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St Peter's Church of England Middle School

TEACHING & LEARNING POLICY

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Chair of Local Governing Body: Rebecca Scott Saunders

St Peter's Church of England Middle School

Rise above the Ordinary

Teaching & Learning Policy

This policy should be referred to for guidance when preparing, planning and delivering lessons.

It replaces the T&L Charter and should be read in conjunction with the Homework Policy, Marking and Feedback Policy and Home School Agreement 2014.

The purpose of the Teaching & Learning Policy is to clearly define for staff what is expected of them in each lesson. Our expectations are rooted in our Vision, Values and Ethos that were defined by the school community in July 2014.

Our Vision

That all of our students reach their full potential in body, mind, heart and spirit and are prepared for life's journey. This is encapsulated in our school motto: 'Rise above the Ordinary'

Our Values and Ethos

The family of St Peter's school values the uniqueness of every student and is committed to meet the individual needs of each one. We develop and nurture a strong school fellowship based on the understanding that each individual is equal and valuable in the eyes of God.

The Research

'*Interventions at the structural, home, policy, or school level is like searching for your wallet which you lost in the bushes, under the lamppost because that is where there is light. The answer lies elsewhere – it lies in the person who gently closes the classroom door and performs the teaching act –the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling.*'

Teachers Make a Difference: Australian Council for Educational Research Annual Conference
John Hattie 2003

Protocol

Before lessons:

1. Ensure schemes of learning (SoL) are reviewed and updated every short half term. SoL must be saved in staff shared area.
2. Plan the lesson using the school format and then save in the shared area prior to lessons.
3. Ensure TAs read the plans prior to lessons and are clear about the role you want them to play – particular attention should be paid to sections on differentiation.

Teaching & Learning Policy

4. Any text to be shared in the lesson must be read beforehand.[1]
5. Prepare all resources before the lesson begins.

Learning Environment:

1. Update displays at least every half-term. Ensure they are relevant to current learning.
2. Group tables according to the task for students (as a professional courtesy, please rearrange back at the end of the lesson).
3. Begin and end the lesson on time.
4. Students should enter the room and sit according to the teacher's seating plan. In rare circumstances where no activity is immediately available, children should read in silence.

Lesson:

1. Learning question and differentiated success criteria to be displayed and accessible to students.
2. Lessons must be differentiated to meet the needs of learners e.g. by support, by questioning, by activity, by frameworks (this is not an exhaustive list).
3. Always plan time for students' to respond to your feedback by improving their work.
4. Model what you want i.e. show exemplar material
5. Questions are planned and targeted using a 'no hands up' approach.
6. Students are required to answer questions in full sentences.[2]
7. Every lesson must include a formative assessment activity, (this can be very quick and informal – answer a question / quick quiz / partner talk etc).
8. Set homework according to the published schedule.
9. Reinforce positive behaviour - verbal praise, merits, postcards or phone call home.
10. For poor behaviour in class; give one verbal warning; if behaviour persists, move the child to another seat; if behaviour still does not improve, talk to the child outside. The Sanctions Procedure in the positive behaviour policy should then be followed. Students must not be outside of a classroom unsupervised.

After the Lesson

1. Seek out feedback from any other adult in the lesson on how effective the lesson was in meeting your aims (learning question) and helping students progress in their learning
2. Use this information together with your insights to inform your planning for next lesson, annotate your lesson plan or use the evaluation box as an aide memoir for when you update the SoL.

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[1] Literacy link - Consider the implications of its genre for pupils. Consider the implications of the genre of any text pupils are expected to write.
[2] Literacy link – Develop the use of spoken sentences to support the development of written sentences.

