



TEACHING & LEARNING POLICY

“Teaching children to think intelligently, act wisely and be fully engaged in a challenging and changing world.”

September 2016

Teaching and learning are at the core of what we do. High quality learning, teaching and the best possible achievement are what we want for every student at Sexey's. The better our shared understanding of what constitutes effective teaching and learning, the greater our success will be.

Aims

- To establish an agreed range of practice in respect of teaching and learning.
- To enable staff to identify aspects of practice to develop
- To further improve the quality of learning experienced by our students
- To raise standards of attainment and aspire to a consistently excellent approach to teaching across the school.

Framework

- Timetabled lessons are the primary resource of effective teaching and should be protected and utilised fully. Opportunities for teaching outside formal lessons are always of value, but not to be relied on or allowed to intrude upon other developmental opportunities for students.
- Clear structured lessons promote learning.
- Teachers must create and maintain a purposeful learning environment, both in terms of the physical environment and the culture of behaviour & attitude to learning.
- Teachers should maximise opportunities to recognise and reward achievement.
- Underachievement should be challenged and tackled at a classroom level, not simply recorded.

The Learning Experience

Learning Objectives

Teachers should look to make the learning objectives explicit to all students early in the lesson. These objectives should be re-visited throughout and at the end of the lesson. This can be done as considered appropriate, however possible strategies might include, teacher questions pupils, students recording three key learning outcomes, the use of mini-whiteboards to RAG student understanding, peer review/presentations etc.

What makes an outstanding lesson?

- Teaching is stimulating & challenging in all / nearly all respects, stemming from expert knowledge of the subject and how to teach it
- Effective learning is promoted by drawing from a repertoire of teaching styles which recognises pupils differing learning processes.
- Opportunities are provided for pupils to make & sustain an active learning engagement. e.g.,
 - questions & answers/debating
 - problem solving / investigations
 - making independent discoveries
 - structured paired/group work
 - peer teaching and learning
 - peer assessment
 - role play / presentations
 - designing & making
- Pupils attitudes, motivation & behaviour are positively affected as a result of being fully engaged by the teaching styles and learning opportunities employed.
- Achievement and progress are sustained throughout
- Excellent relationships exist between students and student and teacher

A Purposeful Learning Environment

Teachers must ensure a purposeful learning environment is established and maintained. The aim should be to create a positive and encouraging environment. Creating a well-managed classroom has a significant impact on behaviour and will create a climate where learning is more effective. The following points must be adhered to at all times.

Routines and Procedures

- Punctuality and regular attendance are essential for staff and students. *Movement time should be used to ensure lessons start on time, and consequently teaching staff must ensure that students are released in a timely manner in order to allow them to arrive punctually at their next lesson.*
- Students must enter and leave the classroom in an orderly fashion determined by the instructions of the teacher.
- Late arrivals should be challenged at an appropriate point in the lesson, when appropriate corrective action should be taken. Lateness should be reported as such on SIMS and any repetition should be challenged.
- A register must be taken within the first 10m of every lesson; any unauthorised absence should be reported to the Heads of House Office or Reception as soon as possible.
- Seating arrangements should be managed by the teacher and used to promote good behaviour and learning. Where possible seating plans should be made available in classrooms to assist cover teachers where necessary.
- Students must **not** be dismissed early. During the lesson, students should not be allowed to leave except when directed by the teacher. Comfort breaks should be kept to a minimum.
- Teachers must ensure that classrooms are left ready for use by the following teacher. If furniture is moved, it must be returned to its original position.
- Graffiti and other damage is unacceptable and must be reported to the Site Manager immediately and appropriate sanctions employed.
- Students must not be allowed to deface books, folders and planners. Where students have done so they should be expected to remediate any damage done.

PUPIL/STUDENT ASSESSMENT

Assessment procedures are part of the evaluation structure designed to improve the learning experience at school. Information gained from assessment should be used in a sensitive and constructive manner for the ultimate good of the pupil or student. Assessment is best done in order to inform future learning rather than simply to categorise past learning.

