

Parkstone Grammar School



TEACHING AND LEARNING POLICY

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TEACHING AND LEARNING

POLICY CONTENTS

- Introduction
- Aims
- Objectives
- Expectations
- Lesson Delivery
- Use of Assessment
- Homework
- Assessment and Feedback
- Safeguarding and equal opportunities
- Linked policies
- Contact

INTRODUCTION

This policy sets out the basis for Teaching and Learning (T&L) at Parkstone Grammar School.

We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum.

Each student is entitled to experience a variety of teaching and learning styles to enable them to achieve their full potential and prepare them to become lifelong learners.

AIMS

- To ensure high quality teaching and learning experiences for all students
- To provide a framework for teaching and learning underpinned by research within which there is flexibility and scope for creativity
- To provide coherence of approach and consistency of expectation
- To make explicit the entitlement of all students
- To raise attainment by increasing levels of student motivation, participation and independence
- To ensure feedback and homework supports student progress

OBJECTIVES

For effective learning to take place we will ensure:

- The environment is secure, stable and stimulating
- Students are confident, resilient learners
- Students understand the purpose of the learning and see relevance to their own experience
- Students understand the ways in which learning takes place
- The learning builds on prior knowledge and understanding
- Success criteria are explicit and models are provided
- The learning is active and collaborative
- Student questioning, reflection and discussion are encouraged



- Independent learning and thinking is facilitated and encouraged
- There are opportunities for creativity and utilising different learning preferences
- Students can self-assess, know what they need to do to improve and are able to set appropriate targets
- Students have opportunities to transfer skills, knowledge and understanding to other contexts

EXPECTATIONS

Teachers

All staff are expected to work at a level that matches or exceeds the criteria outlined in the Teachers' Standards 2012 and the Post Threshold Standards if appropriate.

They should set themselves realistic and significant targets for their professional development through the appraisal process.

Middle and Senior Leaders

A good leader provides a constructive and professional working environment in which teachers are highly motivated and enthused about their work, and where they continually improve their performance.

Middle leaders are key staff in ensuring that what is set out in policy is applied effectively on a day-to-day, lesson-to-lesson basis.

Students

Through their experience of the school as a learning organisation, students are expected to develop their skills as independent, self-managing learners, taking increasing responsibility for their learning as they progress through the school. They should learn the importance of respecting, and contributing towards the values and aims of the school, in turn feeling valued as people, enjoy their learning and become reflective learners.

Parents

Parental support and partnership is essential to achieving the aims of this policy and the school, and to maintaining and developing the values of the school. The expectation of parents is in their role of support and encouragement for their daughters in and out of school, and in communicating effectively with the school. Specific, direct means of support include ensuring full attendance and meeting deadlines, regular checking of the student planner, ensuring provision of necessary equipment, and responding to communications from school, e.g. reports, letters home, etc.

The school will fully reciprocate this support and communication partnership with parents, and welcomes the involvement of parents in the wider life of the school e.g. through the PFSA.

LESSON DELIVERY

The following is a basic structure for lessons. It is expected it will be adapted to suit the objectives of a particular lesson or sequence of lessons and make use of the research based good practice that is provided to staff :

- The start of the lesson has a clear focus, using activities which immediately engage the learner
- The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and why
- The success criteria are made explicit to the learner
- The teacher establishes and communicates clear expectations for behaviour



During the lesson the teacher should:

- Present with clarity, enthusiasm and pace
- Make learning active by providing tasks which enable students to engage in learning
- Model activities and processes
- Provide exemplar work explaining to the learner the sophistication of response expected
- Use a variety of questioning techniques to probe and develop students' understanding
- Promote active listening, inviting a range of different responses and building in time for reflection
- Give constructive, relevant feedback on work in progress
- Provide opportunities for success for every student and seek frequent opportunities to recognise progress
- Provide opportunities for progression
- Vary groupings and seating arrangements according to the task
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Set homework tasks to consolidate, deepen, extend or initiate learning and in line with the school homework aims
- Create the time to review the lesson objectives and learning outcomes
- Differentiate tasks for students to suit their learning needs and adhere to SEND in class recommendations where appropriate
- Promote literacy skills through tasks and feedback
- Ensure students receive supportive feedback from the teacher or their peers where appropriate
- Enable students to engage with feedback they have received using Response Time.
- Opportunities are provided to celebrate success, effort and resilience using House Points & Character Points.
- Apply the disciplinary point system consistently.
- Ensure the lesson ends promptly and orderly, allowing for efficient transition between lessons
- Not release students before the bell at the end of periods 2, 4 or 5

Students should:

- Work effectively and purposefully in a range of contexts
- Come fully equipped and prepared to maximise the learning opportunity
- Be prepared to share their learning and ideas in an atmosphere of trust
- Ask questions where appropriate – of each other and the teacher
- Support one another, working collaboratively, recognising that the contributions of all are valid
- Undertake self-assessment or peer assessment, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- Know where to go for help and recognise that further progress can always be made
- Be able to select appropriate learning resources to help develop their own learning
- Work with increasing independence, developing the skills to become lifelong learners
- Make appropriate use of technology to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work
- Adapt to a range of teaching styles
- Use Response Time to reflect on work they have produced and engage with what they need to improve



HOMEWORK

Standard homework practice in the classroom at Parkstone means that:

- Tasks requiring groups of students to work together out of school will not be set
- All grades must be obtainable by students (given the allotted time on the task set)
- Access to a computer or any specialised equipment at home will not be an expectation when a task is set
- No homework to be set over the holiday period (with the exception of personal revision for examination groups)
- Homework with a "Next Day" deadline will not be set
- We do not set unstructured research homework or open-ended tasks
- For Key Stage 4 and 5 we do not set homework that is going to be assessed if the students do not have access to the assessment criteria
- We do not set unplanned homework
- Homework will be meaningful and justified (the point of the task clearly explained)
- Students will be given, with clear unrushed explanations, guidelines on how to complete the task
- Students will be given an adequate amount of time to prepare for examinations. Examination classes will be given frequent opportunities for revision and practise of examination papers in the period leading to examinations. The three teaching weeks prior to exams will not be used for homework that involves new topics or ideas
- During the first half of the Autumn term Year 7 students will only be set homework in English, Maths and Science

Types of Homework that will be set :

Key Stage 3

1. Topic enrichment (further teacher selected or menu of reading; or viewing a source)
2. Revision task
3. Flipped learning
4. Homework menu

Key Stage 4

1. Topic enrichment (further teacher selected or menu of reading; or viewing a source)
2. Revision task
3. Flipped learning
4. Exam question/section (including NEA work where applicable)
5. Homework menu

Key Stage 5

1. Topic enrichment (further teacher selected or menu of reading; or viewing a source)
2. Revision task
3. Flipped learning
4. Exam question/section (including NEA work where applicable)
6. Homework menu



USE OF ASSESSMENT AND FEEDBACK

Formative Assessment (assessment for learning) should play a central role in the planning of schemes, lessons, topics or lesson sequences. At its most fundamental level, assessment is the only way that a teacher knows whether or not learning objectives have been achieved.

Summative Assessment must be frequent and rigorous enough to ensure sufficient systematically recorded evidence exists to monitor progress and make predictions

Each department will have a department policy. This will include integral components of Assessment for Learning (AFL), including that:

- Students receive regular developmental and motivational feedback in a variety of ways to enable them to progress
- Feedback will include comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Students are able to act upon the feedback they are given, using Response Time to improve their performance
- Regular opportunities are taken within lessons to provide immediate verbal feedback
- Students are encouraged to judge the success of their own work and set themselves targets for their own improvement
- Students are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way
- Students are encouraged to make effective use of self and peer assessment
- Levels of work are modelled through display and explanation
- Within departments appropriate assessments should be standardised across a year group

Feedback Expectations

1. Use the literacy marking key (below)
2. Plan for Response Time – students must always engage with what has been marked
3. Remember the 3 Ms when giving feedback:

Meaningful Does it help students make progress?

Manageable Can this be replicated for every student in a manageable amount of time?

Motivating Does it encourage students to engage with the feedback and want to improve?

| Literacy Marking Key | |
|----------------------|--|
| Symbol | Meaning |
| sp. | You have made a spelling error. |
| p. | You have made an error in punctuation . |
| exp. | Your expression is awkward or not suited to the piece of work you have written. |
| ^ | You have omitted (missed out) a word or letter. |
| // | You have not divided your paragraph appropriately. |



MONITORING AND EVALUATING TEACHING AND LEARNING

The subject leader has a duty both to the school Leadership Group and to teaching staff in their area, to monitor learning and teaching in order to ensure standards are high, and to facilitate the ongoing progress of their teams.

When monitoring the quality of learning there should be evidence that students:

- Acquire new knowledge or skills, develop ideas and increase their understanding
- Apply intellectual, physical or creative effort to their work
- Are productive and work at an appropriate pace
- Show interest in their work, and are able to sustain concentration and think and learn for themselves
- Make progress at least in line with expectations.

These criteria form the basis of any evaluation of the quality of learning at Parkstone Grammar School.

At Parkstone, teaching is monitored on a whole school basis in the following ways:

- The Leadership Group; through Coaching Visits, Drop-Ins, Work Scrutinies, Teaching & Learning Reports, Monitoring Department Development Plan implementation, line management meetings, discussion with staff and students and the Area Review Programme
- Line Managers (in the context of appraisal); through coaching visits, and analysis of any presented data/schemes of work in connection with performance management
- Middle leaders; through Coaching Visits and Drop-Ins checking learning schemes, talking to students, work scrutinies and collating information for completing the Teaching & Learning Report.
- Governors; through presentations by and discussions with subject leaders, individual staff and the Leadership Group. Also by completing Governor Learning Walks.

As a guide, a middle leader should prioritise the following monitoring activities:

- Coaching Visits of all teachers in the subject area. This may mean completing the visits for staff assigned to them and collating the Coaching Visit feedback from other coaches who are responsible for visiting any member of the department
- Work sampling in line with the Teaching & Learning Programme expectations.
- Monitoring of student progress using assessment data from teachers in the subject area and linking this to data relating to student targets
- Feeding back to their line manager on the outcomes of this monitoring process, specifically reviewing Work Scrutinies and providing relevant paperwork to complete the Teaching & Learning Report each term
- Completion of tasks as part of the ARP or the ARP Review.

All monitoring of teaching and learning is to be done in a supportive way designed to reflect mutual respect that is vital between collegiate professionals. The aim of monitoring is to encourage the sharing of good practice, individual professional development and overall school improvement.

SAFEGUARDING

The expectations and procedures detailed in this policy aim to safeguard all students and staff in the school through their aims/principles and implementation.

EQUAL OPPORTUNITIES



All expectations and procedures should be applied consistently and equally. The systems are aimed at ensuring every student receives a high quality of education.

LINKED POLICIES

Teaching and Learning is the core activity at Parkstone Grammar School and this document should be read in conjunction with the following policies:

- Appraisal Policy - Teachers
- Behaviour Policy
- Curriculum Policy
- Internal Assessments Policy
- Internet & Email Acceptable Use Policy - Students
- Literacy Policy
- SEND Policy
- Remote Learning Policy

CONTACT

Any questions or queries regarding this policy should be directed to:

Member of the Leadership Group responsible for Teaching & Learning