TEACHING & LEARNING POLICY

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Signed – Governor   **Print Name**

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1.   **Principles**

The purpose of this policy is to raise the quality of teaching and learning in order to move 100% of all lessons to good/outstanding.

Teaching and learning is at the heart of Batchwood School and its purpose is made more explicit within the School Improvement Plan where it underpins all identified school priorities. Batchwood 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. This is made very clear in the school's **Curriculum Intent** (please see website).

The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning objectives and 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, styles, resources and strategies** that will **focus on learning** as well as on teaching.

2.   **Aims**

- Inform staff of expected good practice and improve pedagogy of teaching and learning;
- Provide a framework for the planning of outstanding lessons;
- Share good practice and provide other references to support planning outstanding lessons;
- To move more staff from `good to outstanding'.

3.   **Effective Learning Takes Place When Students: -**

- Are interested and stimulated;
- Are attentive and co-operate with teachers;
- Build on what they already know and understand;
- **Actively engage** in the lesson, having opportunities to assess evidence, make decisions, negotiate, listen, solve problems and think about what they are learning and how to improve their work;
- Work both co-operatively and independently;
- Take increasing responsibility for their own learning and progress towards independent learning;
- Work in a variety of contexts;
- Apply a previously learned skill to a new situation;
- Practise the skills and techniques which they have learnt;
- Evaluate their work;
- Receive prompt feedback as a result of an effective system of regular assessment;
- Are taught in an environment conducive to learning;
- Work independently and without constant supervision from the teacher.

4.   **Effective Teaching Takes Place When it: -**

- Is based on a secure knowledge and understanding of the subject;
- Is based on planning linked to the scheme of learning and examination syllabuses;
- Sets out objectives and assessment criteria which are clearly defined and shared with the students, informing them clearly about what they are doing, why they are doing it, how long they have to do it, and the way in which they can judge their work;
- Builds on what students already understand and can do and on what they need to learn next;
- Has a content appropriate to the age, ability and stage of development of the students;
- Shows how knowledge and understanding can be extended and adapted to suit students who learn at different rates;
- Draws on a range of contexts and resources to make the subject comprehensible to the student;
- Employs a range of teaching styles which, over time, provide students with opportunities for:

- investigation: using sources and collecting evidence
- interpretation: drawing meaning from what is presented
- analysis: differentiating between fact and hypothesis, finding patterns and relationships
- evaluation: criticising, appraising and assessing
- discussion: sharing ideas and suggestions
- imaginative tasks: simulations, role play, drama, creative writing
- problem solving: deducing and reasoning, applying knowledge in new contexts
- reflection: considering meaning and value

- Is carried at an appropriate pace and challenge, and makes effective use of the time available;
- Involves expectations which are high, but attainable, for the whole ability range;
- Involves use of questioning to probe students' knowledge and understanding and to challenge their thinking;
- Consolidates and refines knowledge through practice and repetition;
- Involves activities that are purposeful in that students are encouraged to think about what they are doing, what they have learned from it and how to improve their work, and so, by planning and evaluating their activities, to take increasing responsibility for their own learning;
- Involves assessment and discussion of work which is positive, clear and motivating;
- Groups and organises students in such a way that the learning objectives are best achieved and the teacher interacts with students positively and economically;
- Is carried out in an atmosphere of good relationships between teacher and students and between students, in a context of firm discipline which allows learning to take place;
- Is carried out in a secure and attractive environment;
- Fosters in students a positive attitude towards the subject and a desire to learn;
- Uses targets based on students' previous achievement to identify present progress;
- Provides students with support and guidance on revision;

5. Monitoring of Teaching & Learning

The following notes provide detailed guidance at department level for the monitoring of teaching and learning. This document links with the current School Self-Evaluation Policy.

a) Curriculum Area Handbooks

The Curriculum Area Handbook should contain a minimum of the following:

- Details of all syllabus titles, exam boards and codes for each examination course offered.
- Schemes of Learning for each year group/subject.
- Department policies (to include: rewards, sanctions, marking and assessment, differentiation, literacy and numeracy coverage, use of ICT, equal opportunities, gifted and talented, Spiritual, Moral, Social, and Cultural development (SMSC), Embedding British Values (EBV)).
- List of resources and teaching accommodation.

