

# **Sandy Upper School Teaching and Learning Policy**

## **RATIONALE**

We believe that high quality teaching and learning is the key to enable students of all abilities to succeed.

## **KEY LEARNING PRINCIPLES**

- a) Clearly structured lessons promote learning
- b) Activities should be varied, purposeful and appropriate to meet the needs of all students
- c) The creation and maintenance of a purposeful learning environment is essential for good learning
- d) Learning objectives must be shared and reviewed
- e) Students should be taught how to learn and how to reflect on their learning
- f) Students should know the next steps in their learning and be enabled to take responsibility for their own learning
- g) Achievement must be recognised, praised and rewarded
- h) Student underachievement must be challenged, not merely processed

## **GUIDELINES**

It is the responsibility of all classroom teachers to ensure that our principles are actioned. It is therefore an expectation that the practice outlined below is present within all classrooms across the School.

### **1. Clearly structured lessons promote learning.**

- a) Lessons must have a clear and prompt start. This will include starter activities such as brainstorms, demonstrations as well as a review/recap of previous learning.
- b) Lessons will contain sufficient pace and challenge, often best achieved when the main body of the lesson is broken down into a number of time related and varied activities, linked to the objectives.
- c) The setting of homework should normally take place in the first part of the lesson. Setting homework at the end of the lesson discriminates against students with learning difficulties.
- d) Lessons must have a clear finish which will include a review of learning objectives (see section 4) and may also, include quick fire questioning to correct misapprehensions and a preview of the next lesson.

### **2. Activities should be varied, purposeful and appropriate to meet the needs of all students**

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- a) A range of student centred activities should be used. Didactic teaching should be the exception rather than the rule.
- b) Students must have the opportunity over time to work in a variety of ways, such as individually, in pairs, small groups, whole class situations.
- c) Differentiation is a powerful tool for student learning and can take many forms. This can include:

- Individualised personal intervention within the classroom
  - Differentiation by task
  - Developing and adapting resources to both support and extend students
  - Taking into account all students' needs
  - The use of student groupings
- d) Teaching assistants are a resource which the teacher should direct to best aid learning and teaching.

*Differentiation can be made clear to students through the simple use of the following terminology:*

- *All (All the class will attempt this aspect of the lesson)*
- *Most (Most of the class will attempt this aspect of the lesson)*
- *Some (Some of the class will attempt this aspect of the lesson)*

### **3. The creation and maintenance of a purposeful learning environment is essential for good learning**

The way in which teachers manage the classroom will have a significant effect on students' learning. Students learn and progress best in a structured and stimulating environment.

- a) Punctuality is essential for staff and students.
- b) Teachers should stand just outside their classroom door between lessons and interact positively with both the students coming into the room and those passing to ensure a prompt orderly start to lessons.
- c) Teachers must dismiss students in time for their next lesson.
- d) The seating of students is important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers must have a seating plan for every class.
- e) All lessons must last the full duration and students must not be dismissed early.
- f) Teachers must ensure that classrooms are left clean and tidy, including the teacher desk and whiteboard. If furniture is moved, it should be returned to its original position. Graffiti and other damage must be reported immediately and the appropriate sanctions used.
- g) As teachers we must always model the behaviours we expect from students, this will involve remaining calm and measured no matter how students behave.

### **4. Learning objectives must be shared and reviewed.**

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

- a) Teachers must make the learning objectives explicit to all students.
- b) Ideally learning objectives will all start with the phrase, "by the end of this lesson you will be able to ..." then a word(s) from Bloom's Taxonomy followed by the rest of the objective but they will all make clear the learning
- c) Learning objectives will inform the activities selected
- d) The objectives must be revisited as appropriate during the lesson and at the end of the lesson via a plenary.

### **5. Students should be taught how to learn and how to reflect on their learning**

It must be made explicit to students what they need to do to be successful in their learning. Learning and Teaching is about *how* we do it i.e. it is process rather than content-driven. Students will understand how to:

- Assess their own skills, know their strengths and move forward.
- Work with others
- Use creative and critical thinking skills
- Use initiative and be independent.
- Communicate effectively
- Take moderate risk and learn from failure.
- Be positive and develop a “can-do” attitude.

#### **6. Students should know the next steps in their learning and be enabled to take responsibility for their own learning**

Giving students’ ownership of their learning is an important step in helping them to become independent learners who know how to learn. Teacher-centred learning encourages the learner to become dependent on the teacher. Students knowing and understanding the next step for improvement enables them to engage with the learning.

This approach can be reinforced by “little and often” activities that encourage responsibility eg:

- Peer and self-assessment.
- Allocating roles in group situations.
- Interactive learning techniques such as using student whiteboards so that everyone has to respond.

#### **7. Achievement must be recognised and rewarded**

Student achievement must be celebrated, with incidents of praise in lessons outweighing reprimand by 5:1.

#### **8. Underachievement must be challenged**

All students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers. The role of a teacher is to initiate change, not to merely process underachievement. High expectations are not enough on their own; action is needed to ensure they are met. Teachers must evaluate their lessons to ensure further development.

## ROLES AND RESPONSIBILITIES

Subject Teachers	Subject Leaders
<ul style="list-style-type: none"> <li>• familiarise themselves with provided data</li> <li>• share relevant data with students</li> <li>• teachers must identify and address barriers to learning which may prevent students from achieving,</li> <li>• teachers must be aware and take account of other issues that may be affecting learning, such as SEN and EAL</li> <li>• talk to students about their learning in order to establish reasons for any underachievement.</li> <li>• use appropriate sanctions when work or behaviour fails to meet an acceptable standard, follow stepped behaviour procedures</li> </ul>	<ul style="list-style-type: none"> <li>• ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging.</li> <li>• regularly lead the department in levelling work against age related expectations</li> <li>• monitor and track the progress of individuals and groups of students against relevant data</li> <li>• use appropriate actions to support students and staff in challenging underachievement</li> <li>• liaise with students, staff and parents regarding actions to tackle underachievement</li> <li>• ensure meeting time is prioritised to support attainment and address underachievement</li> </ul>

SUCCESS CRITERIA	ACTION BY WHOM
<p>We will know we have implemented our policy when:</p> <ul style="list-style-type: none"> <li>• Evidence from visits to lessons shows that the principles are in place</li> <li>• Work scrutiny and student interviews provide evidence that the ten principles are in place</li> <li>• More lessons are deemed to be Good or better</li> </ul>	<ul style="list-style-type: none"> <li>• SLs, Leadership Team, Peers</li> <li>• SLs, SLT</li> <li>• All Teaching staff</li> </ul>

The Governors Standards' Committee is responsible for ensuring that this policy is implemented. The Deputy Headteacher responsible for Learning and Teaching is responsible for briefing the Governors.

The Leadership Team are responsible for monitoring the implementation of the policy

First implemented				
Review & Evaluation	Rewritten Revised	Staff Resp	Gov S/C	Review cycle
July 2009 March 2012	July 2008 March 2011	GC GC	Standards	Annual