



# The Market Weighton School

## Teaching and Learning Policy

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## 1. Principles

The school believes 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 evidence-based 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

**“Those who aspire to teach must never cease to learn.”**

**“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam**

## 2. Aims and intentions

Our aims are:

- To foster an understanding amongst all staff of the importance of varied evidence-based 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 departmental CPD and in the multi-disciplinary Teaching and Learning Group
- Encourage students to become independent and reflective learners through a range of opportunities to understand the process of learning and metacognition
- Encourage students to work more independently using Google Classroom to access lessons and resources, to submit work and respond to feedback

## 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 engage and use Google Classrooms to complete and submit work and to receive feedback
- To reflect upon their own progress towards 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
- To monitor learners ability to complete work independently, to offer support and advice and to communicate home if concerns arise.

### **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 plan lessons that incorporate the structure of the TMWS Learning Cycle
- To provide reflective opportunities within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process (metacognition)
- To ensure that students make progress during lessons using accurate and appropriate assessment techniques
- To use a range of questioning strategies 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
- To publish all lessons and signpost resources via Google Classrooms to ensure all students have remote access if needed but to also promote extension and research opportunities for those that are more able or curious about the subject.
- To ensure that homework set is appropriate and promotes learning beyond the lesson
- Have the highest expectations of all students

### **Faculties/Departments**

- To identify and share 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
- To publish all topics/lessons and signpost resources via Google Classrooms to ensure all department members have remote access to work that can be set during periods of absence if needed but to also promote extension and research opportunities for those that are more able or curious about the subject.

### **AHTs/Lead Teachers**

- To ensure that the school/faculty policy is in operation through lesson observations, learning walks, drop-ins, work scrutiny and student voice 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
- To monitor and encourage the dissemination of lessons and resources via Google Classroom by department members.

### **The Head of Year**

- To intervene and support learners, form tutors and subject teachers to allow learners to set 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
- To monitor learners progress, to offer support and advice and to communicate home if concerns arise

### **The 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 the transition stage

### **The Teaching and Learning Group**

- To research, trial and develop good practice and new innovation in varied strategies for teaching and learning
- To disseminate evidence-based 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
- Observations - formal and informal
- Open Door policy
- Professional dialogue
- Staff Training Days
- Teaching and Learning Faculty meetings
- Attendance at Teachmeets, ResearchEd 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, Disadvantaged (Pupil Premium and Free School Meals), More Able, High/Middle/Low starters, EAL (English as an additional language), 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 with relevant, effective interventions
- All students should benefit from approaches which engage and stimulate
- Differentiation can take many forms. At TMWS differentiation will always consist of:
  - high levels of challenge for all students

- targeted support from teachers and support staff allowing all students to achieve their potential
- Varying degrees of challenge within teacher questioning and response
- Personalised feedback. This could be verbal or written (see separate Feedback, Marking and Dialogue policy).
- It may also include the following strategies, besides others:
  - Pitching all lessons to stretch the top of the class
  - 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.)
  - Providing a range of alternative tasks

### **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 the student should be referred to the Intervention Group and Lead Teachers/SENDCO/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 FMD policy

### **7. Homework**

Homework at TMWS should support, reinforce or extend classroom study. All subjects should set weekly homework to this end, with the exception of Music and Society & Ethics where homework should be set every two weeks.

### **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
- Use of the learning cycle in the planning and delivery of lessons
- 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 verbal feedback / dialogue within one teaching day
- 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 Voice 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 and monitored through SISRAObserve
- 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 reviews if required

#### **Appendix 2020-2021 academic year - COVID-19 Teaching and Learning**

It is imperative that teachers continue to plan and deliver high quality lessons to all students during this time. In order to ensure this all departments at TMWS will be directed to plan and publish all lessons via Google classroom, this enables all students to access the work if a period of shut down is enforced, it also allows students who are self-isolating to remain up to date with the curriculum and their peers. This good practise will also assist with students who cannot access school for other medical reasons or prolonged absence. Staff will be provided with additional training into the features and uses of this platform which has proved very effective during Lockdown.

To ensure that staff can still adhere to the T&L policy, we will:

- Plan all lessons using the TMWS Learning Cycle format
- Promote and demonstrate to students the use of Google Classroom as a platform that they can access to promote their own independent learning.
- To provide feedback through Google Classrooms in the form of individual feedback, live modelling and prepared models. This would help to mitigate staff risk coming into contact with exercise books and folders as outlined in Assessment & Feedback Policy