The Senior Leadership Team (SLT) will review Subject Area Handbooks collectively in the summer term of each academic year.

b) Lesson Observations and 'Pop-ins'

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. Subject Coordinators, as well as Support Staff and other experienced members of staff, are often willing to be observed by less experienced staff and use observation and coaching methods as valuable INSET.

All teaching staff will have up to three hours of observations each year. One 40-minute observation will be as part of the performance management process and will take place by the

Headteacher and/or member of the SLT. The date and times for these are arranged and agreed in advance. In addition, all teaching staff will have up to seven 20 minute 'pop-ins' each year by a member of the Leadership Group. These observations are unannounced and are focused on student learning. They are coordinated by the Headteacher.

Written and oral feedback should be given for all 40 minute observations and twenty minute 'pop-ins' as soon after the lesson as possible. There is an opportunity for the member of staff observed to make verbal and written comments about the observation and feedback. A copy of all completed observation sheets should be made and passed to the Headteacher for filing. The teacher should retain the original.

c) Sample Student Work

Where subjects are taught by more than one teacher, student work should be sampled every term by the Subject Coordinator.

A sample from all years should be selected by the Subject Coordinator and reviewed collectively at a department meeting – agreeing standards in the following areas:

- Content - SOL followed in sufficient depth.
- Presentation and quality of work.
- Quality of marking and assessment (quality of A4L).
- Challenge of work being set.
- Extent at which independent learning is being developed.
- Literacy, numeracy and ICT coverage.
- Continuity and progression.

A brief summary report should be produced and copied to the Line Manager after each sampling.

d) Subject Lead Role

The Subject coordinator should regularly check that staff are following school procedures through discussion and inspection of key documents such as the teacher's planner. This should include monitoring of:

- Evidence of lesson planning following agreed SOL and in sufficient depth.
- Evidence that work is being set/marked with formative comments - record of marks for classwork, assessments and tests.
- Details of all SEN information.
- Prior attainment and target setting data.

Appendix 1: Effective teaching and Learning Procedures

Appendix 2: Assessment for Learning Procedures

Appendix 3: Feedback procedures

Appendix 4: Home Learning

Appendix 5: Procedure for Learning Displays

Appendix 6: Developing Literacy Procedures

Appendix 1 - Effective Teaching & Learning Procedures

1.1 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 (assessment for learning);
- Ensure that the lesson content is appropriate to the age and ability of students, using, where appropriate, differentiated materials;
- Demonstrate high expectations of students;
- Maintain a purposeful pace and 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;
- Regularly assess knowledge and skills.

1.2 Schemes of Learning & Lesson Plans should: -

- Show clear learning objectives and learning outcomes (Assessment for Learning);
- Indicate the link with previous work covered (Assessment for Learning);
- Fit 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;
- Show how knowledge and understanding can be extended;
- Show how work is adapted to suit students who learn at different rates;
- Indicate what the home learning is;
- Identify links to other subject areas, most notably literacy, numeracy, SMSC, EBV;
- Include references to other matters where appropriate, e.g. The use of support staff and their involvement in planning and delivery of the lesson;
- Identify links with whole school initiatives e.g. Questioning, Independent Learning; A4L; Creative Thinking.

1.3 Variety of Teaching & Learning Strategies

A range of teaching and learning strategies should be used and these are likely to vary from subject area to subject area. Some strategies are listed below as examples of what might be done in faculties:

Teacher exposition	group/pair work	problem solving	group projects
teacher-directed work	oral activities	written work	brainstorming
problem solving	practical experiment	question & answer	group presentation
writing a report	essay	role play	CD-ROM
listening to tapes/records	investigating	observation	using ICT
use of artefacts	self-assessment	self-marking	diary
class discussion	displays	individual projects	supported

written test	recording, sound	video diagrams	performance
use of library	debate	art work	craft work
reading aloud	quiz	interviews	TV/video
completing a table	filling in blanks	fieldwork	drama
visits	creative writing	survey	map work

Appendix 2 - Assessment for Learning Procedures

There are four key elements to assessment for learning that need to be adhered to:

2.1   Sharing Learning Objectives

- 'Learning objectives board' must be shared at the beginning of the lesson.
- Success criteria should be shared as part of the differentiation planning.
- Should be reviewed as part of plenary activities.
- Could be communicated through a key question.
- Should identify key words or skills central to the lesson.
- Should be linked to levels or grades as appropriate.
- Should allow for differentiation for the individual student and demonstrate planning for each individual student.

