

Challney High School for Girls

Teaching and Learning Policy



Date Approved by the Governing Body	29 th March 2018
Date For Review by the Governing Body	March 2019
Headteacher Signature	
Chair of Governors Signature	

Teaching and learning policy

Vision

Our shared vision is to develop influential women of the future. We aim to do this by equipping every student to be a successful learner, confident individual and responsible citizen; she will have the knowledge, skills, attitudes and values to lead a fulfilling and successful life in a demanding and fast changing world: a world that she will play a key role in shaping. We are an inclusive, ambitious and diverse community where everyone is expected to get involved, work hard and enjoy themselves.

Principles

We recognise that all students should be provided with every opportunity to achieve. We believe in motivating our students by providing them with the best learning opportunities both inside and outside of the classroom. Our ethos is summarised by our shared passionate belief that there is 'no ceiling on potential' and we are committed to developing our students to become rigorous, rounded and grounded with not only skills and knowledge, but also the key behaviours and attitudes that provide personal resilience. We hope that these attributes will equip our students not just to be successful learners throughout their school years, but throughout their entire lifetimes. We aim to instil in our students values of caring, compassion and kindness. The girls are encouraged to develop a strong sense of moral integrity and responsibility to those less fortunate. We promise our students our unstinting commitment and dedication, which allows every girl to have the best possible experiences, with the best possible outcomes, during her time with us at Challney High School for Girls.

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective pace and challenge in all lessons and where the learning needs of all students are met.

Aims of the policy

- To ensure high quality teaching and learning experiences for all students
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity
- To provide coherence of approach and consistency of expectation
- To promote the core values of Challney High School For Girls
- To raise attainment by increasing levels of student motivation, participation and independence
- To promote reflection on, and sharing of, good practice, through a variety of methods, including IRIS technology.
- To promote an understanding of how learning takes place
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- To provide practical guidance and clear procedures
- To inform teachers, students, parents, Governors and the wider community about the aims and processes of teaching and learning
- To identify specific areas of responsibility at whole school, department and individual staff level.

Planning and implementation of learning activities

Rational

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. The ultimate aim is to ensure that thorough planning and focussed lesson implementation helps students to make the best possible progress over time. Different teachers have different teaching styles and this is to be encouraged as a means of adding variety to the experiences of our pupils. There are however some agreed expectations for every lesson that provide a consistent approach in ensuring the best possible outcomes for our students.

Schemes of learning

These may be presented in the format that best suits the department. They may be purchased and amended for the school or designed in house. Schemes of learning should do the following:

- Clarify objectives, including success criteria
- Identify prior learning to ensure clear progression
- Identify clearly the subject knowledge, skills and understanding to be taught
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their student
- Include references to differentiated work to ensure all students are challenged in line with their ability
- Provide opportunities for developing independent and collaborative learning
- Provide opportunities for students to be creative, solve problems and to use higher order thinking skills
- Detail literacy and numeracy opportunities and how they will be taught
- Include opportunities for the use of technology where appropriate
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout
- Include SMSC consideration
- Include ideas of how the learning can be put into real life context

Schemes of learning may refer to the underpinning elements and the lesson planning cycle of TEEP.

Lessons

In order for lessons to enable students to achieve the desired outcomes teachers must have a clear understanding for each lesson and series of lessons of where students are at, where they want them to get to and what steps need to take place for this to happen. Teachers need to be able to respond to the situation that is in front of them and amend their lessons appropriately where needed.

The following considerations should be made when planning and teaching lessons:

- **Use of assessment in planning** - Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level.
- **Use of teaching assistants** - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage students** - Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more. This includes making best use of the resources (including technology) available to enhance the learning experience.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson. As a result, almost all pupils make rapid and sustained progress.
- **Use of questioning** - Questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- **Assessment of learning during lessons** - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through the questioning or checks on students' work.
- **Marking and feedback** - Marking and feedback should provide students with very clear guidance on how work can be improved and what steps they need to take to move forward in their learning. Students need to be engaged in the process.
- **Homework** – Homework should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.
- **Progress** – Ultimately, over time, all students should make at least good progress in their learning relative to their ability and starting points. It should be evident that learning is taking place in the lesson.
- **The Challney Way** – Consider those elements that as a staff we have decided are desirable in providing a positive learning experience for our pupils (appendix 1).

