



Stockport School

Teaching and Learning Policy

This document should be read in conjunction with the Marking, Feedback and Assessment Policy and Homework Policy.

Our Vision

- Our aim is to provide an outstanding learning environment which inspires learners, enables them to flourish and achieve successful outcomes whilst at the same time equipping them with the skills and knowledge for future success in whatever pathway they choose.
- We believe that we are all learners who never stop learning and this underpins our recognition of the value of ongoing CPD.
- We are committed to celebrating successful learning that takes place both within and beyond the classroom.
- We recognise that for effective learning to take place, we need a strong partnership of skilled teachers and support staff, motivated students and supportive parents.

Leadership of Learning

In order for effective learning to take place for all students, teachers work in partnership with teaching assistants, the pastoral and intervention teams, support staff and, when appropriate, outside agencies.

Effective dialogue between parents, carers, students and staff is essential to support students' learning.

Effective learning takes place when teachers:

- Create a positive learning climate where students feel valued and supported
- Set high expectations for learning and deliver high quality lessons which stretch and challenge all students
- Demonstrate their passion for their subject
- Use skilful questioning techniques to engage students, draw out deeper learning opportunities and assess their progress and understanding
- Plan lessons which take account of the range of learning needs of their students
- Use different methods of differentiation effectively: resources, tasks, support, response
- Provide quality written and/or verbal feedback which enables students to understand their strengths and their areas for improvement

- Check students' understanding regularly and adapt accordingly
- Use other adults or resources so that students can readily access different learning experiences
- Sequence the lesson to maximise the learning opportunities with sufficient time for students to engage with targets and feedback and take ownership of their learning
- Provide time for students to embed and secure their learning
- Use homework to secure understanding or prepare for future lessons so that it is appropriately worthwhile (See Homework Policy)

Effective Learning

Students who demonstrate an outstanding attitude to learning are highly motivated, organised and reflective. They take full responsibility for achieving their potential and their behaviour is exemplary.

Effective learners are motivated to:

- Work towards challenging goals
- Engage fully in the lessons
- Respond positively to challenges set
- Persevere when tasks may seem difficult
- Learn from mistakes
- Ask and answer questions
- Demonstrate their independence
- Collaborate with others
- Listen attentively
- Concentrate on work set
- Complete classwork and homework to a consistently good standard
- Seek out learning opportunities beyond the classroom

Effective learners take responsibility for:

- Behaving with consideration and respect for others
- Contributing to a positive learning environment
- Responding to feedback and acting on advice and targets
- Evaluating their progress and setting their own targets

Effective learners are rewarded by:

- Rewards
- Opportunities for further enrichment activities
- Student leadership opportunities
- Access to end of year trips

Attitude to Learning descriptors

At each assessment window, each subject teacher makes a judgement on a student's attitude to learning and this score is reported to students and parents through the grade cards. This information is integrated into the rewards system and used to target intervention. The same scoring is also used when students are on report.

1. Outstanding - your attitude to learning is outstanding.

This means that you are a highly motivated, organised and reflective learner who takes full responsibility for achieving your potential. Your behaviour is exemplary.

2. Good - your attitude to learning is good.

This means that you are hard-working and always try to produce work to the best of your ability. You show initiative and respond positively to advice. You behave well and are respectful of others.

3. Requires Improvement - your attitude to learning requires improvement.

This means that you may sometimes try hard but your effort is not consistent. Your attitude, organisation and/or behaviour may be affecting your learning and preventing you from reaching your full potential.

4. Inadequate - your attitude to learning is not acceptable.

This means that you are rarely motivated to learn in lessons and your work is not of an acceptable standard. Your negative attitude and/or behaviour are affecting your own learning and possibly that of others.

Our Commitment to Teaching and Learning

We are committed to helping colleagues keep pace with developments in the professional landscape which directly affects their daily practice. In response to our School Development Plan, we use INSET to communicate the school priorities and share best practice across different departments. Colleagues are encouraged to be ongoing learners and learn in a variety of ways. Through the Performance Management target setting process, colleagues can address areas of interest and direct aspects of their own professional development.