2.2   Effective Questioning

- Students and staff must use a range of questions (see questioning snail)

    Knowledge questions
    Describe which kind of pen you use...

    Application questions
    What does this suggest to you?

    Analysis questions
    What assumptions can be made from this?

    Synthesis questions
    Can you propose an alternative to……?

    Evaluative questions
    Which is more important: TV or chips?

- Should be used to support the less able and stretch the more able, consolidating, developing and challenging current learning.
- Should give students time to answer; wait five seconds.
- Should allow students to question each other (question web).

2.3   Peer and Self-Assessment

- Should ensure task and assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectation of student performance.
- Must be a process which is simple, engaging and non-threatening.
- Must have a quick and easily measurable outcome.
- Should be central to display within the learning environment.
- Should allow students to work with exemplar work.
- Will allow students to note the targets made from teacher assessment in their exercise book or on a target tracker to chart their progression taking into consideration past and projected performance.
- Must include a point of review, typically, when a student has succeeded in achieving a target they should date or initial the target appropriately.
- Should allow for students to write targets at the top of the next piece of assessed work.

- Should provide all students with the opportunity to complete a self-evaluation at the end of a unit of work.

2.4   Giving Feedback

- Should incorporate the sharing of assessment criteria with students before starting the task.
- Must grade or level work according to the assessment criteria.
- Must provide specific feedback which includes one positive comment and one target for improvement.

(See Appendix 3 for more details on guidance for Marking and Feedback)

Appendix 3 - Feedback Procedures

Staff should mark using the school's *Green Pen Policy* to encourage students to proof read their own work and correct their own errors where possible. *Purple pens* are used to highlight Literacy and Numeracy. *Yellow highlighters* are used to demonstrate that targets have been completed.
There are two expected forms of marking. They are: -

3.1   Summative Assessment (Detailed Feedback) must: -

- Occur at least half termly and a piece of work must be levelled or graded using the school's feedback label.
- 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 feedback sticker.
- Correct, 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.

3.2   Formative Assessment (Surface Feedback) must: -

- Occur at least, every two-three weeks.
- Acknowledge all work through, ticking, initialling, smileys or stamps.
- Use www/EBI and student comment as a writing frame for A4L in exercise books.
- Correct work in line with the literacy policy (see appendix 3).
- Identify strengths and weaknesses and congratulate good work.
- Set interim targets which allow development towards a level or grade. Typically, two of these will be set every two-three weeks or every three-four lessons whichever is more appropriate.

3.3   Exercise book presentation

Purpose
To ensure a consistently high standard of presentation across the whole school which all students and staff recognise, understand and follow.

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Protocols

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- Name of teacher, subject, name of student, class displayed on front cover.
- Target Grade sticker on front of each book.
- Progress tracker on inside of front cover.
- Well-presented books (no graffiti, worksheets stuck in neatly……. etc.).
- Date, LO and differentiated Success Criteria clearly visible.

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Surface Marking

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- Marking and feedback is done in a green pen with literacy/numeracy commented on in purple pen.
- Detailed comments in the surface marking supports student progress.
- Effective use of Teacher praise/stamps/stickers as appropriate.

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Summative Feedback

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- Feedback labels used at least twice a term with Student levels, current level and target level, present (see below).
- Students have REACTed to teacher feedback. Subsequent progress is evident in 'next work'.
- Clear evidence of student progress throughout the book.

