

SIR FREDERIC OSBORN SCHOOL

TEACHING AND LEARNING POLICY

Teaching and Learning Policy

Purpose

The principal purpose of this policy is to raise the quality of teaching and learning in order to ensure all lessons are at least Good and increasingly Outstanding.

Teaching and learning is at the heart of our work. Full details are provided within the annual Whole School Improvement Plan (WSIP) where school priorities are identified. Sir Frederic Osborn School believes that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes (TBATs / To be able to) for the lesson. The participation of students however, is essential if the teaching and learning process is to be successful and this requires the use of a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on learning as well as on teaching.

Aims

- Inform staff of expected good practice and improve pedagogy of teaching and learning.
- Provide a framework for the daily planning of Good and Outstanding lessons.
- Share good practice and provide other references to support planning Outstanding lessons.
- To secure Good and Outstanding quality teaching and learning across all subject areas.

1. Effective teaching and Learning

For effective learning to take place, the school expects staff to ensure that the following take place. Staff must:

- maintain outstanding knowledge and understanding of the subject they are teaching;
- plan lessons which are directly linked to the schemes of learning and the examination syllabus (see documents to support planning);
- set out and share differentiated 'To be able to' (TBATs Some, Most, All) learning outcomes for every lesson;
- provide secure Assessment for Learning strategies
- provide differentiation in order to meet the needs of all students (This includes all ability bands, including Most Able, gender, SEND and Disadvantaged Students);

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- ensure good relationships are established through creating a positive learning environment (use of Behaviour for Learning Policy of rewards and consequences) and through understanding the needs and abilities of each student;
- employ a range of teaching styles to ensure appropriate pace and challenge and therefore progress;
- ensure expectations which are high, but attainable, for the whole ability range;
- involve effective use of higher order questioning to probe students' knowledge and understanding and to challenge their thinking;
- provide mini-plenaries throughout the lesson to consolidate learning against the outcomes;
- ensure cross-curricular links are established, particularly students' literacy skills;

1.1.a. In Lessons all teachers should:

- begin and end lessons on time and in a structured manner;
- show students what is expected of them (TBATs) and give clear feedback to students on their performance;
- ensure that the lesson content is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources;
- demonstrate high expectations of students;
- maintain a purposeful pace and challenge; spend as high a proportion as possible of lesson time on learning (as opposed to teaching);
- maintain an atmosphere of attention to work, in a context of firm discipline;
- employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons;
- establish clear and appropriate routines and ensure an efficient shift from one activity to the next;
- make effective use of questioning (pitching low order and high order questioning appropriately);
- value students' contributions and make use of praise and reward to underline the value of achievement;
- give students next step feedback on the work completed;
- Develop Dedicated Improvement and Response Time in lessons to support students' response to differing forms of feedback
- Regularly set (using Show My homework), monitor and mark Home Learning;
- Regularly assess knowledge and skills. (See Making a Difference Top Ten)
- Know which students are most able and make provision to challenge and extend their learning;

1.1.b. Schemes of Learning should:

- incorporate the Programmes of Study, or for RE the Agreed Syllabus, and syllabus course requirements;
- show clear learning outcomes;
- when and how learning outcomes will be assessed and how different levels of performance will be graded;
- indicate the link with previous work covered and how it fits into the longer term plan;
- summarise what teaching activities students will do and what resources they will need,
- provide for a variety of teaching activities and a variety of teaching styles/strategies;
- show progression;
- specifically identify how learning will develop Literacy skills (reading, writing, communication and oracy)
- show how knowledge and understanding can be extended, especially for the more able;

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- show how work is adapted to suit students who learn at different rates;
- indicate what the Home Learning is;
- identify the links to other subject areas, numeracy, ICT, PSHCE and SMSC.
- include references to other matters where appropriate, e.g. the use of support staff and their involvement in planning and delivery of the lesson.

2. Monitoring of Teaching and Learning

a) Lesson Observations

A climate of mutual classroom observation is fostered and all colleagues are encouraged to observe other teachers and share good practice as often as possible.

There are 3 types of lesson observations. They are:

i. Appraisal Observations (3 x 1 hour)

All teaching staff (excluding NQTs) will have a minimum of three hours of observations each year conducted by the Line Manager and, or, other colleagues. These observations will often be validated by members of the senior leadership team and, or external partners to ensure the school's judgements and feedback on individual strengths and areas to develop in teaching and learning are secure. The date and times for these are arranged and agreed in advance for two of the observations and short notice (afternoon prior) for one observation.

All one hour observations by Line Managers are graded based upon student progress within the lesson and over-time, summarised against the school's observation form (page 3 descriptors) and Ofsted guidance about quality learning. The descriptors are used as a benchmark for judging standards of teaching and learning in the school as part of the on-going process of school self-evaluation. The Leadership team will, on a regular basis, endeavour to see all staff teach.

A copy of all completed observation sheets should be passed to the Deputy Headteacher in charge of Teaching and Learning for filing and recording purposes. The teacher should retain the original. (See Lesson Observation Evidence Form 2014-15).

ii. Learning Walks (3 x 20 minutes)

All teaching staff will have a minimum of three 20 minute learning walks (equivalent of one per term). These will be conducted by a member of the Leadership Team and/or the Subject Leader / Director of Learning. Learning Walks are unannounced. These are seen as developmental sessions and oral coaching is provided. Written feedback sheets are completed in order to identify and celebrate good practice as well as help identify the suggested targets for improvements.

