



Deyes High School

Teaching and Learning Policy

‘To excel in all we do’

This policy should be read in conjunction with the following policies/documentation:

- Reading, Writing, Communication (literacy) policy
- Marking Policy
- Behaviour Management Policy
- SEND Policy
- Homework Policy
- Self-evaluation Policy
- CPD Policy
- Staff Appraisal Policy
- More able policy
- Faculty Inspection documentation
- Pupil Premium Plan
- Catch up Plan
- IQTL

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Principles

The principal purpose of this policy is to raise the quality of teaching and learning in order to move all lessons to good and/or outstanding.

Teaching and learning is at the heart of Deyes High School and its purpose is made more explicit within the School Improvement Plan where it underpins all identified school priorities. Deyes High 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 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

- To provide a common language and understanding of what makes outstanding teaching and learning
- To inform staff of expected good practice and improve pedagogy of teaching and learning.
- To provide a framework for the planning of outstanding lessons.
- To share good practice and provide other references to support the planning of outstanding lessons.
- To support the continued development of staff so that the proportion of outstanding teaching and learning continuously improves.
- To support groups of learners in overcoming barriers to ensure they make progress

Desired Impact

The desired impact of this policy that all students meet their full academic and personal potential because of high quality teaching and learning. Furthermore, Deyes High School students will develop and demonstrate the following 'mindsets':

1. Actively approach and embrace opportunities that benefit others
2. Curiously seek the bigger picture and be open to new ideas as a stimulus to creativity and problem solving
3. Develop the capacity to respond effectively to adversity
4. Demonstrate a continuous, reflective and positive approach to individual and collective betterment

Effective Teaching and Learning

For effective learning to take place, Deyes High School expects staff to ensure that they:

- maintain secure knowledge and understanding of the subject they are teaching;
- plan lessons which are directly linked to the schemes of learning and the examination syllabus;
- set out, share and display learning objectives and differentiated (all, most, some) learning outcomes for every lesson;
- provide secure assessment for learning strategies (see Appendix 1);
- ensure good relationships are established through creating a positive learning environment (use of rewards and consequences) and through understanding the needs and abilities of each student;
- employ a range of teaching strategies to ensure appropriate pace and challenge (and therefore progress);
- ensure expectations which are high, but attainable, for the whole ability range;
- ensure appropriate 'reasonable adjustments' are made to cater for students' Special Educational Needs or Disabilities;
- involve effective use of questioning to probe students' knowledge and understanding and to challenge their thinking;
- provide mini-assessment points throughout the lesson to consolidate learning against the outcomes;
- ensure cross-curricular links are established, particularly students' literacy skills;
- ensure displays are up to date and support the ethos and culture of learning (see Appendix B).

In lessons, all staff should:

- begin and end lessons on time and in a structured manner;
- show students what is expected of them and give clear feedback to students on their performance (FACE – Feedback);
- ensure that the lesson content is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources e.g. technology (FACE – Challenge);
- demonstrate high expectations of students (FACE – Challenge);
- maintain a purposeful pace and challenge, with students actively engaged in their learning (FACE – Engagement);
- employ a range and variety of teacher strategies/approaches/activities within a lesson or sequence of lessons (FACE – Engagement);
- establish clear and appropriate routines and ensure an efficient shift from one activity to the next e.g. 'Quality Audience', Climate for Learning symbols;
- make effective use of questioning, pitching low order and high order questioning appropriately (FACE – Feedback);
- value students' contributions and make use of praise and reward systems to underline the value of achievement;
- give students next step feedback on the work completed (FACE – Feedback);

- regularly set, monitor and mark homework and record it on Show My Homework;
- regularly assess knowledge, understanding and skills (FACE – Feedback).

Schemes of Work and lesson plans should:

- incorporate the recommended National Curriculum programmes of study, for RE, the Agreed Syllabus, or appropriate syllabus course requirements;
- show clear learning objectives and outcomes (all, most, some);
- indicate the link with previous work covered and how it fits into the longer term plan;
- summarise the learning activities students will engage in and what resources they will need,
- indicate common misconceptions and key words to be used;
- show progression;
- show how knowledge and understanding can be extended or stretched;
- show how work is adapted to suit students who learn at different rates and with SEND;
- indicate what the homework is;
- identify links to other subject areas, most notably literacy, numeracy, ICT, SMSC and Personal Development.
- include references to other matters where appropriate, e.g. the use of support staff and their involvement in planning and delivery of the lesson.



STUDENTS EXCEL IN ALL THAT THEY DO

STUDENTS ENJOY LEARNING AND MAKE ACCELERATED PROGRESS

FEEDBACK

Effective feedback ensures that the crucial dialogue, essential for progress, is developed and used by staff and students alike.

