



The Market Weighton School

Teaching & Learning Policy

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1. Principles

At The Market Weighton School we believe that:

- Every student has the right to a high quality and inspirational education
- Opportunities for staff to develop and improve teaching and learning must underpin CPD
- Varied teaching and learning strategies allow every student to access the curriculum, regardless of ability or prior attainment
- Collaboration of staff across curriculum areas facilitates the sharing of good practice and consistency of approach
- High levels of challenge and inspiration are crucial if students are to achieve their potential
- Learning should be active and engaging whilst allowing for rigorous reflection
- Self-evaluation, an appreciation of the standards framework and a commitment to improvement are central to outstanding teaching and learning

2. Aims and intentions

Our aims are:

- To foster an understanding amongst all staff of the importance of varied teaching and learning strategies and how to implement these in the classroom
- To raise standards and assist students' personal development by supporting them to become independent and reflective learners
- To ensure that the quality of teaching and learning at TMWS is of the very highest level
- Ensure that up to date knowledge of both the curriculum and pedagogy are accessible and used to create outstanding learning opportunities

The school will:

- Ensure the provision of high quality staff training
- Support opportunities for cross-curricular collaboration through Towards Outstanding Groups TOGs and in the voluntary Teaching and Learning Group
- Encourage students to become independent and reflective learners through a range of opportunities to understand the process of learning

3. Responsibilities

The Student

- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond
- To reflect upon their own progress towards attainment targets and set interim steps towards achieving these
- To be inquisitive and curious

The Form Tutor

- To support learners in setting challenging targets and strategies for meeting these
- To encourage learners to reflect upon which strategies work best for them and how they can best engage in their own learning and progress

The Subject Teacher

- To plan lessons which take into account prior attainment and specific learning needs in order to allow all students to access the curriculum
- To provide reflective opportunities within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process
- To ensure that students make progress during lessons using accurate and appropriate assessment techniques
- To use questions which provide stretch and challenge to all learners
- To be committed to learning themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy
- To manage behaviour in line with the Behaviour for Learning Policy to ensure that the learning environment is safe and inspiring
- Have the highest expectations of all students

The Faculty

- To identify the Teaching and Learning strategies which would be best suited to delivery of curriculum content and material
- To plan Schemes of Learning which incorporate opportunities for learners to access the curriculum through a wide variety of strategies
- To use display to promote, reinforce and support teaching and learning strategies

AHTs/Lead Teachers/Teachers in charge

- To ensure that the school/faculty policy is in operation through lesson observations, work analysis and student interviews, and that whole school priorities are shared through subject development plans
- To encourage and make time for necessary training and the sharing of good practice in faculty time
- To encourage sharing good practice and professional dialogue

The Senior Leadership Team

- To provide and evaluate the provision of staff training through a planned comprehensive CPD programme within the school to enhance their knowledge of and practice in employing appropriate and effective teaching and learning strategies
- To encourage the sharing and dissemination of resources and great practice across different curriculum areas
- To ensure that parents are kept informed of how they might support their children in developing their learning skills
- To support liaison between feeder primary schools and TMWS to allow progression in learning from Year 6 to Year 7

The Teaching and Learning Group (voluntary group of teaching staff)

- To research, trial and develop good practice and new innovation in varied strategies for teaching and learning
- To disseminate good practice amongst colleagues both formally and informally at faculty meetings and through delivery of staff training as part of the CPD programme

4. Sharing Good Practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its CPD programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school.

