



GRANGE SCHOOL

A Culture of Continuous Improvement

Learning and Teaching Policy

Compiled by: Director of Learning Signature: Date: May 2014	Approved by Governing Body (Education Committee) Date: June 2014
Revision Number:	Next Review date: September 2016

'Nothing is taught until it is learnt.' (Nater, Galliore and Walton)

Learning and Teaching Policy 2014-2016

1. Purpose:

The purpose of this policy is to set out the principle guidelines to embed outstanding learning and teaching in all areas of the school. The policy and practice will therefore ensure all learners make rapid and sustained progress in all areas of the curriculum.

Through this policy we will ensure that there is:

- a. High quality teaching and learning experiences for all students.
- b. A framework by which excellence and challenge are provided.
- c. A coherence of approach and consistency of expectation.
- d. Raised attainment across all year groups ensuring all students make two sub level progress at the end of each year. This will happen as a result of teaching which increases student motivation, participation and independence.
- e. Self-belief and a can do culture for both staff and students at the school.
- f. Self-reflection and sharing of outstanding practice.
- g. The opportunity for students to develop the skills necessary to become independent, lifelong learners.

2. Scope:

This policy sets out practices that the school has put in place (and will be putting in place) to effectively implement the purpose of the policy and the expectations of all staff.

3. Background:

Our policy is founded on the beliefs that:

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- a. All learners can make outstanding progress.
- b. Every teacher is entitled to be supported to become an outstanding practitioner.

At our school we aim to provide:

- A rich and varied learning environment that allows children to develop their skills and abilities to their full potential
- A stimulating environment that sets the climate for learning

At Grange, we believe the students will succeed through hard work and purposeful practice that will enable everyone to fulfill their potential. Ensuring consistency in all teaching and learning practices across the school and giving students the opportunity to immediate and purposeful feedback will empower them to improve their performance and encourage a growth mind set.

4. Teaching and Learning:

At Grange School we are clear about the outcomes we want to achieve:

- a. All lessons are outstanding or at least good.
- b. All students will progress at least two sub levels at the end of each year.
- c. All students who are underachieving will receive intervention which will help them progress faster to close the gap in attainment.
- d. All students will be aware of their current level/grade and know the next step that is required to make progress.
- e. All class work and homework will be marked rigorously and thoroughly as indicated in the Schemes of Work (which hereon will be referred to as Schemes of Learning).
- f. All students will take pride in their work.
- g. All students will have neatly organised resources to ensure the progress outlined above.
- h. All students will have neat books that clearly illustrate the next steps they need to take to ensure progress.
- i. All students will develop independent learning skills.

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- j. All staff and all students will endeavour to create and maintain a culture whereby it is the norm to achieve, develop and excel.

a. Teacher Entitlement:

We are clear that all teachers are entitled to support, to enable them to develop outstanding practice. This support includes:

- a. Clear guidance on every aspect of outstanding teaching and learning at Grange School
- b. Planning resources such as detailed Schemes of Learning which provide clear guidance for each lesson including methods of assessment and how to measure student progress
- c. Accurate and live data to plan outstanding lessons
- d. Training and coaching through a minimum of six 30 minute observations per year with prompt feedback and clear steps for further development. In addition, teachers will have access to interactive tools and academic literature to improve their understanding of pedagogy and practice. Teachers will be expected to complete a minimum of three peer observations per year to aid professional development as well as having access to high quality professional development through CPD and INSET delivered by Director of Learning, Senior Executive Team members and/or other partner agencies.
- e. Appraisal linked to teaching and learning

5. Roles and Responsibilities:

Governors will ensure:

- a. Effective and rigorous implementation and monitoring of the policy.

The Senior Executive Team will:

1. Monitor and evaluate the delivery and impact of the policy.
2. Provide appropriate support, training and resources for departments and individuals.

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3. Modify and update the policy in the light of ongoing developments and changing needs of the school.

Directors of Learning through the Subject Leaders will:

1. Coordinate the long, medium and short term planning of schemes of learning taking into consideration the aims and objectives of the policy.
2. Monitor and evaluate consistent delivery of the policy for all members of their team.
3. Provide appropriate support to the staff in their team through training materials or coaching.

Teaching staff will:

1. Implement this policy by ensuring a consistent delivery of high quality learning experiences.
2. Be responsible for short term lesson planning, in conjunction with Subject Schemes of Learning.

All staff:

1. Need to be aware of the principles of the teaching and learning policy and understand how they can contribute to its implementation.

Students will:

1. Work positively within lessons to enable staff to implement the policy effectively.
2. Complete homework set.

Parents/Careers will:

1. Support the policies of the school by providing support for students at home, allowing them to continue to develop their learning effectively.

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Teaching and Learning Policy into Practice 2014-2016

1. Schemes of Learning (formerly referred to as Schemes of Work)

Grange School uses Schemes of Learning as the planning tool to achieve the desired outcomes. These schemes are detailed to the degree that they make clear the lesson objectives, outcomes, activities, assessment including assessment for learning, homework, tasks to be marked and resources.