3.4   Department Approach to Feedback

Subject	Key Stage	Formative assessment (surface marking) will take place:	Summative assessment (assessment) will take place:
English	3	Exercise books will be seen at least every 5 lessons or bi-weekly, whichever is less	End of every half term
	4	Exercise books will be seen at least every 5 lessons or bi-weekly, whichever is less	For reading and writing at least 5 times across the Key Stage – in line with coursework requirements. For speaking and listening at least 6 times across the Key Stage
Art	3	Sketchbooks will be seen at least every 3 lessons	Interim assessment, half termly and a full assessment termly
	4	Sketchbooks will be seen at least every 3 lessons	Interim assessment, half termly and a full assessment termly
Maths	3	Exercise books will be seen at least every 5 lessons or bi-weekly, whichever is less	End of every half term
	4	Exercise books will be seen at least every 5 lessons or bi-weekly, whichever is less	End of every half term
Science	3	Exercise books will be seen at least every 5 lessons or bi-weekly, whichever is less	End of every half term
	4	Exercise books will be seen at least every 5 lessons or bi-weekly, whichever is less	End of every half term
DT	3	Folder s will be seen at least every 5 lessons or bi-weekly, whichever is less	End of every half term
	4	Folders will be seen at least every 5 lessons or bi-weekly, whichever is less	End of every half term
Music	3	Verbal peer and staff assessment giving feedback on practical work	At least two separate assessments with separate focuses completed either every half term or every SoL
	4	Verbal peer and staff assessment giving feedback on practical work Logs books focusing on response, development and evaluation written homework marked at least every half term	Formal performance of work in progress set up and graded every term. Written response practice/draft coursework marked before the end of Year 10. Clear deadlines for drafts set in Year 11 with at least two summative drafts submitted
PE	3	Verbal peer and staff assessment giving feedback on practical work	At least two separate assessments with separate focuses completed either every half term or every SoL.
	4	Folders will be seen at least every 5 lessons or bi-weekly, whichever is less	End of Unit assessments according to BTEC criteria

Hairdressing	3	Verbal peer and staff assessment giving feedback on practical and theory work	At least two separate assessments with separate focuses completed either every half term or every SoL
	4	Verbal peer and staff assessment giving feedback on practical work Logs books focusing on response, development and evaluation written homework marked at least every half term	Formal assessments of work in progress set up and marked every term. Written response practice and coursework marked before the end of Year 10. Clear deadlines for drafts set in Year 11 with at least two summative drafts submitted

Our marking codes		
	Marking	**Examples**
Correct/ good point/ well written	Tick in green pen	√
Missing or incorrect capital letter	Double underline mistake	Jade saw a Boat called lucky lady.
Full stop error	Dot	My friend used to shop at that store●
Spelling error	Underline/ edit word	Paul siad**said** that she could smell wild flowers.
Verb/tense error	Underline/ V on top of the verb/write correction	**V joined** She joins the company two year ago.
Missing or incorrect punctuation	Circle mistake	It's going to be a long hot and busy summer.
Word missing	Indicate where word should be and add above	went The dog down the road. ^
New paragraph	Double vertical line	The park is excellent for children**//**The war memorial was---------
New sentence	Single vertical line	The boy ran quickly towards the door**/**. He knew that his mother was about to arrive
Needs to be clearer/ does not make sense	Question mark	**?**
Targets completed	Highlight in yellow	You have completed the task on poetry writing .

Feedback Labels

Feedback on Learning

WWW: Working at grade:

EBI: To develop further you must:

Student REACTion:
I feel 😀 😬 😠 about this feedback because

Where I have done well:

Where I will improve:

Feedback on Learning

WWW: Working at grade:

EBI: To develop further you must:

Student REACTion:
I feel 😀 😬 😠 about this feedback because

Where I have done well:

Where I will improve:

Feedback on Learning

WWW: Working at grade:

EBI: To develop further you must:

Student REACTion:
I feel 😀 😬 😠 about this feedback because

Where I have done well:

Where I will improve:

Appendix 4 - Home learning

Well designed extended learning plays a valuable part in a student's education and should therefore: -

- 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/BTEC/NCFE coursework.
- Help parents/carers to become involved in their child's learning and work and help keep them informed about their child's progress.

4.1   Expectations of Home Learning

- Set home learning activities that are meaningful and relevant to all students.
- Set via the Google Classroom Learning Platform.
- Set home learning according to the timetable so that students become used to working independently.
- Mark the home learning regularly and provide *detailed formative* feedback (according to the school's marking policy – see Appendix 3).
- Ensure home learning activities are signposted in students' work.
- Use home learning activities to incorporate learning from previous and future lessons to enable students to `*connect'* their learning and see the `*bigger picture.'*
- Set home learning activities that are differentiated, inclusive and vary in type and style.
- 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.
- 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.