Effective practice is shared in a number of ways which includes:

- Teaching & Learning Group
- CPD - the in-house programme
- Weekly bulletin ideas
- Observations - formal and informal
- Open Door policy
- Professional dialogue
- Staff Training Days
- Teaching and Learning Faculty meetings
- School to school support
- Attendance at Teach Meets and other external events

5. Differentiation

Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected or better progress. We recognise that:

- Different students have different needs, related to influences both within and beyond the classroom
- Awareness of the needs of specific groups will enhance the provision for individuals
- Teachers will be aware of the needs of specific groups such as SEN, High Starters (the top 10% in terms of ability), EAL (English as an additional language), FSM (free school meals), Looked After Children, Minority Ethnic Groups, Armed Forces and Travellers, and will provide the appropriate support
- SIMs mark books and Orange Data Folders highlight these students in individual classes
- All students should benefit from approaches which engage and stimulate
- Differentiation can take many forms and can often be grouped into differentiation by process (how students learn), and /or differentiation by content (what students learn)

Differentiation by process includes:

- Deliberate grouping of students according to tasks (e.g. grouping all of the most able students together to work on a particularly challenging task; using 'jigsaw' grouping; mixed ability grouping for peer teaching etc.)
- Assigning roles to individual students (e.g. leader, scribe, questioner, spokesperson etc.)
- Support provided by a TA
- Varying degrees of challenge within teacher questioning and response
- Providing a range of alternative tasks

Differentiation by content includes:

- The qualification/tier students are studying for
- Developing and adapting learning to both support and extend students, taking into account all students' needs

Use of intervention strategies can help students to make greater progress:

- Teachers should be aware of students who are making less than expected progress and plan for intervention through their own teaching
- Where lack of progress is sustained despite this intervention, Lead Teachers/SENCO/AHTs should be informed and work with teachers and students to close the gap quickly through other department based interventions
- If students continue to show little progress a referral should be made to the SENCO for assessment. The student will be discussed at the half termly 'Intervention Group' meeting and actions agreed and tracked every half term

5.1 Working with LSAs and Teaching Assistants

- Teaching Assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning
- Where possible, teachers should give TAs the scheme of work and discuss this in advance
- Regular discussion of student progress and wellbeing should take place
- Teachers should give TAs appropriate guidance on their role within the lesson or sequence of lessons
- TAs should share their in-depth knowledge of the student being supported, particularly if progress differs significantly in other lessons

6. Assessment

Refer to the school's FMDL policy

7. Homework

Homework at TMWS should support, reinforce or extend classroom study. All subjects should set weekly homework (via e-praise) to this end, with the exception of Music, Computer Science and Society and Ethics where homework should be set every two weeks. Homework should be set using e-praise.

8. Quality Assurance and Evaluation

TMWS is committed to ensuring that teaching and learning is rigorously monitored to ensure that it is of the highest quality.

We have minimum 'non-negotiable' expectations to ensure a basic level of consistency across the school. In addition to following the Behaviour for Learning Policy, Marking and Feedback Policy and Literacy Policy all staff are expected to have the following in all lessons:

- Meet and greet at the door with a bell/starter activity that immediately engages the students
- Challenge the most able and support those that need it in order to meet high expectations
- Smart departure having reflected on the learning that has taken place or progress made in that lesson

The following assessment methods are all used regularly to monitor teaching and learning:

- Formal lesson observations with feedback / dialogue within one teaching day (grades will not be given, feedback will be in the form of strengths and areas for development)
- Learning Walks with specific a specific Teaching and Learning focus (e.g. Literacy, FMDL, B4L)
- Regular informal "drop-ins" or "learning walks" with brief "strengths and areas for development" feedback sheets
- Student Trails which track and monitor the experiences of individual and groups of students
- Student perception interviews carried out across whole school and on a subject level
- Reporting to Governors
- Appraisal / PM self-review process for all teachers linked to teachers' standards
- Peer observations between Leadership team links and Subject / Faculty leaders
- Tracking and monitoring of formal lesson observations, drop ins and work scrutiny by the Headteacher
- Subject area reviews as required

Teaching and learning policies at TMWS ensure staff are meeting the required Teacher Standards. Staff judged not to be meeting Teacher Standards may not progress up the pay scale and/or could be subject to capability/disciplinary procedures.