Continued learning takes place when colleagues are encouraged to ask questions and reflect upon aspects of their daily practice:

- How am I creating a positive learning environment?
- How am I planning for and communicating effective learning?
- How am I challenging my students?
- How am I creating effective dialogue in the classroom?
- How am I using assessment and feedback to support students' progression and engage them in their own learning journey?
- How am I creating positive working relationships with students and teaching assistants?
- How am I motivating my students to be independent and resilient?

Colleagues are encouraged to be ongoing learners and enhance their knowledge and skills through:

- Departmental meetings
- Staff meetings and INSET
- Informal peer observations
- Team teaching
- Subject mentoring
- External courses
- Further study: reading, blogging, research
- Coaching
- Extended leadership team
- Networking
- The Carousel meetings are an opportunity for colleagues to lead on an initiative or ask key questions of other colleagues; they can allow colleagues to share good practice received from courses or resolve a key issue. They can be one-off or ongoing throughout the year.
- Leadership and Management training
- Completion of projects or action based research

All subject teachers are responsible for planning and delivering high quality lessons in line with departmental good practice.

Lesson planning should follow departmental expectations and agreed structure but should take into account:

- What students will learn (Learning objectives: What? Why? How?)
- How the lesson fits into the Big Picture (Context for the lesson)
- How learning will be differentiated
- How progress will be evidenced (Success criteria: All, Most, Some)
- How students will be engaged and challenged (Starter/Connect/Activate)
- What activities students will do to secure learning (Demonstrate)
- How progress will be assessed (Plenary/Consolidate/Evaluate)

(See suggested Lesson plan pro-forma)

When we refer to **differentiation** we mean:

- Differentiation by task
- Differentiation by resource
- Differentiation by support
- Differentiation by response

Whilst student outcomes vary, it is the teacher's **response** to these outcomes that allows differentiation to take place. To deliver the content of the curriculum, **resources** are necessary and **tasks** have to be designed to help students acquire knowledge and understanding as well as develop skills. Whilst working at tasks, the students should have **support** from the teacher or another adult, who will help and guide them through the learning process.

Teaching and learning is most effective when teachers take account of students' individual strengths, difficulties and targets when planning; this should include advice from outside agencies e.g. Speech and Language therapy reports, information from student passports and liaison with the SEN Department, including the students' TAs (where applicable). To ensure that students make good progress, teachers should liaise closely with any staff working in the classroom with students, making sure that short-term and long-term goals are clear, and discussing and defining the role that they wish the support staff to take during lessons. These goals and the students' progress should be regularly evaluated, through discussion between staff. To support this, staff should use the SEN tracking sheets where a student needs carefully planned support to enable them to make better progress. Support staff are a valuable resource and their input should be planned, purposeful and evaluated.

The Monitoring of Teaching and Learning

Supporting our commitment to Teaching and learning, we have a regular, standardised and robust approach to monitoring which is focused on progression over time.

Formal Lesson Observations:

- Will take place as part of the Performance Management cycle and the Subject Audit process.
- May be conducted by line managers and/or members of the extended SLT team. On some occasions paired observations take place for staff development and to ensure consistency of feedback.

- Will be completed using the School Lesson Observation and Work Scrutiny QA document. Observed colleagues will receive a copy of the feedback.
- Provide the opportunity for a dialogue about the teaching observed within the lesson and what this suggests about the teaching over time. Areas of best practice will be identified and areas for further consideration will be discussed. This will take place in a feedback meeting arranged at a mutually convenient time after the lesson.
- Provide the opportunity for the scrutiny of students' work and the analysis of data and progress for the class observed.

