



Beths Grammar School

Teaching and Learning Policy

Vision and principles of the Policy:

1. *The Teaching and Learning Policy is a core component of Beths Whole-School Improvement Strategies. We recognise that all students have different skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential. Beths aims, through successful teaching and learning, to develop the whole person and to enable our students to become lifelong independent learners.*
2. *All members of staff have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest standard and to ensure that students are challenged to know more, remember more and do more from their starting point.*
3. *We recognise that continued professional support, coaching and mentoring at whole school, team and individual level is essential to empower staff to deliver effective learning experiences supported by strong behaviour for learning. We want to encourage a positive, supportive and open classroom culture where teachers have opportunities to learn from each other. This could be achieved by developing and sharing best practice, by observing and being observed and having the opportunity to plan, prepare, reflect and teach with other teachers as well as the opportunity to feedback to each other informally.*

Purpose

4. **The purpose of the policy is:**
 - to ensure high quality teaching and learning experiences for students of all abilities and aptitudes
 - to provide a framework for teaching and learning within which there is flexibility and scope for creativity
 - to provide coherence of approach and consistency of expectation
 - to make explicit the entitlement of all students
 - to raise attainment by increasing levels of student motivation, participation and independence and creating a culture of high expectations and aspirations
 - to promote reflection on, and sharing of, good practice
 - to promote an understanding of how learning takes place
 - to make explicit a baseline for monitoring and evaluating teaching and learning
 - to provide practical guidance and clear procedures including excellent behaviour for learning
 - to provide a focus for development and a culture of continuous improvement
 - to inform teachers, students, parents, governors and the wider community about the aims and processes of teaching and learning
 - to empower students to take an active part in their learning and learning of others across the whole curriculum
 - to ensure clear accountability for teaching and learning at all levels in the school

A Definition of Learning

5. ***Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction, therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and***

to develop language as a means of learning and a tool for thinking. Learning has been achieved when knowledge and understanding can be readily demonstrated with confidence.

6. We believe learning will most effectively take place when:

- the environment is safe, secure, stable, stimulating and engaging
- students display the highest standard of self-discipline and behaviour for learning
- students' self-esteem is high
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative through purposeful constructive dialogue
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity, 'stretch and challenge' and utilising different learning styles
- students can self-assess, reflect on their learning, know what they need to do to improve and are able to set appropriate targets
- students are able to engage with and respond to the written feedback they receive using green ink
- students have access to a range of resources including opportunities to use mobile and immersive technologies to support their learning
- students are allowed to participate in activities that will allow them to learn to understand others, to value diversity, whilst also promoting shared values and developing skills of participation
- students have opportunities to transfer and articulate their skills, knowledge and understanding to other contexts
- students take ownership for their independent learning with extended reading and research work beyond the classroom walls
- students are empowered to produce homework of the highest standard

Summary of key ingredients of successful lessons

7. The key ingredients that have been identified leading to successful lessons:

- A purposeful and calm start to the lesson
- Well planned and structured lessons with regular knowledge checks
- Clear outcomes and expectations
- High levels of student engagement including participation and think 'ratio'
- Effective student grouping and intentional student placement via a seating plan to facilitate learning
- Differentiated activities including building on students' competitive approach to learning, facilitated by the teacher
- Modelling and metacognition
- Effective use of 'Questions and Answers' techniques to develop the different levels of high order thinking skills including cold call questioning and sufficient wait time
- High levels of challenge
- Effective use of Assessment for Learning, feedback, praise, and inclusive language
- Effective use of DIRT (Dedicated Improvement and Reflection Time) strategy to enable students to reflect on and consolidate learning
- Good and imaginative use of resources including technologies
- Effective use and deployment of other adults including support staff
- Opportunities to enable students to make rapid progress
- Effective use of Roenshine's principles of instruction

The Learning Experience

8. This section of the policy reflects the school's expectations regarding planning, preparation, lesson structure and assessment for learning.

9. It is recognised that colleagues may also wish to extend their repertoire of teaching methods and provision of learning experiences beyond the basic outline given here in order to ensure effective learning and promote high standards for all our students (Appendix 1 provides a model lesson structure).

10. Planning and preparation

- Lessons are planned with clear aims and objectives, structure and challenge for all students
- Objectives are clearly linked to departmental long and medium term plans which are periodically reviewed
- Planning and provides opportunities for developing a wide range of thinking skills
- Teachers make use of appropriate, relevant and up to date information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities
- Lessons are planned to build on prior learning and ensure continuity and progression
- Opportunities for developing literacy, numeracy and ICT skills are integrated into lesson planning wherever possible
- Teachers set purposeful and challenging homework to stretch and seek deeper learning and understanding
- Appropriate and stimulating resources are organised prior to the lesson
- Planning recognises opportunities for cross-curricula work and elements of spiritual, moral, social and cultural understanding

11. Assessment for Learning

- Students receive regular developmental and motivational feedback in a variety of ways to enable them to progress
- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Students should act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Students are encouraged to judge the success of their own work and set themselves targets for their own improvement
- Students are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way
- Students are encouraged to critically, but supportively, judge the performance of others within their group with the highest mutual respect
- Levels of work are modelled through display and explanation
- Within departments there will be opportunities for feedback and marking to be standardised
- Type and frequency of marking is informed by the departmental marking policy which should include at least one standardised formal assessment every term across each year group.
- Assessment for (diagnostic and formative) and of (summative) learning throughout the year should inform the assessment levels/grades and reporting process as highlighted on page 8 in the staff handbook.

