



## **Beths Grammar School**

### **Teaching and Learning Policy**

#### **Vision:**

At Beths, we adopt a student-centred, evidence-based approach to teaching and learning. Staff work collaboratively to provide all learners with high quality teaching, enabling all learners to reach their full potential. Teachers at Beths Grammar School are well informed, continually reflective and critical about their practice. Teachers engage in professional development and work collaboratively, including sharing best practice.

#### **Aims:**

The aim of the policy is to ensure high quality teaching and learning experiences for all scholars. The policy provides a clear framework providing consistency for scholars in all areas of the school, leading to excellent outcomes and engaged scholars. We believe that if learning is not retained in long-term memory, then effective learning hasn't taken place.

#### **Definition of Learning:**

Learning is a long-term change in knowledge, understanding and/or behaviour. Learning has been achieved when knowledge and understanding can be readily demonstrated with confidence.

#### **High quality teaching:**

Rosenshine's principles provide us with a framework for high quality teaching and learning. We believe learning will most effectively take place when:

- 1) **Lessons begin with a short review of previous learning-** Continually revisiting prior knowledge helps to consolidate information into long term memory.
- 2) **New material is clearly presented in small steps-** This prevents cognitive overload, enabling scholars to access the information and learn.
- 3) **Questions are asked-** Questioning enables teachers to determine how well material is being learnt. Targeted questioning and/or cold calling should be used to ensure all scholars are taking an active role in their learning.
- 4) **Models are provided-** Models provide scholars with a framework for excellence by showing scholars the quality they should be aspiring to and provides scholars with a clear understanding of how to achieve excellence.
- 5) **Tasks are scaffolded-** Temporary support used to assist learning, including models provides scholars with the support they need to access a challenging and ambitious curriculum, as they progress to independence.
- 6) **Independent practice-** Scholars should be provided with opportunities to practice independently to develop knowledge, skills and understanding for fluency and automaticity.

Additionally, we believe learning will most effectively take place when:

- 7) Behaviour management strategies are used effectively to ensure that scholars are actively engaged in their learning.
- 8) Homework gives learners an opportunity to:
  - Consolidate learning that has taken place during the lesson.
  - Prepare scholars for learning that will be taking place in the future.
  - Extend scholars learning beyond the content learnt in the lesson.

**Definitions of feedback:**

Feedback is information given to the scholar about their performance relative to learning goals or outcomes. It should aim to improve scholars' learning.

Feedback can be written or verbal and must be purposeful.

**Principles of effective feedback:**

- Regular formative assessment is an integral part of every lesson. In line with Rosenshine's principles effective questioning is a key part of gathering feedback and should be a part of every lesson.
- Techniques include, but are not limited to:
  - Mini whiteboards
  - Cold calling
  - One to one conversations
  - Verbal feedback based on circulating
  - Question and answer sessions
  - Live marking
  - Traffic lights
  - Quizzes
  - Whole class feedback
- Scholars will engage in planned dedicated improvement and reflection time (DIRT) after completing a formal assessment based on written feedback, this may be individual or through whole class delivery.

Please see full guidance related to feedback in the appendices section.

**Planning and preparation**

- Lessons are planned with clear aims and objectives, structure and challenge for all scholars. These objectives are linked to departmental curriculum maps.
- Rosenshine's principles should be used to inform planning of lessons.
- The four part and/or 'I do, We do, You do' lesson structure should be used to structure lessons. The 'I do' refers to teacher modelling and explanations. The 'We do' refers to guided practice and the 'You do' refers to handing over to scholars, when scholars practice more independently.
- When planning teachers should ensure that they are familiar with the needs of the individuals in their class, including SEND, this information should inform planning.
- Homework should be planned to consolidate learnt information, prepare scholars for future learning, and/or extend scholars learning.

Please see full guidance related to lesson structure in the appendices section.

**Continuing Professional development**

- Teachers at all levels should engage in professional development, this may include both in house and external continuing professional development (CPD).
- Teachers should feel confident engaging in continuing professional development is beneficial and is necessary to develop subject knowledge, pedagogical knowledge and expertise to have the tools to be successful.
- Informal feedback taking place within an open-door culture provides invaluable continuing professional development and allows best practice should be shared.