The observation document will focus on several standards within 4 key areas:

- **Leadership of Learning:**
Expectations; Pace & Challenge; Subject Knowledge; Questioning; Planning; Differentiation; Intervention & Support; Sequencing and Transitioning of Learning
- **Creating a climate for learning**
Behaviour Management; Learner Engagement & Respect; Independence, Perseverance & Resilience; Students' Pride and Valuing of their Work
- **Learning and Progress**
Progress
- **Work Scrutiny – Assessment, Marking & Feedback for Learning & Progress**
Assessment; Feedback; Marking; Student Engagement & Interaction; Target Setting; Progress against Targets; Homework; Literacy & Numeracy

For each standard the observer will identify whether this standard is:

- Of Concern
- Emerging
- Established
- Exceptional

These judgements will also reference teaching over time.

Colleagues observed may wish to provide a lesson plan for the observer and/or a copy of the seating plan or relevant data to provide a context for the class. During the feedback meeting, colleagues may wish to bring supplementary evidence to facilitate the dialogue, for example: further examples of student work or planning. Once agreed and signed a copy of the observation document will be given to the colleague observed, the observer and the headteacher.

Leadership of Learning – Exceptional criteria

- Consistently high expectations stretch and challenge almost all students throughout. The teacher consistently commands the respect of almost all students.
- There is a consistently high level of challenge throughout, with highly effective use of strategies to match almost all students' needs 'accurately'. Lesson time and the appropriate and varied use of pace for learning are fully utilised, allowing for exceptionally high levels of progress to be made by almost all students.
- Excellent and very well developed subject knowledge and consistent use of subject specific vocabulary has a significant impact on the quality of learning and progress for almost all students. The teacher is able to demonstrate a passion and understanding of their subject which they use with great effect to motivate and engage.
- Skilful questioning to check understanding has a notable impact on the quality of learning and progress of almost all students. The teacher uses very skilful questioning to assess student progress and inform teaching.
- Planning takes account of the learning needs of all individuals and groups of students and shows evidence of a clear understanding of how learning is built up to support effective teaching and learning.
- Learning objectives are clear, specific, achievable and appropriate to all students' learning needs.
- There is evidence of well-planned differentiation that is appropriate to the needs of almost all students, resulting in a significant and consistently high level of progress amongst students.
- Interventions are sharply focused and timely, matching individual needs accurately; they have a notable impact. Where applicable, TA resources are very well planned for, with their expertise and knowledge incorporated into the learning process, ensuring that almost all students are able to access and make highly effective progress.
- The purpose and sequence of tasks are clear and purposeful, with almost seamless transitions between activities leading to a maximisation of learning.

(See lesson observation document for full outline of the criteria)

Subject Audit

The annual Subject Audit is a means of ensuring Quality Control and Quality Improvement for each department; the focus is upon recognising and celebrating the best practice within departments and supporting areas for improvement. Each audit will be conducted in partnership with the Director of Study and the line manager as part of the Quality Assurance process to ensure consistent good practice across the school.

Each audit will include:

- the initial completion of a departmental dashboard by the Director of Study indicating strengths and areas for improvement
- a meeting of the DOS, assistant DOS, line manager and the headteacher to discuss the audit
- formal lesson observations of all colleagues within the department
- work scrutiny of a sample of all teachers' books from each Key Stage
- a student voice activity with a small group of students
- an evaluation of departmental documentation, data, planning, schemes of work, CPD, roles and responsibilities
- a feedback meeting with the DOS, assistant DOS, line manager and the headteacher

Colleagues will receive advance notification of the audit at least a week before with a full timetable of each activity. Members of the Extended SLT will be involved in different aspects of the process and, where possible, joint observations will take place. The Work scrutiny will include several colleagues including DOS and, if possible assistant DOS. In the feedback meeting, DOS will be given copies of the work scrutiny and student voice summative documents.

The outcome of each audit will be to confirm strengths and areas for development with the expectation of further action planning to be integrated into the departmental improvement plans. This will be supported by the line manager.

Revised – June 2019

Review date - June 2020