Assessment may take various forms:

- Standardised tests
- Internal examinations and assessments including coursework and presentations
- Effort levels & target progress
- External assessment

The following persons will diagnose the results of assessment:

- Heads of Department/Faculty
- SEND Department
- Tutors
- Key Stage co-ordinators
- Senior Leadership Team

School expectations in regards to assessment are laid out in Annex A.

Reporting to parents

The parents will be kept informed by a regular system of reporting through the Effort Grades. In addition, parents and students will be given the opportunity to formally meet staff once a year.

Supporting Learning

Role of Tutors

The tutor plays an essential role in supporting students' learning and personal development. *The role does not simply revolve around administrative tasks.* It is an integral part of a student's learning, it will provide an opportunity for students to regularly review their progress and discuss actions to reach/exceed their targets. Tutors will discuss academic progress towards targets with their tutees as Effort Grades are produced and look:

- To discuss the students' progress towards targets
- To monitor the progress of learning achievement or underachievement.
- To address any broader issues which may be inhibiting progress.
- To discuss strategies to improve learning and personal development.
- To recognise and celebrate achievements.
- To set specific learning and development targets

Registration

The tutor sets the standards and expectations for the day; it is difficult for teachers to create a purposeful learning environment if students have just left an unstructured tutor time. Registration periods are part of the school day and should contribute to the learning and teaching in the school.

- Tutors must arrive to registration on time and remain with their group for the duration of the period. Where groups have a lead tutor and co-tutor they should coordinate their time and availability to cope with delays and absences.
- Silence should be maintained while the register is taken.
- Students must have visited their lockers before registration and bring all necessary resources for the morning/afternoon lessons. Tutors should ensure that students have their bag available in tutor time to avoid diversions before the subsequent lesson
- Students must be engaged in meaningful activities during tutor time.
- All students must remain in their Tutor room for the duration of the registration period unless their tutor gives them permission to leave.
- Tutor rooms must be left tidy at the end of registration.
- Tutors must meet and register their group in House and Whole School assemblies and sit with them for the duration of that assembly.

Celebrating Achievement

Strategies can and where possible should include:

- Verbal praise (in class / individually)
- Displaying student work
- Awarding merits and House points
- Sending students to Head of Department / Leadership Team
- Commendation postcards/ecards
- Getting students to show work / demonstrate ideas in class
- Letter/email home
- Entering students for competitions / giving them additional opportunities (where appropriate)
- Feedback on assignments
- Gifted and talented extension opportunities
- Communication with the Head Master for recognition in the achievement assembly

Challenging Underachievement

Teachers and tutors should be fully aware of the ability and expectations of their students through the use of datasets found through SIMS, FFT and ALPS (usually accessed through SISRA) and student specific information provided by the SENDCO. Where students are not achieving the expected level of performance and progress teachers should implement strategies to support them in improving. Appropriate strategies might include:

- An early discussion of your concerns with the student
- Discussing concerns with colleagues e.g. tutor, previous and current teachers, SENDCO, Heads of Key Stage discussing concerns with parents / guardians / carers
- Using praise – where necessary create opportunities to praise the students for doing the right thing
- Considering place of student in class (seating plan)
- Setting targets for improvement – discuss with student
- Trying to get students to focus on positive motivating factors e.g. future career, courses
- Ensuring students are on the most appropriate courses

Underachievement Must Be Challenged

Identifying and challenging underachievement is a shared responsibility. As teachers, it is our role to bring about change through action. A key issue is explaining the use of predictive and tracking data¹ to parents and students.

The Role of Subject Teachers

1. Identification

- Teachers must familiarise themselves with our data sets as they become available and use the information to inform expectations and monitor progress. Teachers should expect regular assistance with the interpretation of data from HoDs/HoKS and through in-school training.
- Relevant data must be shared with students and parents
- Teachers should report regularly to students and parents on student progress
- Teachers must recognise barriers to learning (e.g. disruptive behaviour, lack of confidence, passivity). Teachers need to employ strategies to remove these barriers.
- Teachers must be aware of other factors, such as SEND, FSM, PP, EAL, Gifted and Talented *etc.* needs as well as any social and emotional issues that may affect learning.