Teaching & Learning Policy

Exercise Books:

1. Should **not** be covered.
2. Students are to underline date and learning question with a ruler.
3. Students are to write with a black pen and peer/self- assess with a red pen.
4. Teachers are to mark with a green pen. Support staff in purple.
5. Students are to put a single line through mistakes.
6. No graffiti is permitted in or on exercise books.
7. Comment on students' work using www and ebi format.
8. English and Maths books are marked a minimum of once a week; other subjects once a fortnight.
9. Students should correct all appropriate and all subject specific vocabulary spelling errors.[3] Strategies include: self-correction, using a dictionary, word bank, commonly misspelt words list.

Student Progress:

At St Peter's, we believe that good teaching and learning is evidenced by the progress that students make. Good teaching and learning will enable children to meet or exceed their age related expectations - based on their starting points - through a programme of monitoring and assessment of the Key Performance Indicators (KPIs) identified from the National Curriculum.

1. Differentiation is key to student progress. It is important to note that differentiation does not mean "different work" but instead refers to the wide variety of resources, teaching styles, classroom activities and support materials that can be used by teachers to help make the curriculum accessible and allow students to progress within their lessons. Please see the attached differentiation guidance notes.
2. Teachers must be familiar with each student's starting point in September and also the level that they achieved at the end of the previous Key Stage (KS).
3. We want all in our community to *rise above the ordinary* and make more than expected progress. Each child has aspirational targets to achieve this.
4. Progress is assessed every short term. A week is designated each short term for the administration of assessments but assessments can take place before that designated week.
5. Progress is measured by assessing how well students have met the KPIs in each subject and how much they have improved since the last assessment.
6. Following each assessment week, a Student Progress meeting will be held with your team leader where concerns can be discussed.
7. Where a child is not making expected progress, interventions should be implemented to allow them to "catch up and keep up".

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[3] Literacy link – Specific spellings and spelling rules can be applied in ALL lessons.

Teaching & Learning Policy

8. Where a child still does not make progress after interventions, refer to the SEN policy.

Differentiation Guidance Notes

a. Differentiation of Resources:
   i. Provide targeted students with help sheets to explain particular questions.
   ii. Use of extension activities and questions to stretch and challenge learning.
   iii. Provide modified copies of papers (enlarged, simplified, annotated, with hints, etc.)
   iv. Make success criteria explicit and provide a step-by-step guide for the students to follow.
   v. Use of alternative textbooks & worksheets pitched at targeted individual levels.

b. Differentiation by Task:
   i. Provide students of varied abilities with varied tasks that are matched to individual students' needs.
   ii. Match the classroom tasks to the students' NC Levels and which stretch them to the next level.
   iii. Tasks can have graduated levels of difficulty to stretch and challenge learners.
   iv. Open ended tasks that allow students to interpret them to their own standard.
   v. Provide different tasks and allow students choice on these.
   vi. Provide a range of tasks that allow choice and which recognise aptitudes and interests.
   vii. Design tasks so that they enable a variety of outputs

c. Differentiation by Support:
   i. Support from others is valuable therefore must be deployed effectively – SEN TAs, Buddies & Peer Support. Using able students to help less able students helps both groups simultaneously.
   ii. Help students to understand and master their learning through higher learning thinking questions such as 'What if…', 'What next…' and 'What else…'.
   iii. Using a traffic light system – green for 'I am confident', amber for 'I need to practice this a bit more' and red for 'I need to go back over this again'.
   iv. Allow students to practice their learning with graded examples of increasing difficulty.

Teaching & Learning Policy

d. <u>Differentiation by Response/outcome:</u>

    i. Avoid questions that require factual recall but instead use questions that require a greater variety of higher-order thinking skills such as 'Which…' questions for evaluation and 'Why…' questions for analysis.

    ii. Allow some students to expand or explore while others can describe or summarise.

    iii. Timing:- Don't assess students on volume of work but instead on their outcomes/responses.

    iv. The key question here is not "How would I teach this?" but rather "How would students learn this?"

    v. Provide a combination of oral and written advice.

    vi. Feedback should be specific, encouraging and developmental – it should provide understandable and useful advice.

    vii. Aiming different level questions at different level students and then using follow up questions to encourage elaboration.