Planning

Teachers at Challney High School for Girls are free to use whatever method suits them best when planning lessons. The school has a lesson planning proforma available should teachers wish to use it. Teep lesson plans (cyclical and linear) are available on the VLE as are 5-minute lesson plans (appendix 2). All teachers and TAs are provided with planners, which they can use for planning. For observations, teachers are not required to submit a lesson plan; however, they are encouraged to do so along with data and personalisation plans for the class being observed.

Monitoring

The annual process for monitoring teaching and learning will include:

- Observations – 3 per teacher (observation feedback form – appendix 3)
- Department reviews
- Challenge partners QAR visits
- Drop ins by the Headteacher
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

The monitoring of the quality of teaching will also involve comparing the areas above with outcomes to give a broader picture of the success of teaching over time.

Support for Teachers

Staff may be supported in improving their teaching in the following ways:

- Observation of the good practice of colleagues
- Coaching
- Compulsory and voluntary CPD sessions
- Teaching and learning briefings
- External courses and meetings
- Consultant support
- Observing good practice at other schools

Student and Parent Involvement

The views of students about their learning experience are sought through student voice. Twice yearly surveys provide us with information about students' experiences in lessons. The school has active year councils and a student council. Focus groups are occasionally held to gain student feedback on specific aspects of learning.

Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their daughters' schoolbooks, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of student planner. Parents are encouraged to attend parent teacher consultations and parent information evenings.

Setting of appropriate home learning activities across the curriculum

Homework principles

At Challney High School for Girls, we have high expectations and believe that all students should be supported to achieve their academic potential. Homework is an important part of this. Research has found that homework leads to vastly accelerated learning, with students who receive regular homework making on average 5 months additional progress over the course of a year than those who receive no homework (Education Endowment Fund).

We consider the term 'homework' to encompass any learning that takes place outside the classroom.

Homework may be set for several different purposes including:

- Supporting delivery of the curriculum
- Preparation for learning
- Extending learning
- Embedding learning
- To reinforce and help learners to retain information taught in the classroom
- To enable learning to be applied
- To promote independent learning including developing self-study
- As an assessment tool

Homework must be directly relevant to the learning that is taking place. It must be appropriate, but challenging for individual students. Homework should encourage engagement and ownership by students. Students should understand the purpose of the homework that has been set. Ultimately we believe that it is the quality of homework that is set that is important not the quantity.

Homework support

As a school we recognise the fact that it is important for students to be able to access the appropriate facilities, resources and support to complete homework. The school has Study Club available to all students daily from 8am to 8.30am 1.20pm to 2.15pm and 3.30pm to 4.20pm. ICT facilities are available at Study Club, as well as help from support staff. In addition to this some departments run sessions that are staffed by subject specialists. Many departments use our learning platform (Firefly VLE) to support independent learning. We also have a well-stocked library that all students can use at break, lunchtime and after school. Students can borrow books or use the library as a quiet study area.

Parental Involvement

Parental support with homework is key and all homework is recorded by students in their planners, which are then signed by parents on a weekly basis and monitored by their form tutor. An increasing amount of homework is now being set on our virtual learning environment, which can be accessed, by students or parents through the parent portal.

Rewards and sanctions

Homework will be rewarded through the school rewards system with points being awarded as appropriate.

On the occasions where students fail to complete their homework this will be dealt with through the proactive discipline procedures.

Spiritual, moral, social and cultural development of students

Rationale

At Challney High School For Girls, we believe that SMSC is essential for our students' individual development. It is integrated across the curriculum with all subjects providing explicit opportunities for promoting students' development in these areas. Students participate in whole school activities where the importance of respect, acceptance and understanding diversity are just some of the morals taught. PDC lessons and whole school assemblies encompass many aspects of SMSC including the promotion of British values.