2. Challenge and Inspire

- Teachers must regularly engage with students about their learning in order to identify any underlying causes of underachievement.
- Apply relevant consequences when work or behaviour fails to meet acceptable standards. If students fail to respond to the tutor, Key Stage coordinators, HoDs and HoFs should be quickly informed and a SIMS record made.
- Underachievement should be recognised in the awarding of Effort Grades.
- Give regular short-term achievable targets and learning goals

The Role of Heads of Department

- Ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging.
- Schemes of Work and assessment tasks must be reviewed regularly and amended as appropriate.
- Monitor and track the progress of individuals and groups against relevant data and communicate any issues to the Head of Faculty.
- Monitoring the quality of teaching and learning including ASL through learning walks, work scrutiny and formal lesson observations.
- Use appropriate actions to support students and staff in challenging underachievement.

After School Learning (ASL)

The school recognises the conflicting views on the value of homework (ASL). While the extension of learning time to outside of the timetabled provision has academic benefits (not least when associated with a Flipped learning approach), there is also the associated benefit in helping youngsters develop

¹ CATs/KS3 Sexey's tracking/FFT/ALPs

important study and time management skills, and giving parents a chance to engage in their child's learning.

On the other side of the debate it is clear that periods with a high ASL load can impose unnecessary pressure on students for limited or disputed academic benefit, limits children's time to develop other life skills, through recreational and artistic activities and social interaction, and can, when not managed appropriately place pressure on family life. Teachers should be cognisant of this conflict when setting work and ensure that it is done with consideration.

ASL is most effective in supporting learning and developing independent learners if:

- 1) Students are positive about school, have time to engage in extra-curricular activities and see the importance of ASL in supporting their learning
- 2) Teachers value the learning that takes place outside of lessons
- 3) Parents show interest in ASL activities and offer moral support, provide resources and discuss general issues around ASL
- 4) Students have an element of choice in completing ASL tasks, e.g. the use of ICT, being able to present in different formats
- 5) ASL has a clear purpose and is relevant to learning. It is clearly planned and explained to students.
- 6) There are opportunities for students to work collaboratively on ASL
- 7) Expectations regarding ASL are set out clearly for students and parents
- 8) ASL is set as per the ASL timetable and sufficient time must be provided for completion.
- 9) Support is available in school for those who find ASL difficult, both in terms of learning to learn and subject content

Aims

The ultimate success criteria for ASL is that students do not need set tasks because their learning is self-directed; they see what must, should and could be done outside of lessons. They can ask "What do I need to do tonight in preparation for the learning tomorrow?" The majority of our students are not at that point yet and our role is to use ASL activities effectively to support that learning journey. At Sexey's we are committed to providing work outside of lessons which:

- encourages students to develop the skills and confidence needed to be successful independent learners
- extends classroom learning
- requires students to develop self-discipline, meet deadlines and be organised
- enables the completion of examination projects, assignments and coursework
- motivates students in their learning
- promotes the involvement of parents, carers and boarding staff in students' learning

Role of teachers

- To ensure that ASL is set promptly through the use of ShowMyHomework and reasonable time is provided for production and submission
- To encourage students to use ASL time as a time to reflect on their learning: "What have I achieved?" "What needs working on and how will I go about that?"
- To make clear the purpose of ASL – showing how it links to the objectives for a topic and how it will help their learning in preparing for the next lesson and in the future.
- Differentiate ASL so that it extends (provides additional learning objectives) and enriches (addresses the same objectives in more depth).
- To provide positive, constructive, rapid feedback and recognition – using self and peer assessment to help make marking manageable and involve pupils in the assessment process. Providing pupils with the success criteria for ASL can be a form of differentiation
- To use the school VLE as a place to make resources/links available, e.g. to GCSE Bitesize, Caboodle, Manga High etc.
- To use the ASL timetable flexibly to set less, more meaningful ASL that is planned and explained in detail to pupils