FEEDBACK

AUTONOMY

CHALLENGE

ENGAGEMENT

CHALLENGE

When appropriate levels of challenge are achieved, our learners flourish and make progress.

ENGAGEMENT

Intrinsic motivation is the key to engagement. An engaged student is a focused/curious one.

AUTONOMY

Lessons designed with autonomous students in mind ensure that they have the opportunity to think, plan and create for themselves.

RESEARCH, SHARING, COLLABORATIVE, SUPPORTIVE CULTURE

FEEDBACK

- ✓ High quality feedback stems from deep understanding of students prior abilities, their needs or barriers. Do you know what students can and cannot do?
- ✓ Lessons need to be planned to open up opportunities for feedback so progress and understanding can be shared and therefore assessed at key points.
- ✓ Effective marking promotes verbal or written dialogue between teacher and pupil to move students forward
- ✓ Key activities should be supported with a framework of success criteria that provides a basis for formative assessment.

AUTONOMY

- ✓ Research has shown that students retain information in a more deep and meaningful way if they make sense of the subject matter at hand themselves.
- ✓ Lesson design which allows for problem solving and enquiry makes “deep learning” a regular occurrence and benefits the students’ metacognitive ability and resilience enormously.
- ✓ Learning with peers allows them to develop collaborative skills; it teaches them to work through barriers to learning and develop ideas after careful thought and discussion as well as developing strategic awareness and organisational skills.

CHALLENGE

- ✓ Challenge is essential to get your students “hooked” in the learning process.
- ✓ Appropriate challenge is secured when a lesson is pitched between students current ability and where they aspire to be through careful differentiation
- ✓ Challenge is key in ensuring students sustain high levels of concentration and persistence as well as promoting a willingness to explore and enquire.
- ✓ As with feedback, staff need to know as much about their students as they can in order for them to effectively stretch them in lessons.

ENGAGEMENT

- ✓ A wide variety of pedagogical approaches ensures a high level of fun & engagement which is crucial for success.
- ✓ Discussion; role play, practical sessions, demonstrations, analogies, performance, competition- the list and possibilities are endless
- ✓ Successful teachers understand the relationship between engagement and flow.
- ✓ Intrinsic motivators are the fundamental characteristics of engagement which ensure all learners are successful.

FACE Features in the classroom @ Deyes

Feedback	Autonomy	Challenge	Engagement
Teachers systematically check pupils understanding throughout the lesson.	Students have the attitudes and skills to learn independently	Learning effectively builds on prior performance and students make accelerated progress	Inspirational teaching strategies create a love of learning and a thirst for new and exciting knowledge
Teachers anticipate, intervene and give clear feedback. Timely feedback has noticeable impact on the students learning	Students know exactly how to apply themselves within the classroom and routines/habits are clear on learning.	An effective range of high order questioning techniques are used to promote deeper thinking.	Teachers carefully select a range of intrinsic* motivators to engage students in their learning.
Clearly knowing a student's starting point will ensure a high level of pace is maintained throughout and progress over time is evident.	Students should know and understand expectations and be prepared for learning.	Informed teaching strategies are used to generate high order thinking	Professional, positive and purposeful relationships impact on students attitude to learning and the progress they make
Feedback is consistently constructive and builds on prior knowledge.	Relationships between both students and staff are excellent and helps create a climate for independent learning.	Sharply focused and timely intervention matches individual needs accurately and moves them on.	Teachers are responsive in their approach to differentiation and are able to adapt tasks to personalise learning for their students.
Consistently high quality verbal and written feedback including student response shows progress over time	Students are regularly provided with opportunities over time to lead their own learning	Students trust the teacher and accept and embrace the challenge and learning from success and failure	Students are encouraged to enquire, probe and challenge preconceived ideas.
Time is regularly provided for students to reflect and improve their work following feedback (teacher, peer, self)	When learning autonomously students are fully aware of the success criteria	Teachers set appropriate and challenging homework that builds on learning.	Students are provided with opportunities to take on a variety of roles to support progress.
*Intrinsic Motivators ;Choice Challenge Curiosity Competency Positive expectations Fun Fantasy Relationships Relevance Fear/thrill			

Professional Development

Deyes High School expects all staff to demonstrate a commitment to continuous improvement through **research** and **reflection**.

As the Teachers' Standards set out, teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. The Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- know and understand how to assess the relevant subject and curriculum areas.

To support their own professional development, all staff must work towards a 'personal development' appraisal target. These are written in agreement with the relevant appraiser to ensure appropriate areas for development are targeted throughout the appraisal cycle.

