on full sentences, both in writing and speaking.
- Teachers adopt a talk, model, write policy.
- Teachers insist that students are checking their work for literacy errors.

Monitoring and Evaluation of Literacy:

Literacy across the curriculum is monitored through the whole school Monitoring Evaluation Review Cycle system including:

- Departmental meetings and reviews.
- Book looks.
- Lesson observations and learning walks

The Deputy Headteacher with responsibility for Teaching & Learning, plus School Literacy Leader will report progress termly to the School Leadership Team and Governors.

Homework Guidance

Working independently is an important part of successfully preparing for life after school. The purpose of homework at Holmer Green Senior School is to:

- Enhance and extend the learning opportunities for all students beyond school.
- Consolidate and reinforce skills and deepen understanding.
- Involve parents and carers with the management of students' learning.
- Reinforce the links between good study habits and higher standards of achievement, by making students more self-aware.
- Teach students to gain skills which will later enhance their employability.

Organisation of Homework

- All students have a Planner which they should carry with them at all times to record their homework. Tutors and parents or carers are asked to check and sign these on a weekly basis.

Types of Homework

Homework might include:

1. Research using the internet/VLE
2. Committing ideas and facts to memory
3. Preparing an oral presentation
4. Reading or making notes in preparation for a lesson or assessment
5. Independent Learning Projects

This list is not exhaustive and may involve other tasks and skills practice set by teaching staff.

Shared Staff, Student, Parental Responsibilities

- The subject teacher is responsible for setting appropriate homework, preferably at the start of the lesson and ensuring students have recorded the work in their planner; Homework should also be logged in SIMS.
- The subject teacher should also provide clear and explicit feedback to students and ensuring that missing pieces of work are completed by students.
- Teachers should ensure that prompt (usually within two weeks) and regular marking and appropriate feedback occurs in all classes.
- Heads of Department are responsible for ensuring that all teachers in their department are setting appropriate homework regularly and providing feedback to students;
- Students are responsible for recording homework in their Planners, for undertaking all homework set, and meeting all deadlines;
- Parents or carers should try to provide a reasonable place where students can work at home, or encourage them to make use of the school's facilities, including the LRC;
- Parents or carers should try to ensure that students meet all homework deadlines.

Monitoring and Evaluation of Homework:

The setting of homework is monitored each week by the Senior Leadership Team. The marking and feedback and quality of student response is monitored through the MER Cycle

Monitoring and Evaluation of the Quality of Teaching and Learning

The quality of teaching and its impact on the learning of students will be regularly monitored and evaluated. Each half term, a summative grade will be arrived at using a range of evidences, including student progress data (such as the percentage of students making expected and better than expected progress, for example), Learning Walks, Book Looks, feedback from staff and students.

We aim to understand the typicality of teaching and its impact on students' learning. We do not 'grade' individual lessons as we expect all learning walks and lesson observations to be a formative, not summative, process. The clear focus is on what students have learnt and our assessment of this learning.

We quality assure our lesson observations by conducting joint observations and observing subsequent feedback.

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