

# Challney High School for Girls

## Teaching & Learning Policy

**2023-2024**



<b>Date Approved by the Governing Body</b>	Autumn Term 2023
<b>Date For Review by the Governing Body</b>	Autumn Term 2024
<b>Headteacher Signature</b>	
<b>Chair of Governors Signature</b>	

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## **Vision**

We aim for all girls to be happy, learn and thrive in a stimulating environment with a learning culture that offers intellectual excitement, fosters a love of learning and provides a range of opportunities to develop their full potential. We want them to leave the school equipped and prepared for successful futures in an ever-changing world. We want our students to be confident, articulate, adaptable and independent. We aspire for students to be digitally literate, emotionally mature and socially aware. All of this is possible with our ambitious, aspirational and adaptive curriculum, delivered through outstanding teaching.

## **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 appropriate use of pace and challenge and where the learning needs of all students are met.

## **Aims of the policy**

- To ensure consistently 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 and sharing of good practice through a variety of methods, including Welcome In, Powerful Practice, and HITT sessions.
- To promote an understanding of how learning takes place
- To outline how teaching and learning is monitored and supported
- To provide clear, practical guidance in whole school procedures
- To inform teachers, students, parents, governors and the wider community about the aims and processes of teaching and learning

## **Planning and implementation of learning activities**

### **Rationale**

It is important that teachers plan schemes of learning and deliver lessons that enable students to work towards the learning objectives and make progress against 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, through acquiring knowledge and building on prior learning. A variety of teaching

styles are encouraged. 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, which are in line with the department's curriculum intent, should do the following:

- Clarify objectives, including success criteria
- Identify prior knowledge and 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 any adaptive teaching needed 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
- Include literacy, numeracy and oracy opportunities (RWCM) and how they will be taught
- Include opportunities for the use of technology to enhance learning and for students to develop the skills required to become digitally literate.
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout
- Include consideration of SMSC

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 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:

- **Building on prior knowledge:** lessons should build on existing knowledge; students should acquire knowledge over time and make links from one area of the curriculum to another, or from one key stage to the next, so that they know more and remember more.
- **Adaptive teaching & challenge for all:** Work should be adapted/pitched at a level that is appropriate to the individual and foster resilience. All individuals should find the tasks demanding at their own level.
- **Use of assessment to inform planning and teaching:** information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
- **Collaboration with teaching assistants** - teachers and teaching assistants should work together collaboratively in order to support equitable progress for all students. A variety of AFL techniques should be used during the lesson in order to support students in making the most progress.
- **Engagement:** 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 and appropriate throughout the lesson. As a result, almost all students make rapid and sustained progress.
- **Opportunities to develop literacy, numeracy, and oracy skills:** Teaching should include opportunities to develop reading, writing, numeracy and oracy skills. The oracy toolkit should be used to support the development of oracy across all subjects.
- **Use of technology:** Teaching should make considered and effective use of digital tools in order to promote student progress; this includes planning, implementation and extended learning. Wherever possible lesson resources should be made available on the Google Classroom in order to facilitate review of the work and catch up for absent students or any students who are out of class in inclusion.
- **Extended Learning:** This should be an integral part of the lesson and Scheme of Learning. Epraise/Google Classroom should be used to record extended learning.
- **Behaviour Curriculum:** Every lesson should integrate key strands of the behaviour curriculum, ensuring the foci of each half term is consistently embedded into all lessons (see Appendix 1 for an example)

## Planning

Teachers can plan their lessons in a way that suits them best. Teacher planners are available every year for teachers and teaching assistants to use for planning. The school has a lesson planning proforma available should teachers wish to use it. TEEP lesson plans (cyclical and linear) are available on the Google Site, as are 5-minute lesson plans (**Appendix 2**). For observations, teachers are not required to submit a lesson plan; however, they are encouraged to do so, along with data, seating plans and personalisation plans for the class being observed.

## Use of Technology

The school initiated a 1 to 1 chromebook scheme from September 2023 initially for KS3 students. Wherever possible KS3 teachers should endeavour to maximise the use of chromebooks in their lessons for teaching and learning and in particular maximise the benefits of Google Workspace for Education.

