



Teaching and Learning Policy including Assessment for Learning

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Signed: *David Buckle* **Chair of Governors** Date: **June 2019**

Teaching and Learning Policy including Assessment for Learning

Rationale:

All students are entitled to the highest standards of teaching and learning and safeguarding at Higham Lane School to enable them to achieve. As a school we are committed to the continual development of teaching and learning across our teaching staff, to meet the needs of every student. We strive to identify best practice from within our school and nationally and aim to share this with teachers through a wide Professional Learning offer. We have implemented systems to continually improve the quality of teaching and learning and safeguarding and monitor, evaluate and review these regularly to ensure that we meet the needs of every student and teacher at Higham Lane School.

Context:

2013 OFSTED inspection judged the Quality of Teaching to be consistently good across the school. The report also praised the purposeful working atmosphere, regular marking of books and the impact that the most effective marking and feedback was having by encouraging students to produce high-quality responses to teachers' written comments. We are currently awaiting an OFSTED inspection.

To become even better we will continue to focus on:

- Increasing the amount of outstanding teaching.
- Increasing the opportunities for teachers to share existing high quality features of practice even more frequently
- Enabling all teachers to have the opportunity to observe outstanding teaching
- Increasing challenge and pace in a small number of lessons

Rigorous monitoring, together with continuous analysis and reflection and a broad in-house and external Professional Learning offer, which has evolved since 2010, has enabled us to address and meet the aims listed above and make sustained progress since 2013, which has been reflected in our school results and students' achievements over time.

In addition to these areas as a school we are also committed to:

- Ensuring that all students at HLS are challenged sufficiently to make outstanding progress through a 'Teach to the Top' approach, which incorporates key aspects of a Knowledge Curriculum
- Ensuring that all lessons are differentiated clearly to take into account learning needs of SEN students, More-able and More-able Disadvantaged students

Ensuring the quality of teaching and learning, particularly in Key Stage 4 and for Key Stage 5 from Sept 2017 remains a key feature of the SDP as we seek to build on existing progress. Now that we are one year underway with new GCSE courses (two years with English and Maths), and likewise one year into our new Sixth form courses, whilst Schemes of Learning are still being developed, we are also moving our program of Teaching and Learning further. September 2017 brings a 'Teach to the Top' approach incorporating a Knowledge Curriculum to ensure that our students are challenged sufficiently in order to make excellent progress and prepare them for their next steps beyond GCSE.

As part of the school's commitment to continual improvement, from September 2017 the Research Lesson Study professional learning model will be replaced. Instead of 2 lesson observation window cycles, from September 2017 there will be 3 opportunities for staff to receive feedback on their practice. This will be done in a non-judgmental way to ensure that teachers feel supported to improve their practice, and will be named Lesson Reflection Visits. The key focus is to support and coach teachers to reflect on strengths whilst also ensuring they will take 'Next Steps' to improve other areas of their practice. Lesson Observation forms ensure that teachers are focused on matching learning to student needs, and in particular ensuring a high level of challenge for all learners. Staff will receive one training booklet where all feedback is stored, with links to Professional Learning sessions attended and appraisal targets, to ensure all aspects of training and teaching are linked more clearly and explicitly for teachers and line managers.

The sharing and modelling of teaching and learning strategies and marking and feedback via staff briefings and Professional Learning sessions will continue. To ensure that staff have more time to work on these key areas, Wednesday training sessions will focus purely on improving Teaching and Learning, using the ideas/strategies shared. The school's robust Quality Assurance framework is well established and will continue, including Scheme of Learning check, Marking & Feedback checks, in addition to the checking exercises and reflection exercises carried out by subject teams to develop and monitor teaching and learning. SLT will continue to check quality of regularity of marking and feedback at 5 key points throughout the year.

Intended Outcomes:

Staff:

- All teachers will receive appropriate training based upon (as well as the OFSTED framework) best practice, particularly focusing on the setting of enabling tasks, participation and engagement, differentiation, and effective feedback that meets the needs of all pupils under their care.
- All teachers and cover supervisors will receive high quality Professional Learning on Safeguarding and Radicalisation to ensure that students are safe and know how to keep themselves safe.
- Teachers will take part in peer observations that offers accurate, helpful feedback, and encourages reflection and action planning for improvement in a supportive and collaborative context.
- Teachers will be provided with Lesson Planning and Scheme of Learning frameworks that support them when planning lessons over time, highlighting expectations and features of effective teaching and learning.
- Departments will seek the views of students, and will analyse the findings to improve provision for all students in their care.
- Teachers will use the School Feedback & Marking Policy and Assessment for Learning systems to ensure students receive feedback and Follow-on Tasks on their work, that support their learning by specifically highlighting how they can improve their work and requiring them to actively do so.
- Teachers will understand how to develop students' reflective practices through high quality learning opportunities, so Higham Lane students become more effective, autonomous learners.
- Teachers will know the target grades (Minimum Expected Grade (MEG) and Challenge Grade) for all students in their care, and will regularly monitor the progress students make against these, providing support and appropriate intervention that meets the learning needs of all students whom they teach.
- All teachers at Higham Lane will strive to consistently deliver lessons of at least a 'good' quality and ideally an 'outstanding' quality, based on the OFSTED framework.
- Teachers will incorporate elements of best practice into their teaching, as well as understanding how current developments in teaching and learning enable the whole student to develop, leading to students working more independently and understanding how they learn most effectively, ultimately raising standards of attainment and achievement.