Developing an informed culture

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." Dylan William

To maintain the effectiveness of our learning community we encourage our staff to take responsibility for their own professional development. Teachers at Deyes High school should:

- Keep their knowledge and skills up to date and be self-critical
- Take responsibility for improving teaching and learning
- Reflect systematically on the effectiveness of lessons and approaches to teaching

To ensure this occurs, we expect/encourage/insist staff to actively use evidence to inform their practice as it helps them to question what they are doing and why; utilising expertise and evidence to help them decide on the best approach for the students that they teach. Our school does not expect staff to be researchers but to use robust research evidence to underpin the teaching and learning strategies that they implement. We do not expect every teaching decision to be underscored by credible research as much of the teaching and learning that takes place in our classrooms is based on craft or is experiential. We do however insist that teachers at Deyes High school are assisted, wherever possible, by research.

To support our staff in utilising robust evidence we provide access to:

- Lesson study focus groups to develop practice and theory together
- Collaborative action research projects across our school cluster to develop and improve pedagogical knowledge
- An evidence based teaching and learning newsletter that challenges our teachers' beliefs and expectations about teaching and how children learn
- Access to a high quality staff research library / catalogue?
- Regular updates on the effectiveness of evidence based interventions through the Education Endowment fund / RISE / Researchrichschools.org

The CPD programme offers developmental opportunities based on the schools and individuals areas of development.

These are divided into:

- Compulsory INSET days and Keep In Touch (KIT) meetings;
- Voluntary development opportunities such as Lesson Study and Coaching Trios, CUREE Research Projects, 'FACE-focused' Teacher Learning Communities;
- Targeted CPD or training in response to individual areas for development.

All of the above professional development opportunities are supported by a comprehensive library of resources on the school website and staff shared area of the school's local network.

Improvement Strategies

The CPD Policy highlights how Deyes High School is developing a learning community. We have endeavoured throughout Continuous Professional Development Programme to increase the effectiveness of learning for teachers through professional development and a focus on learning about learning. Our school does endeavour to seek help and guidance with developing teaching and learning strategies across the subject disciplines. We utilise the local authority, DfE materials, as well as materials published by private agencies.

The school uses data and the outcomes of monitoring and evaluation to target areas that require intervention. The impact of these interventions is evaluated to ensure the efficient and effective use of resources.

- School Self Evaluation Form and School Integrated Development Plan
- Departmental Self Evaluation Forms
- Raising Attainment Plan
- Departmental Integrated Development Plan
- The School Council

Responsibilities for Teaching & Learning

Classroom Teachers

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development and this is monitored through the IQTL process.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Self-evaluation of their contribution to the policies and aspirations of the school.

DOLs / Learning Managers

Directors of Learning and Learning Managers are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement, monitored through the IQTL process.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, C/D pupils);
- monitoring pupils' work through work scrutiny: regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers regularly and giving constructive feedback. This will also inform Performance Management of teachers; and evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

PDM/ aPDM

Pastoral managers are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This will feed into the IQTL process and future actions.

This is achieved by:

- monitoring the progress and potential of the year group, and using pupil data to identify and set targets for specific pupils according to their needs, e.g. underachievement, able pupils;
- maintaining an overview of the experience of pupils in their year group by e.g. monitoring the number of detentions, use of the Study Room, cross-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners;
- monitoring attitudes to learning through e.g. attendance and homework; and reporting back to the School Leadership Team and to staff as requested

Teaching Assistants

Teaching assistants are responsible for supporting individual or groups of students in subject areas. They work in collaboration with the teacher.

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression and well-being of, individual pupils in their tutor group and for providing support and advice to those pupils, both socially and academically.

This is achieved by.

- monitoring academic progress and attitudes of individual pupils through academic tracking/progress checks and Review days
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through faculty reviews and classroom observations of teaching and learning (IQTL process)

Monitoring and Evaluation

We will monitor and evaluate our work by:

- A continuing programme of Faculty Reviews led by SLT in conjunction with DOLs, Learning managers incorporating lesson observation programme
- Performance Management observations (see PM policy)
- Seeking the views of students
- Analysing the quality of teaching and learning as indicated by the Faculty Reviews to ensure we have met our quality of teaching targets.

- Identifying support programmes in conjunction with the Teaching & learning coaches
- Teaching & learning Governor meetings and review
- Evaluations will be used to inform Teaching and Learning Forums and other opportunities for CPD.

The school has developed a systematic approach to reviewing and evaluating teaching and learning in line with the Ofsted Framework.

- Head teacher National Standards
- Job Descriptions
- Teachers Pay and Conditions
- National Standards
- Performance Management/appraisal
- Self-Evaluation Procedures

Review

The review of our teaching and learning policy is a continuous process. This is particularly pertinent as we utilise data on students' progress to help them select the most appropriate pathway for learning. Directors of Learning, Learning Managers, teachers and teaching assistants are constantly reviewing their teaching strategies and the learning outcomes of the courses they teach.

Appendix A – AFL cycle

Appendix B – Procedures for learning display

Appendix C – IQTL