We expect parents to:

- Provide their child with a suitable learning environment in which to complete their home learning, without distractions.

We expect the SLT to:

- Ensure that regular advice is given to parents regarding home learning and that parents and students are consulted.

Appendix 5 - **Procedures for Learning Displays**

The quality of display reflects the ethos and values of the school.   Displays must be educative; celebrate the achievements and contributions of our students; and enhance the school environment.

5.1   Purpose of Display

Display must be updated regularly to: -

- Be educative, informative and visually stimulating.
- Celebrate the achievements of students of all ages and ranges of ability.
- Reflect a multicultural, multi-faith society.
- Emphasise the positive contributions of students to the life of the school.
- Raise awareness and interest in specific school policies.
- Enhance the school environment.

5.2   Expectations

Our display policy expects that:

- The major proportion of display should be made up of students' work.
- Displays should be related to recent, current or impending work being undertaken by students.
- Displays should reflect the school's policy on equal opportunities.
- Displays should be properly labelled with the name of the students, to reflect the current topic on which the students have been working and to indicate the standard reached (key stage 3 – level descriptors, key stage 4 – GCSE grades) or be subjects of general topical interest or world events.
- Displays should be neat, tidy, well arranged and, if possible, covered.
- Displays should (wherever possible) be in secure display cases when valuable items are included.
- Displays should reflect the school's policy for assessment for learning.

5.3   Responsibilities

5.3.1   Subject area displays are the responsibility of the Subject Lead
- House group displays are the responsibility of the Heads of House.
- A single display board in each Tutor Room is the responsibility of the members of the Tutor Group, under the direction of the DoP.

5.3.2 Whole-school Displays:

- The Roll of Honour Board in each curriculum area is the responsibility of the Subject Coordinator.
- The point of contact for the Press Board in reception is the School Office Manager.
- The main displays in the school Reception are the responsibility of the School Office.
- Point of contact for special and extraordinary displays for particular events is the organiser.
- The School Council notice board is the responsibility of the School Council and Heads of Houses.

Appendix 6 - Procedures for Developing Reading and Literacy Across the Whole School

Staff at Batchwood School are aware that improving literacy is the responsibility of all; each curriculum area benefits from students' ability to read and write accurately.

6.1 Expectations

6.1.1. Curriculum Areas Should:

1. Ensure that assessment of work highlights writing errors in line with the suggested school marking guidelines.
2. Use the school's **Orange Pen Policy** to encourage students to proofread their own work and correct their own errors where possible.
3. Set literacy correction tasks for written work within their subject.
4. Provide glossaries of key words.
5. Display key words with definitions for each scheme of work in their teaching areas.
6. When spellings are given and key words/vocabulary are provided, these should be sound buttoned to support the teaching of phonics as a spelling strategy.
7. Model high quality writing in their own displays and board work, in line with guidance issued by the English Department on a regular basis.
8. Employ active reading strategies to ensure comprehension by students of reading allocated to them.
9. Encourage wider reading around their subject area by students, such as topical articles from newspapers and reading lists for the library.
10. Ensure that all schemes of work provide opportunities for different forms of writing and reading assessment.
11. Display the Word of the Week, and encourage it's use where appropriate.
12. Model reading to the students, by displaying books they are reading, or have enjoyed in their curriculum areas.
13. Ensure that students, who have a reader or a computer reader access arrangement, have access to either or both, as appropriate for their area.

6.1.2. In addition to the above, form tutors should do the following with their form groups:

1. Make students aware of the Word of the Week, and encourage them to complete the accompanying task on Google Classroom.
2. Encourage students to complete Literacy and English home learning tasks on Google Classroom.
3. Read a book with the form group weekly, and log any reading using the tracker.
4. Encourage students to play literacy games, such as the weekly Whole School Boggle.
5. Encourage students to be reading independently during form times, either a book from home, one from the school library, or an ebook online using MyOn.