A copy of all completed Learning Walks should be passed to the Deputy Headteacher in charge of Teaching and Learning for filing and recording purposes. The teacher should retain the original.

iii. Active On Call (Every lesson)

Middle and Senior Leaders conduct lesson drop-ins to monitor the quality of student attitude to learning, work ethic, engagement and resilience. The timetable is provided to staff so they are aware of which members of the team are walking around at which times. The emphasis of the walks is on monitoring student work ethic. Therefore formal feedback to the staff about the lesson is not expected. However, informal professional conversations are still expected to take place.

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iv. Sample Student Work Scrutiny

As a minimum, student work should be sampled every half term by the Subject Leaders and Directors of Learning following the Quality Assurance Schedule (See Quality Assurance Schedule 2014-15).

At least six books per class should be selected by Subject Leaders and reviewed collectively at a subject area meeting – agreeing standards in the following areas:

- Content – has the scheme of learning been followed in sufficient depth.
- Student progress / achievement
- Presentation & quality of work.
- Home Learning being set & marked regularly
- Quality of marking & assessment (quality of assessment for learning).
- Challenge of work being set.
- Extent to which independent learning is being developed.

The evidence from Quality Assurance practice is presented by Subject Leaders in the 'Position Statement', which is updated each QA Cycle. This is copied to the SLT Line Manager and Deputy Headteacher.

3. Target Setting

Student Targets (GPG's)

- From September 2014, we have set all student targets to representing better than expected progress (Good progress) to place the school with an aspirational target of 62% 5xA*-C EM for the Y11 cohort.
- Targets for other cohorts are set with the same aspirational but attainable approach. These targets have been derived from KS2 data, prior SFO assessment, the input of the Subject Leader and in the context of making better progress to secure a "Good" judgement. They are referred to as GPGs (Good Progress Grades) to promote aspiration from students and staff alike.
- Performance Appraisal Targets for Objective 1 have been based on working towards GPGs, given that they represent good progress.

School targets

- In addition to student targets, we have set school targets based on the national picture, FFTPA25 our prior performance and where we believe we need to be aiming in terms of attainment and progress. (See Progress Expectations).

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4. Marking and Giving Feedback

Staff should mark using the school's *Green Pen Policy* to encourage students to proofread their own work and correct their own errors where possible. There are two expected forms of marking. They are:

4.1 Summative Assessment (Detailed Marking) Must:

- occur at least half termly and a piece of work must be levelled or graded
- identify and communicate one or two SMART targets with the student which is linked with the assessment criteria and is focused on achieving the next level. This could be noted on students' work in the form of a sticker
- corrected, in line with Literacy and numeracy policies, errors in punctuation, grammar, spelling and number work
- take place with the student's full knowledge of the assessment criteria and target level
- be recorded and mapped by staff and students
- be reviewed and recorded regularly to inform student progress

4.2 Formative Assessment (Regular Marking) Must:

- occur at least every two weeks, or every 3 lessons, whichever is more appropriate
- Use the yellow school sticker
- correct work in line with the Literacy policy (at least one half page closely marked)
- identify strengths and weaknesses and congratulate good work, work ethic, attitudes to learning
- set interim targets which allow development towards the GPG. Typically two of these will be set every two weeks or every three to four lessons, whichever is more appropriate.

5. Home Learning Procedures

Home Learning must be regularly set and marked in order to:-

- provide an opportunity for students to deepen their learning and develop their interest and enthusiasm for the subject
- consolidate and reinforce students' skills, knowledge and understanding
- help students to develop the habits, motivation, confidence and skills required to become independent and lifelong learners
- help students to meet particular demands, such as the completion of GCSE coursework and examination revision / preparation.
- help parents to become involved in their child's learning and help keep them informed about their child's progress

5.1 The Amount of Home Learning Appropriate for Students of Different Ages

The quality of the Home Learning task is more important than the length of time that students might take. The following times reflect broadly how many hours students in Key Stages 3, 4 and 5 should be spending on Home Learning.

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Year 7	1 hour
Year 8	90 minutes
Year 9	2 hours
Year 10 /11	2 ½ to 3 hours
Year 12/13	5 hours per subject

5.2 Expectations of Home Learning

We expect Staff to:

1. set Home Learning activities that are meaningful and relevant to all students.
2. set the Home Learning task at the *start* of the lesson *or during* the lesson (as opposed to the end, where it is often rushed and ill-explained).
3. plan the Home Learning activity prior to the lesson so that it is not seen as an `add on` or simply used for *finishing off* work. This also ensures that it is appropriate and challenging to all students.
4. Home Learning activities should be uploaded onto `Show My Homework` along with support materials where required.
5. set Home Learning regularly in line with the timetable so that students become used to working independently
6. mark the Home Learning regularly and provide *detailed formative* feedback (See Section 4).
7. ensure Home Learning activities are signposted in students' work.
8. use Home Learning activities to incorporate learning from previous and future lessons to enable students to `connect` their learning and see the `bigger picture.`
9. set Home Learning activities that are differentiated, inclusive and vary in type and style.
10. provide appropriate reward using our Behaviour for Learning Policy to students who complete Home Learning to a standard above expectation.
11. provide appropriate sanctions using our Behaviour for Learning Policy to students who fail to complete Home Learning adequately or who fail to hand it in on time.
12. ensure Home Learning is not completed in lessons, so that independent learning and extending the learning time into a different environment is fostered as good practice.

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