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible, to:

- promote students' self-esteem by valuing and rewarding their achievements
- promote self-awareness and encourage students to enjoy learning about themselves
- encourage students to use imagination and creativity
- encourage students to reflect on their learning and allow them to question and explore
- provide opportunities in and out of lessons for students to discuss and exchange views
- be supportive of those who seek faith or wish to strengthen it

Moral development

Respect, alongside opportunity and achievement forms the motto of Challney High School For Girls. Without respect, effective teaching and learning cannot take place. We encourage an understanding of right and wrong and for students to consider and demonstrate this understanding in how they conduct themselves in their everyday lives.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment. In some instances, students are encouraged to play a part in setting these rules.

- Students are encouraged to take on responsibility for their own learning and for that of others through peer support. Examples are the role of the buddies in assisting the new year 7 students and the role of the reading assistants in supporting weaker students with their reading.
- The curriculum and extra-curricular activities provide opportunities for students to learn about legal boundaries and the civil and criminal law of England.
- The pastoral programme in particular teaches students to understand the consequences of their actions and encourages students to provide reasoned views about moral and ethical issues as well as the ability to respect the views of others.

Social development

Students' social development is of great importance. Sound social skills enable students to work collaboratively and co-operatively with others. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs
- a readiness to celebrate others' achievements
- a feeling of mutual respect and tolerance
- a culture where students aspire to achieve

Opportunities for collaborative work should be provided for all students.

Students are encouraged to take up volunteering opportunities whether this be within school, for example by helping at parents' evenings or attending open evenings or externally, such as the NCS program.

Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions. Students at Challney High School For Girls have a wide mix of cultural backgrounds. It is important that:

- in lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact
- further opportunities in lessons, extra-curricular activities and school trips are given to students to participate in and respond positively to artistic, musical, sporting and cultural opportunities

Monitoring of spiritual, moral, social and cultural development of students (SMSC)

SMSC is monitored:

- explicitly during lesson observations. As part of the feedback for observations examples of SMSC taking place during lessons are recorded (observation feedback form – appendix 3)
- by review of school documents
- through evidence from pupil survey
- through school incident logs

Review of the policy

This policy will be reviewed annually.

Appendix 1

The Challney Way

PROMOTING GREAT TEACHING THROUGH CONSISTENCY

BEFORE THE LESSON

Meet and greet students on arrival. Be appropriately dressed. Check the uniform of pupils on arrival. Be on time. Be prepared for your lesson.

AT THE BEGINNING

Engage the students with a "Do Now" activity. Ensure planners and equipment are on the table. Display the L.O. and keywords. Take the register and award merits. Have monitors for handing out equipment and resources.

DURING THE LESSON

Circulate the room. Use a range of AFL techniques and adapt your lesson accordingly. Role-model literacy and numeracy.

AT THE END

Establish routines for the return of equipment Review learning Remind students about homework or revision tasks Dismissal students quietly, orderly and promptly.

BEHAVIOUR MANAGEMENT

Consistently apply the proactive discipline model. New lesson, fresh start. Always respond to poor behaviour promptly and appropriately. Model behaviour that you expect to see in others. Use a seating plan.

CLASSROOM ENVIRONMENT AND ATMOSPHERE

Keep the classroom tidy and clean. Make the atmosphere welcoming and positive. Display boards should assist learning & celebrate progress and achievement. Be passionate and enthusiastic about your teaching.

BETWEEN LESSONS

Follow up on anything you need as a result from the previous lesson. Reflect on students learning and adjust your teaching practices accordingly. Share great teaching. Seek help and guidance if necessary.

ASSESSMENT

Follow your department marking procedures. Use a variety of assessment techniques. Teacher marking in green pen, student response and marking with a red pen. Ensure students are given opportunities to respond to feedback.

Appendix 2 – Lesson Plans



Lesson Plan

Teacher	<input type="text"/>	Subject	<input type="text"/>
Class	<input type="text"/>	Room:	<input type="text"/>
No. of Pupils	On roll: <input type="text"/>	Date & Period	Period: <input type="text"/>
Topic	<input type="text"/>	Group Structure	MA or Set: <input type="text"/>

The big picture

Learning Outcomes

Please tick to indicate what has been attached	
Current tracking sheet from SIMs	<input type="checkbox"/>
Personalisation Plan	<input type="checkbox"/>
Support Register	<input type="checkbox"/>
Annotated Seating Plan (where relevant)	<input type="checkbox"/>
Resources attached (where relevant)	<input type="checkbox"/>