## **Appendix 1-Feedback Guidance**

### **Definition and purposes of feedback**

Feedback is information given to the scholar about their performance relative to learning goals or outcomes. It should aim to improve scholars learning.

Feedback can be written or verbal and must be purposeful.

### **Principles**

- Regular formative assessment is an integral part of every lesson. Techniques include, but are not limited to:
  - Mini whiteboards
  - Cold calling
  - One to one conversations
  - Verbal feedback based on circulating
  - Question and answer sessions
  - Live marking
  - Traffic lights
  - Quizzes
  - Whole class feedback
- In line with Rosenshine's principles, effective questioning is key part of gathering feedback and should be a part of every lesson
- Teachers should use feedback to enhance learning. This could include using feedback to make reasonable adjustments within the lessons or using feedback to amend and adapt curricular
- Feedback, be it verbal or written should not focus on personal characteristics or be generic
- Written feedback should refer to both strengths and areas for development with the aim of driving learning forward
- Written feedback should include strengths and areas for development related to the task given
- When providing written feedback strategies to minimise workload such as coded feedback and/or whole class feedback are recommended
- Scholars will engage in planned dedicated improvement and reflection time (DIRT) after completing a formal assessment based on written feedback, this may be individual or through whole class delivery
- Sufficient lesson time should be dedicated to DIRT opportunities
- Before engaging in DIRT teachers should remind learners about purpose of feedback and the role of making mistakes in learning
- When learners engage in dedicated improving and reflection time, they should engage with feedback by improving the original task or completing a related task
- The whole school marking guidance doesn't apply to NEAs (Non-Exam Assessments), guidance is set by exam boards.

### **Additional resources**

[Teacher Feedback to Improve Pupil Learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)

[guidance paper marking and feedback sept 2018-\(2\).pdf](#)

## Appendix 2-Suggested Model Lesson Structures

Four parts approach, (connect, activate, demonstrate and consolidate) and three part, (I do, We do, You do)

Due to the length of lessons, there may be multiple activate and demonstrate sections within one lesson.

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><b>Connect (Starter)</b></p>	<p><b>An activity to share what scholars already know, what is to be learnt and the benefits</b></p> <ul style="list-style-type: none"> <li>• Start with a short review of prior learning that links to the current lesson</li> <li>• The expected learning outcomes are shared with scholars, in the context of prior learning, to ensure they understand what they are doing and why</li> </ul>
<p><b>Activate</b></p> <p>The 'I do' part of the lesson where the teacher models how to complete tasks and shares their knowledge.</p> <p>Followed by the 'We do' part of the lesson where the teacher and scholars work together to solve a problem.</p>	<p><b>New learning is built</b></p> <ul style="list-style-type: none"> <li>• Model activities and processes, making their thinking and decision-making explicit to scholars</li> <li>• Provide exemplar work so that scholars are aware of the sophistication of response expected</li> <li>• Provide appropriate levels of scaffolding to support scholars learning</li> <li>• Use formative assessment to drive learning forwards including effective questioning</li> <li>• Present new material in small steps, preventing cognitive overload, enabling students to access the information</li> </ul>
<p><b>Demonstrate</b></p> <p>The 'You do' part of the lesson where scholars complete work independently.</p>	<p><b>Scholars demonstrate what they have learnt</b></p> <ul style="list-style-type: none"> <li>• Circulate the room to support and intervene as needed whilst scholars are working independently</li> <li>• Use formative assessment to drive learning forwards</li> </ul>
<p><b>Consolidate (Plenary)</b></p>	<p><b>Scholars can reflect on what they have learnt</b></p>

## **Appendix 3**

### **Teaching and Learning Policy: Roles and Responsibilities**

#### **Governors:**

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

#### **SLT:**

- To implement this policy by ensuring a consistent delivery of high quality teaching and learning experiences, consistently reflecting and by engaging in continuing professional development
- 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 implement this policy by ensuring a consistent delivery of high quality teaching and learning experiences, consistently reflecting and by engaging in continuing professional development
- 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, consistently reflecting and by engaging in continuing professional development
- 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 2024  
Next Scheduled Review Date: Summer 2026*