Role of parents

- To appreciate and support the learning ethic at Sexey's and understand that ASL can help students make progress
- To take interest in, provide support for and have high expectations of work that is completed at home
- To support students in the organisation of their ASL
- To contact the school if there are concerns over work that is set as ASL or if further information is needed
- To praise their son/daughter for the effort that they put into ASL

Quality assurance

The schools approach to quality assurance is laid out in Annex B

Policy Review

This policy should be reviewed annually.

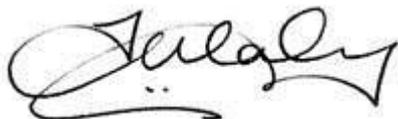
Policy Holder: Deputy Headteacher



Chairman of Governors:



Headmaster:



Date:

This policy was agreed at a Full Governors' Meeting – September 2016

Subsequent amendments have been made:

Amendment	Detail	Date	Made by
a	Incorporate Quality Assurance Procedure	20 March 2017	DJB
b			
c			
d			
e			

Assessment and Feedback Protocols

The main aims of the protocols are:

- To achieve greater consistency
- To be simple and clear for all students and parents
- To be transferable between different faculties and subject areas
- To fit in with such elements as effort grades, assessment for learning strategies, approaches to literacy and communication and peer assessment
- To be a central plank in the development of a more robust system of assessment

The expectations are as follows:

1. That students are given regular formative feedback. The school recognises that the frequency of this feedback can justifiably vary between subject's areas but that an instance is teacher feedback per 5-6 hours of teaching time would be appropriate in most cases.
2. That students should regularly be reminded of their target grade, including where appropriate an aspirational target grade, and that feedback should make clear how the student can best work towards that target grade.
3. Feedback should make clear strengths in the students' work and areas to target for development
4. That for substantial assignments across the school students should be clearly informed what the objectives of the assignment are. Their assignments should then be graded as 'Green' - clearly met the objectives of the assignment; 'Yellow' - partially met the objectives of the assignment; 'Red' - has largely failed to meet the objectives of the assignment.
5. That substantial assignments should also be accompanied by an effort grade. 1 - Outstanding; 2 - Good; 3 - Requires Improvement; 4 - Inadequate. If the level of effort is inadequate the assignment should be completed again.
6. After receiving the assignments students should write a short response to teachers in green pen reflecting on the comments and guidance offered.

It is important that such a procedure is modelled and some scaffolding / guidance is put in place. Teachers can show where verbal feedback has been given with the letters VF in a circle (this is not a substitute for formative written comments).

Therefore feedback on an assignment might look like this:

Target Grade 7.6 Assessed Grade 7.5 G2

You raise a number of good points and clearly understand the reasons why the Nazis consolidated power in 1933-34. The assignment is well structured and thorough - the paragraph on the fear of Communism is particularly well explained and you link this point effectively to other factors.

To make your assignment even better:

- Watch the spelling of 'Nazis' which means National Socialists. If you say Nazi's it would mean something belonging to a Nazi e.g. 'look at the Nazi's dog'.
- Why was the Reichstag Fire of significance?
- Make sure you reach a clear conclusion - which factor was the most important?

Student Feedback: I feel I have a good understanding of the main arguments and how they link together but I am still not totally sure what you write in a conclusion. I don't just want to repeat what I said before. I will remember the 'Nazis' point. I think the Reichstag Fire was important in a number of ways not least because of how dramatic it was. It led to the Decree for the Protection of People and State the next day which allowed Nazi 'supervision' to take place. It is also important to try to work out who started the fire - did the Nazis plan the consolidation or did they seize opportunities? I think the fact that there were a range of interlinking factors was crucial: the Nazis acted swiftly against a divided opposition and much of this was possible as a result of the problems caused by the Great Depression.