Students:

- All students will receive a consistently high standard of teaching and learning (including Safeguarding) based upon the Higham Lane Entitlement and OFSTED framework, developing both knowledge, skills and understanding, as well as the opportunity to develop Social, Moral, Spiritual and Cultural (SMSC) understanding. This will be delivered via lessons, assemblies, tutor activities, themed days and events and CPSHE.
- Students will understand how to improve their performance and be effectively supported to enable this to happen.
- Students will receive lessons that are appropriate to their ability, incorporate a range of teaching strategies and approaches to learning, and provide a level of challenge that enables them to achieve.
- The number of students achieving their Minimum Expected Grade (MEG) and Challenge targets will increase.
- Students' views about their lessons and learning will be sought and disseminated to staff, to raise the standard of teaching and learning across all subjects.
- Students will understand how to successfully assess their own work, as well as the work of their peers to enable them to create effective targets for improvement.
- Students will know their current level of working and how to improve through a feedback and marking system and assessment system that is consistently employed across the school.

Practice and Procedures:

Teachers at Higham Lane believe that learning is most effective in lessons when the following best practice is evident:

Planning For All Learners:

- All students are appropriately challenged through well-planned, effectively-differentiated lessons that take account of the abilities of all learners;
- Lesson planning ensures inclusion, and high participation in all parts of lesson.

A Range of Learning Activities is evident:

- A well-planned lesson that facilitates learning to develop. Learning is matched to student needs and there is no 'one size fits all' approach.
- Students are promptly engaged at the start of the lesson through a lesson hook or starter.
- Students are challenge through higher-order learning activities and questions that encourage them analyse, apply, evaluate, and synthesise.
- Students have the opportunity to develop their learning through a mixture of class, group, pair, and individual learning experiences.
- Sustained independent learning takes place within and outside of lessons, enabling students to take control of their learning.
- Relevant E-learning engages students and equips them with skills vital for life in the 21st Century.
- Relevant homework and Independent Learning Units (ILU) extend learning and are appropriately challenging for all abilities

Assessment For Learning is a key feature of teaching and learning:

- Clear, appropriate learning objectives and/or Big Questions are coupled with clearly defined success criteria and are displayed and used frequently to review progress.

- Lessons have appropriate 'reflect-review' points to allow students to reflect on learning that has taken place, and act as a platform to further develop learning through the lesson. These involve high levels of participation.
- A range of assessment techniques are used including self, peer, oral and written feedback.
- More opportunities for low-stakes and regular assessments are take place
- Knowledge Organisers are used for all KS3 schemes of learning as a minimum.
- Reference is made to previous and future learning, making connections for students.
- Students know their current performance, end of year and key stage targets, and how to achieve them.

The School Feedback and Marking Policy is implemented by all staff, enabling students to easily access key information that informs their learning and allows them to take control of their learning; leading to greater independent learning

The Whole Student is developed:

- Students are given opportunities to reflect meta-cognitively, making them better equipped to learn independently and equipping them for life-long learning.
- Cross-curricular links are highlighted across subjects including Reading, Writing, Communication, Mathematics, ICT, Spiritual, Moral, Social, Cultural issues, enabling students to understand the connections between subjects, raising the profile of learning.
- Students' awareness of personal safety and an understanding of current issues including child sexual exploitation, radicalisation and extremism, Female Genital Mutilation, social space violence and domestic violence is enhanced.

There is Clear Evidence of Learning that has taken place in all lessons:

- All students are appropriately challenged and supported to build upon prior learning and develop their skills, knowledge and understanding.
- Learners' demonstrate positive attitudes to work and Behaviour for Learning as a result of effective teaching, so raising student performance.
- All students demonstrate clear evidence of learning (acquisition and development of new knowledge, understanding and skills) and are given the opportunity to demonstrate this through a range of responses including oral, written, physical and other responses.
- All students are given opportunities to reflect upon the progress they make.
- Teachers employ effective questioning styles that encourage high participation and feature open, higher-order questions, allowing students time to think and formulate their answers.