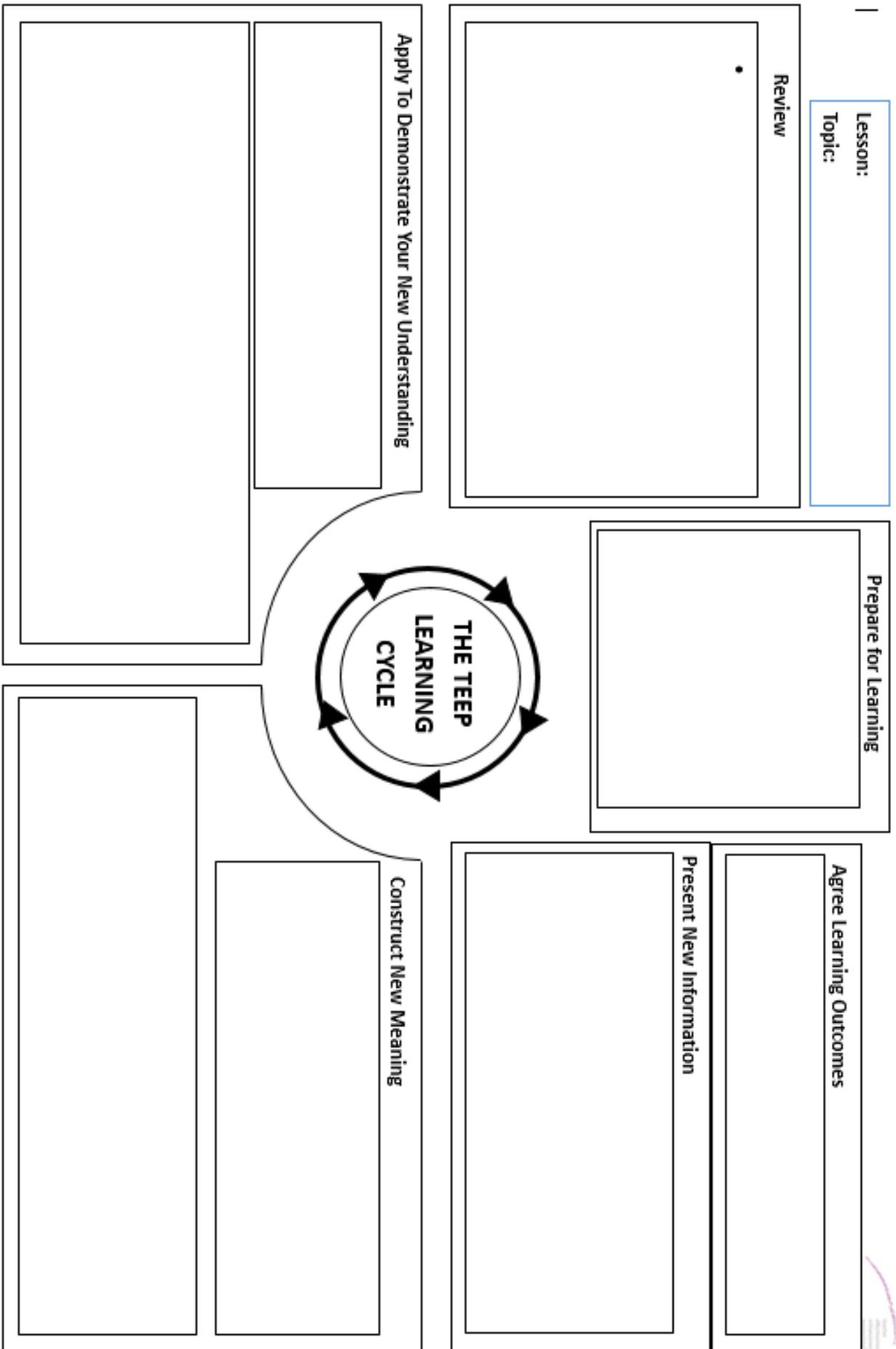
Stage of TEEP cycle

Prepare for learning-**PfL** Share learning outcomes-**SLO** Present new information-**PNI** Construct new meaning-**CNM** Apply to demonstrate new understanding-**ADNU** Review the learning-**RL**