Support

12. Teachers and Support Staff have access to support in their role

- Supporting the work of teachers, support staff and each other is our professional duty
- Senior and Middle Leaders have a key role in supporting colleagues they line manage
- An atmosphere in which teachers feel comfortable to ask for support in their teaching is encouraged. Teachers should feel confident that acknowledging a problem will result in support rather than criticism
- The primary person to support an individual teacher is the Head of Department. In certain circumstances, the primary person to provide support may be a mentor (eg NQTs) or line manager (eg Trainee Teachers). However, a teacher should feel able to ask for support from other leaders
- Support might include discussing a problem, being assigned a mentor, undertaking some peer observation, being coached through our 'Improving Teaching and Learning Support Programme', attending an external course, in-house CPD and actively supporting staff in the effective and appropriate use of technology
- Assisting and supporting colleagues as part of the performance management process.

Suggested Model Lesson Structure

Lesson Structure (using the 4 parts approach- Connect, Activate, Demonstrate and Consolidate)

This framework is recommended to provide a model of good practice. However it is recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons

<p>Connect (Starter)</p>	<p><i>An activity to share what students already know, what is to be learnt and the benefits</i></p> <ul style="list-style-type: none"> • The start of the lesson has a clear focus, using activities such as recall and retrieval which immediately engage the learner • The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and why • The success criteria by which the learning will be evaluated are made explicit • The teacher establishes and communicates clear expectations for behaviour for learning
<p>Activate (Introduction)</p>	<p>The teacher should:</p> <ul style="list-style-type: none"> • Present lessons with clarity, enthusiasm and structure • Make learning active by providing tasks which enable students to make meaning, construct knowledge and develop understanding and skills • Model activities and processes, making their thinking and decision-making explicit to students • Provide exemplar work so that students are aware of the sophistication of response expected • Provide appropriate levels of scaffolding to support students' learning • Use a variety of questioning techniques to probe and develop students understanding • Promote active listening, inviting a range of different responses and building in time for reflection • Give constructive, positive feedback on work in progress • Provide opportunities for success for every student and seek frequent opportunities for praise • Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills • Vary groupings and seating arrangements according to the task • Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate • Set a variety of appropriate homework tasks to initiate, deepen, challenge and stretch learning • Intervene and take necessary actions to help students catch up when falling behind at the earliest opportunity
<p>Demonstrate (Development)</p>	<p><i>Chances to show off what students have learned</i></p> <p>Students should:</p> <ul style="list-style-type: none"> • Work effectively and purposefully in a range of contexts

	<ul style="list-style-type: none"> • Be punctual, come fully equipped and prepared to maximise the learning opportunity • Be prepared to share their learning and ideas in an atmosphere of trust and mutual respect • Demonstrate excellent behaviour for learning at all times and not disrupt learning • Ask questions where appropriate – of each other and the teacher • Support one another, working collaboratively, recognising that the contributions of all are valid • Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement • Make sense of and reflect on the written feedback they receive in green ink • Know where to go for help and recognise that further progress can always be made • Be able to select appropriate learning resources to help develop their own learning including appropriate use of ICT and mobile technology • Work with increasing independence, developing the skills to become life-long learners • Develop and establish an understanding of their own preferred learning style and have an appreciation of other learning styles
<p>Consolidate (Plenary)</p>	<p><i>Go over and test what students have learned</i></p> <ul style="list-style-type: none"> • The teacher creates the time to review learning • Students have the opportunity to reflect on their own progress and set themselves appropriate targets if necessary • Students receive supportive feedback from the teacher or their peers • Opportunities are provided to celebrate success • The end of the lesson is prompt and orderly, allowing for efficient transition between lessons

Teaching and Learning Policy: Roles and Responsibilities

Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy

SLT:

- To provide appropriate support, training and resources for departments and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Head of Department:

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy
- To monitor and evaluate consistent delivery of the policy at departmental level.
- To provide appropriate support to team members through training materials, mentoring or coaching.

Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality teaching and learning experiences
- To be responsible for short term planning, in conjunction with the department

All staff:

- To be aware of the principles of the policy and how they can contribute to it

Students:

- To work positively within lessons to enable staff to implement the policy effectively
- To extend and lead on their learning experience outside the classroom by ensuring completion of the learning tasks set as homework

Those with parental responsibility:

- To support the policy of the school, in line with the home school agreement, by providing support for students at home, allowing them to continue to develop their learning effectively

*Reviewed: Summer 2023
Next Scheduled Review Date: Summer 2026*