Google Drive is the main online platform used within the school for storing resources and Google Classroom the platform for creating and distributing work and grading assignments. Where necessary teachers should use the accessibility features of the chromebook to improve access for students with SEND. All students are expected to follow the chromebook code.

## Continuous Professional Development

We are committed to providing high quality CPD through a programme of events and opportunities throughout the school calendar. Opportunities include both internal and external CPD sessions; please speak to the Assistant Headteacher CPD for further details on our offer.

In order to continue to develop their skills and knowledge, and enhance their professional practice, teachers should:

- Discuss learning and teaching during every department meeting in order to share good practice.
- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives in education.
- Plan their own CPD programme in conjunction with their line manager as a result of the self-evaluation process and by reflecting on the Teacher's Standards document.

## **Monitoring & Evaluation of Teaching and Learning**

The annual process for monitoring teaching and learning will include:

- Observations: 2 per teacher (Observation feedback form – **Appendix 3**)
- Department reviews (annual)\*
- Feedback and Marking reviews
- Student Voice surveys
- Drop ins by the Headteacher, Senior Leadership team or Head of Department.
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support. If a teacher needs to be re-observed this should be done within 3 weeks.

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.

\*CLT Quality Assurance Reviews are also calendared to take place during the academic year.

## **Support for Teachers**

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

- Observation of the good practice of colleagues through Welcome In.
- Coaching conversations with line manager and/or SLT /Teaching & Learning lead
- Whole school CPD opportunities such as HITT, CCC and Powerful Practice.
- Support from SLEs within CLT.
- Recommendations on educational literature relevant to specific needs
- External courses and meetings
- Consultant support
- Observing good practice at other schools
- The CHSG Toolkit & Oracy toolkit for T+L ideas.
- Department CPD/non-contact time for collaboration

*In addition to the above, all Early Careers Teachers take part in a two-year induction programme.*

## **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 extended learning to be completed. Liaison with the school is encouraged through use of Epraise and Student Learning Kits. Parents are encouraged to attend parent teacher consultations and parent information evenings. We also seek feedback from parents through the Parent Portal.

## Setting of appropriate home learning activities across the curriculum

### Extended Learning principles

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

This learning may be set for several different purposes including:

- Supporting delivery of the curriculum
- Preparation for learning/ 'Flipped' Learning
- Extending learning
- Embedding learning
- To reinforce and help students 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

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

### Support for Extended Learning

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 Epraise 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. The library is equipped with laptops that can be used. There is a student printer outside the library that students can use to print their work outside of lesson time.

Extended Learning is recorded on Epraise/ Google Classroom and parents can access this via the app. Student learning kits are also used to record any additional notes needed. Epraise is used to reward students with merits, which parents can monitor. Demerits and sanctions can be issued when extended learning has not been completed on time.

### Independent Learning

Students are expected to supplement classwork and extended learning by completing their own independent learning. Departments provide guidance on the types of tasks which students can complete in order to do this; this will vary across subjects. Examples can include:

- Reading over notes from the last lesson
- Pre- reading ahead of the next topic coming up in a subject
- Using online platforms to revise & test yourself on topics
- Making revision cards/ notes on work covered
- Exam skills - completing exam questions and self-assessing
- Reviewing work that has been taught using Google Classroom

## **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 cooperatively with others. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to cooperate with other students 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 students 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:

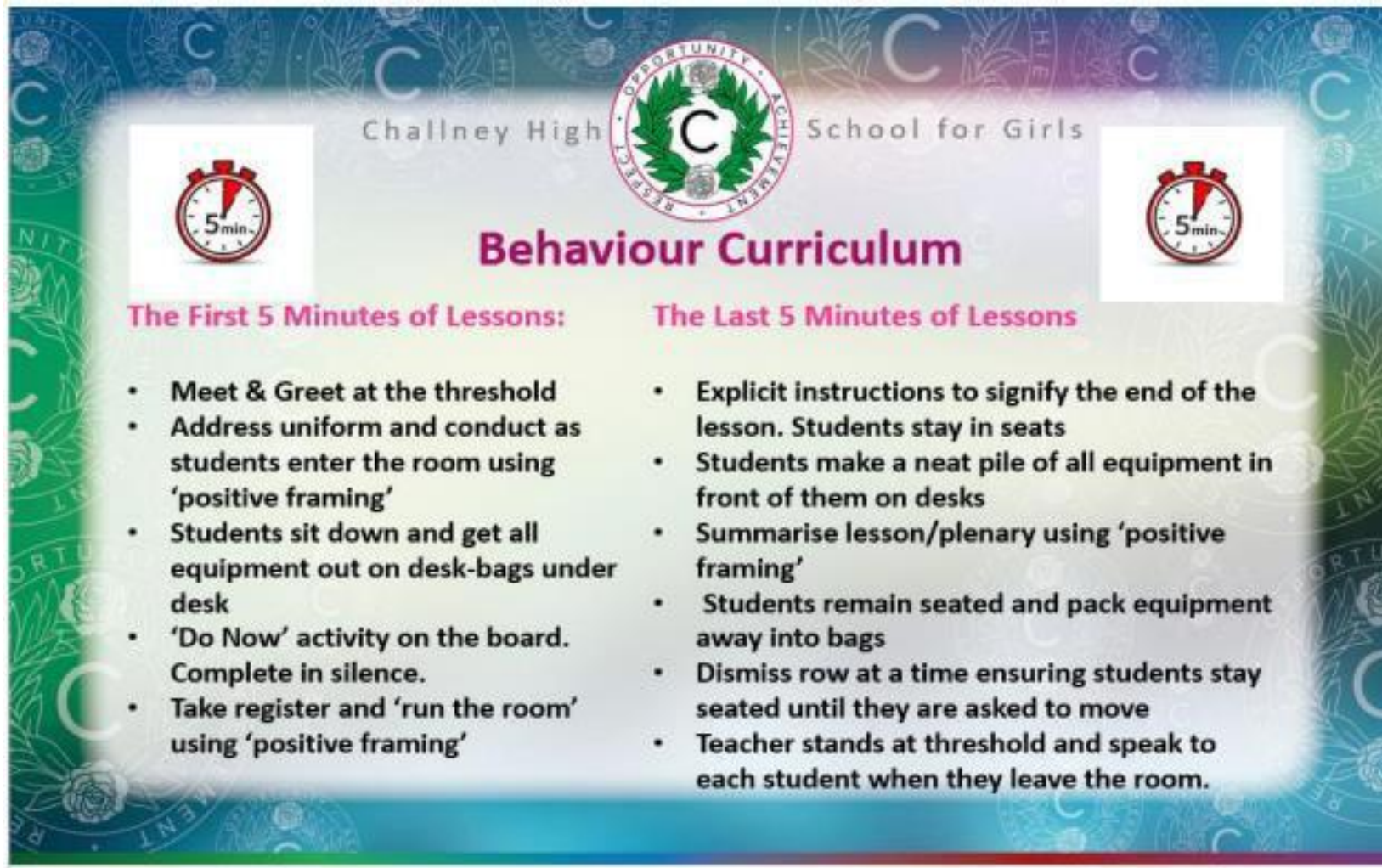
- explicitly during lesson observations. As part of the feedback for observations examples of SMSC taking place during lessons are recorded (observation feedback form – **Appendix 3**)
- by review of school documents
- through evidence from pupil survey
- through school incident logs

### **Review of the policy**

This policy will be reviewed annually.

## Appendix 1: The Behaviour Curriculum

Teaching and learning is supported by our Behaviour Curriculum. The *First 5 and Last 5 minutes* of the lesson are a key focus in order to ensure that students are prepared for learning at the start of the at lesson and also ready to learn as they move to their next lesson.



Challney High School for Girls

### Behaviour Curriculum

**The First 5 Minutes of Lessons:**

- Meet & Greet at the threshold
- Address uniform and conduct as students enter the room using 'positive framing'
- Students sit down and get all equipment out on desk-bags under desk
- 'Do Now' activity on the board. Complete in silence.
- Take register and 'run the room' using 'positive framing'

**The Last 5 Minutes of Lessons:**

- Explicit instructions to signify the end of the lesson. Students stay in seats
- Students make a neat pile of all equipment in front of them on desks
- Summarise lesson/plenary using 'positive framing'
- Students remain seated and pack equipment away into bags
- Dismiss row at a time ensuring students stay seated until they are asked to move
- Teacher stands at threshold and speak to each student when they leave the room.