Underpinning elements

Thinking for learning-**TL** Assessment for learning-**Afl** Collaborative learning-**CL** Effective use of ICT-**ICT**
Accelerated learning-**AL**

Stage of TEEP cycle and the underpinning elements	Sequence of activities (include literacy, numeracy, SMSC and British values). List resources.	Evidence of progress and means of assessment
<p>Homework</p>		





TEEP Lesson plan

Topic Time



Prepare for Learning	
Agree the Learning Outcome	
Present New Information	
Construct new meaning	
Apply to Demonstrate your New Understanding	
Review	

Appendix 3



School Lesson Observation Form

Observer		Teacher		Date	
Subject		Teacher Status		1 st /2 nd half	
Class		Support Staff		Period no.	
Lesson focus (link to previous targets from observation as appropriate)					

Observers should comment on how the evidence that they collect impacts on pupil learning

	Context of the lesson Including lesson topic	
Use of assessment in planning Progress and achievement Challenge High expectations Use of strategies and tasks to engage pupils Pace and depth of learning Assessment of for learning, appropriate adaptations. Marking, feedback and pupil response. Questioning Use of TAs Homework Attitudes to learning. Reference to Teppas appropriate	Evaluation of teaching and learning in the lesson (including literacy and numeracy)	
AFL Please cross the statement that applies.	AFL is fully evident and is a strength.	
	Effective AFL is evident.	
	There is a lack of effective AFL or it is not evident	
Evidence of promoting other aspects	SMSC, British Values, equal opportunities & recognition of diversity	
Key strengths		
Areas for development		
Targets (3 max)		

Appendix 4 - Lesson observation procedures

- ✓ There are 3 observations during the year which are key components of the appraisal process. The lesson to be observed will be agreed between the teacher and the observer in advance of the observation date.
- ✓ NQT observations will be carried out as part of their induction programme. These will usually be undertaken by their induction tutor.
- ✓ Observations linked to the appraisal process will be observed by a 'validated' observer. A 'validated' observer has carried out joint observations with a previously validated colleague and their observation has been deemed as being accurate. Observers are re-validated on a regular basis.
- ✓ Verbal feedback, wherever possible, should be given to the teacher by the observer within 24 hours of the observation date.
- ✓ Observations will be recorded on the school lesson observation form.
- ✓ Observers must complete a lesson observation feedback form after the lesson is observed. This must be given to the teacher within 5 days of their observation date.
- ✓ **A copy of the observation form must be given to Alison Ross within 8 days of the observation date.**
- ✓ Subject leaders will receive information about the observation from lessons observed in their subjects. This will help them to monitor the standards of teaching and learning in their department.
- ✓ SLT receive a summary of the lesson observations that take place across the school.
- ✓ Any teacher who teaches more than 1 subject will be expected to be observed across more than 1 subject (not including PDC).
- ✓ A maximum of 1 PDC observation can be completed by a teacher in an academic year.
- ✓ 1 of the observations during the year may be submitted using the Iris connect video observation system but this is not compulsory.
- ✓ Teachers are recommended to share their class information such as lesson plans, seating plans, class information and copies of resources with their observer prior to the lesson.
- ✓ It is the teacher's responsibility, with support from their appraiser, to take the appropriate actions to address any development needs identified from the observation or to meet the recorded targets.

The termly lesson observation can be completed at any time up to the deadline date

Observation	Time period for observation	Deadline for observation to take place	Deadline for all observation feedback to be with Alison Ross
1	2 nd October-17 th November 2017	17 th November 2017	29 th November 2017
2	4 th January-2 nd March 2018	2 nd March 2018	14 th March 2018
3	16 th April-8 th June 2018	8 th June 2018	20 th June 2018

Procedures:

1. Agree a date and time for your observation with your appraiser.
2. It is **essential** that the **following information** is **communicated to Alison Ross at least 2 weeks before the observation so that cover requirements can be coordinated**:
 - Date of the observation
 - Which period of the day
 - 1st or 2nd half of the lesson
 - Class and subject
 - Whether the observer will require cover or not
 - Whether or not you will use Iris for the observation