Effective Classroom Management enables high quality teaching and learning to take place:

- Teachers greet students as they enter the classroom and ensure that they leave in an orderly manner.
- Students are motivated by clear time-limits that facilitate pace and enthusiasm.
- Teachers have high expectations of learners and generate interest in the learning activities, through engaging, encouraging and motivating students in their care, using praise and rewards effectively.
- Teachers deliver high quality explanations through effective instruction, modelling and board work that is appropriately pitched for the learners in their class.
- High quality relationships between students and teachers help to create a classroom environment in which students can flourish, and effective use of names facilitates this.
- Unsatisfactory behaviour is managed effectively through successfully employing the School Behaviour Code.

- Effective planning and communication ensures that Teaching Assistants are used effectively in an active and focused way.
- Teachers display excellent subject knowledge, giving students confidence and developing their understanding.
- High quality resources engage students and raise the profile of the subject and the expectations of the teacher.
- Teachers are aware of health and safety when managing their classroom to ensure that students work in a safe and secure environment.

Resource Implications:

- Costs of external training and internal training involving guest speakers and their expenses.
- Costs of resources, particularly ICT hardware and software, textbooks and other resources.
- Cost of cover for formal lesson observations, where cover is required
- Cost effectiveness can be achieved by: using our own staff to lead training, where they have displayed excellent practice; asking those individuals who attend external training to offer cascade professional learning to their peers; making the most effective use of staff professional development time and ensuring that training days are well-planned, delivered to a high quality and thoroughly evaluated.

Monitoring, Evaluation and Review:

- Teachers will receive three 20 minute paired reflective lesson visits per year, teaching their specialist or second subject, one in Key Stage 3 and one in Key Stage 4 based upon the Higham Lane Entitlement and OFSTED framework. They will receive oral and written feedback that identifies strengths and areas for development (Even Better Ifs (EBIs)).
- SLT will conduct 5 work random scrutinies over the academic year to check quality and frequency of marking.
- The SLT members in charge of Teaching and Learning, along with the Headteacher, will monitor the quality of teaching through the reflective lesson visits programme, and will provide appropriate support to enable all teachers to develop their performance. This will happen each term.
- Where the quality of teaching is below a good standard in 2 out of the 3 most recent lesson observations, teachers will be supported through the Departmental Coaching Support Programme (DCSP) and Improving Teacher Performance Programme (ITPP).
- A Teaching and Learning Inset programme will be devised each year, drawing upon evidence from the lesson observation programme. It will identify areas within teaching and learning that require further development, by sharing outstanding practice on both current issues and future developments in teaching and learning. All teachers will understand how to improve the standard of classroom provision they provide.
- A termly programme of work scrutiny conducted by both SLT and within departments will monitor the use of the School Feedback and Marking Code and whole school assessment procedures. High quality practice identified will be shared, and celebrated. Poor quality practice will be addressed, with relevant teachers receiving guidance and clear expectations for improvement.
- Termly performance data will be analysed by departments, Progress Leaders and Subject Leaders to highlight areas of concern in student and teacher performance, leading to appropriate support and intervention.
- Subject Leaders and Progress Leaders will monitor the performance of teaching and learning within their departments and year groups. A range of data sources, including checking termly assessments, work scrutiny findings, lesson observations and student questionnaires will inform their department Self Evaluation Form (SEF) and Department Development Plan. This will drive the agenda for department meeting time, ensuring appropriate training for staff within their department is delivered to raise standards of teaching and learning.

- SLT will use data from a range of sources including termly assessments, lesson observations, lesson visits, work scrutiny findings and student questionnaires to inform the School Development Plan, Self Evaluation Form and INSET programme.
- SLT will evaluate their findings at the end of each term and discuss these at SLT meetings, planning further actions to continue to raise performance at Higham Lane School.
- Subject Leaders and Progress Leaders will present their findings in link meetings, to ensure that identified good practice is celebrated and shared and poor practice is challenged and developed via relevant training, resulting in a consistently high level of performance across the school. They will review their findings and plan their next steps.
- The Self Evaluation Form for each department and year group will review performance in teaching and learning, identifying areas of strength and those in need of development. These will inform the SDP.

Links to Other Policies:

- 14 - Special Educational Needs Policy
- 16 – Higher Ability Policy
- 72 - Feedback and Marking Policy
- 63 - Improving Teachers Performance Programme (ITPP Policy)
- 17 - Behaviour for Learning
- 28 – Child Protection and Safeguarding

Appendix:

- Higham Lane Lesson Observation Sheet
- Higham Lane Lesson Observation Plan
- OFSTED School Inspection Handbook