## Appendix 2 – Lesson Plans



## Lesson Plan

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

### The big picture

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### Learning Outcomes

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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"/>

**Time:**  
**Topic:**  
**Group:**

**Prepare for Learning**

**2. Learning Intentions**

**6. Review**



**3. Present New Information**

**5. Apply To Demonstrate**

**4. Construct Meaning**

# TEEP Lesson plan



Topic: \_\_\_\_\_  
Time: \_\_\_\_\_

Prepare for Learning	
Learning Intentions	
Present New Information	
Construct Meaning	
Apply to Demonstrate your New Understanding	
Review	

## Appendix 3: Lesson Observation Form

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

<b>Observer</b>		<b>Teacher</b>		<b>Date</b>	
<b>Subject</b>		<b>Teacher Status</b>		<b>1<sup>st</sup>/2<sup>nd</sup> half</b>	
<b>Class</b>		<b>Support Staff</b>		<b>Period no.</b>	
<b>Lesson Focus (linked to previous observation)</b>					
		<b>Context of the lesson including lesson topic</b>			
High expectations Behaviour Curriculum Positive relationships Adaptive teaching to suit all Inc. student groups e.g. More Able/PP/SEND Challenge for all Building on prior knowledge & sequencing of knowledge Appropriate pace and depth of learning Fostering independent learners Assessment for learning Engagement Marking, feedback and pupil response Literacy & Numeracy TEEP Use of TAs Use of Oracy strategies Effective use of technology		<b>Evaluation of teaching and learning in the lesson (including literacy, numeracy and oracy)</b>			
<b>AFL Please cross the statement that applies.</b>	AFL is fully evident and is a strength.	<b>Evidence of promoting other aspects</b> e.g. SMSC, British Values, Equal Opportunities and recognition of diversity			
	Effective AFL is evident.				
	There is a lack of effective AFL or it is not evident.				
<b>Key strengths</b>					
<b>Areas for development</b>					
<b>Targets (3 max)</b>					
Please identify any strategies that can be shared with others via Toolkit Tuesday/HITT sessions etc:					
Please detail if any further support is needed, e.g re-observation, support with planning:					

2023 Ofsted Framework: Quality of Education Implementation	Questions / Comments
Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that students are not disadvantaged by ineffective teaching.	
Teachers present subject matter clearly, promoting appropriate discussion about the subject they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.	
Teachers help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. The curriculum is sequenced so that new knowledge and skills build on what has been taught before and students can work towards clearly defined end points.	
Teachers create an environment that allows the learner to focus on learning. The resources use support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	
Teachers use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching	
Teachers adopt a rigorous approach to the teaching of reading which develops learners' confidence and enjoyment in reading.	
2023 Ofsted Framework: Behaviour and Attitudes	Questions / Comments
Teachers have high expectations for learners' behaviour and conduct and applies expectations and routines consistently and fairly. This is reflected in learners' behaviour and conduct.	
Learners' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements	
Relationships among students and teachers reflect a positive and respectful culture and an environment in which students feel safe.	

## Appendix 4 - Lesson observation procedures

### Key Information

- ✓ There are 2 formal 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.
- ✓ There is one Powerful Practice fortnight where best practice will be observed and shared.
- ✓ ECT 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 7 days of their observation date.
- ✓ **A copy of the observation form must be sent to Nicola Inzinger (deadline dates confirmed with staff at the start of the academic year (please see below)).**
- ✓ 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 receives 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 during the year (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/at the start of 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	Deadline for observation feedback to be sent to Pippa Smith
1	2 <sup>nd</sup> October – 15 <sup>th</sup> December 2023	9th December 2023
2 <i>(Powerful Practice)</i>	4th January – 16 <sup>th</sup> February 2024	
3	15th April – 21st June 2024	7th June 2024

#### Procedures:

1. Agree a date and time for your observation with your appraiser.



2. It is **essential** that the **following information** is **communicated to Julia White at least 2 weeks before the**

**observation so that cover requirements can be coordinated:**

- Date of the observation
- Which period of the day
- 1<sup>st</sup> or 2<sup>nd</sup> half of the lesson
- Class and subject
- Whether the observer will require cover or no