Quality Assurance

Purpose

1. Support all colleagues in implementing consistent high quality teaching.
2. Ensure all students experience consistent high quality learning.
3. Identify and share good practice.
4. Provide additional support where evidence suggests that it is required
5. Provide evidence to support the schools self-evaluation judgements.

Principles of quality assurance

The school's accountability to stakeholder's quality assurance is driven by teachers reflecting on their practice and evaluating their performance to bring about improvement. Senior Leadership Team, Heads of Faculty, Heads of Department and TLR (Teaching and Learning Responsibility) holders will:

- Support colleagues in delivering high quality teaching and learning and monitoring this to ensure student progress and attainment is consistently and regularly assessed.
- Make clear how teaching and learning will be monitored and moderated within the faculty / department.
- Provide evidence and analysis to support their judgement regarding standards.
- Be responsible for holding colleagues accountable for standards in teaching and learning
- Provide intervention strategies to raise standards where appropriate

Key indicators of high quality teaching and learning

Student performance

- Progress and Attainment (individual)
- Pupils know what to do to improve their learning
- Student Attitudes to Learning:
 - Positive and enthusiastic about their learning.
 - Enquiring – asking questions.
 - Engaged – sustained levels of active engagement
 - Undertake additional learning independently
- Support and intervention (individual and group)

Evidence to support high standards:

Student progress

- Work completed by students – books / assignments / tasks.
- Assessment of student's work – teacher's mark book / record.
- Student feedback/ Formative Assessment. - Does the student know where they are now; how to make further progress and how this will be assessed? Are they clear on the next steps they should take to improve?
- Summative Assessment – end of unit tests / assessments / tasks.
- End of half term progress reviews (Effort Attainment Grades)

- reported / recorded behaviour 'incidents'
- Reported / recorded commendation / rewards
- Student interviews as part of Faculty Reviews

Student support and intervention

- Letter to parents
- Student feedback / assessment / evaluation
- Teacher records – registers / sessions offered
- Reports and target setting
- Intervention Plans – IEP, PSP

Leadership Team

With HOFs/HODs/TLR holders discuss and review Quality Assurance process within the department to:

- Moderate the judgements across the school (consistently)
- Undertake annual Faculty reviews with the Head of Faculty
- Sample review evidence of base (work scrutiny)

- Discussion with teachers
- Discussion with students

Process

Each department must approach Quality Assurance as appropriate to their subject within the objectives and expectations of the school. Individual teachers will apply their professional judgement and experience in assessing student progress and attainment. Teachers are expected to know:

1. The student's starting point and potential (data – FFT, CATs, ALPs etc.).
2. The progress made by an individual
3. The attainment of individuals
4. The progress and attainment of specific sub-groups
5. Effectiveness of support and intervention strategies
6. What individual / groups of students needs are
7. What students need to do to make further progress

Heads of Faculty, Heads of Department and TLR holders are able to make informed and accurate judgements regarding the quality of teaching and learning in the area for which they are responsible. During the review process the Heads of Faculty, Heads of Department and TLR holders should be secure in answering the following questions.

- What is the standard of teaching and learning?
- How much progress are students making?
- Are students achieving at least in line with expectations?
- Do students demonstrate positive attitudes towards learning?
- What good practice is being demonstrated?
- What areas for improvements are there?
- What action is required to bring about further improvements?
- How do I know this – what evidence is there to support this judgement?

Deputy Headteacher – Standards in teaching and learning

- Monitor and report on Quality Standards.
- Oversee Faculty Review process
- Report on the effectiveness of the provision
- Report on the outcomes for the students
- Report on the capacity for sustained improvement

SLT

- Undertake regular learning walks
- Review learning regularly in SLT Meetings
- Complete checklist and evidence forms
- Submit to DHT standards
- Identify examples of good practice
- Identify area for improvement and support in bring these about

Governors

Governors will throughout the year participate in Learning Walks with members of the SLT in order to evaluate the work of the SLT.