At Grange School all staff members are entitled to detailed Schemes of Learning which will be created by teachers within departments and monitored by Middle and Senior Leaders. It is the teacher's responsibility to adapt these Schemes of Learning to ensure outstanding progress for all students in their classes.

Therefore, we would expect to observe the following practices in lessons at Grange School.

2. Lesson Expectations

Planning

We believe that outstanding planning is integral to achieving outstanding teaching, learning and student progress. Therefore we expect that:

All lessons will be clearly and effectively planned within the Schemes of Learning.

Each teacher will use the teacher planner to adapt the lesson within the Schemes of Learning to ensure that students in their class make outstanding progress.

Each teacher will keep and periodically review the data specific to their classes and will do an action plan for meeting the needs of all students through teaching.

All lessons will have a clearly defined learning objective or multiple objectives that have been planned rigorously

The lesson delivered will be adapted to challenge all students to make progress irrespective of their ability.

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Learning objectives will be written or phrased so as to be measurable within the lesson, making clear the knowledge, understanding or skills that students will develop in the lesson.

Learning objectives will be such that, if achieved, they will demonstrate better than expected progress for all students in the class.

Learning objectives will be shared with the class in such a way that ensures all students can explain what they are learning and how this builds upon their prior learning.

If a learning support member of staff is present, they will be able to explain what their role is in helping specific individuals or groups of students to meet the learning objectives.

Teachers' excellent subject knowledge will ensure that planning provides for all students to make outstanding or at least good progress.

Teachers plan for the effective development of literacy and numeracy skills within Schemes of Learning

Delivery

We believe that effectively planned lessons that are skillfully delivered with excellent teacher knowledge of student need will lead to outstanding teaching, learning and progress. Therefore, we expect that:

- Learning activities will be clearly recorded in the Schemes of Learning.
- All lessons will be structured according to the Lesson Plan Proforma (Appendix 1)
- Learning activities will be designed to enable students to meet the learning objectives, with clear differentiated outcomes that will demonstrate that objectives have been met. Plan to meet the needs of individuals through effective differentiation.
- There will be an appropriate range of activities that will often be differentiated to ensure all students meet the learning objective(s). The planned learning activities will be such that all students maintain concentration, motivation and application to stay on task throughout the lesson.
- Subject knowledge will be applied to interest, enthuse and challenge students.

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- Resources will be used to help all students make progress and will therefore be suitably matched to all students' needs.
- Technology will be used appropriately to help all students make good or outstanding progress.

Spiritual, moral, social and cultural development

- The Schemes of Learning will ensure students are reflective about beliefs, values and the more profound aspects of human experience, using their imagination and creativity and developing curiosity in their learning.
- Lessons will provide opportunities to develop and apply an understanding of right and wrong.
- Students will take part in a range of activities that require social skills. Students will develop an understanding and respect for diversity in relation to gender, race religion, culture and disability.
- Students will develop an appreciation of theatre, music, art, literature, sport and other cultural opportunities.
- Students will develop the skills and attitudes to enable them to participate fully and positively in a democratic modern Nigeria and Britain (since we offer British Education).

Classroom management

- Students will be provided with a safe and stimulating learning environment.
- The teacher will insist on high standards of behaviour, which have been clearly defined for the class with a clear system of appropriate rewards and sanctions, in line with the school Behaviour for learning policy.

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Effective questioning

We believe that effective questioning is essential to evidence of good or outstanding student progress in all lessons. As a result, questions to ensure progress will be recorded in the Schemes of learning. In addition, we expect that:

- Questioning will be used regularly to gauge students' understanding, linked to the learning objectives for the lesson.
- Questioning will be largely open, and challenging students to think
- Questioning will rarely be closed, other than to gauge basic knowledge or to recall prior learning.
- Students will be given thinking and discussion time, where appropriate, to encourage deeper learning.

Assessing student progress

- Each teacher will use various types of formative assessment in each lesson.
- In each lesson students will complete a progress check and will reflect on their own learning. These will be completed in exercise books and marked by staff to help inform planning and class action plans.
- Assessment of students' progress will be on going throughout the lesson.
- Feedback given to students will relate directly to their progress towards meeting the learning objectives and will enable students to identify their next steps towards meeting those objectives.
- Students will have regular access to success criteria in the form of student-friendly level/grade rubrics and mark schemes, in order to assess their own progress.
- Students will be able to identify the level/grade they are currently working at, their target level/grade (by the end of the year / key stage) and the next steps they need to take to move towards meeting that target.
- Students will have target sheets in front of each exercise book to ensure they are aware of the next steps needed to progress.

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3. Marking

At Grange School we ensure class work and homework is marked and returned to students to achieve the outcomes laid out in this policy. We believe that this will enable all students to be clear about how to progress.

To achieve this, work will be marked to support the following:

1. Help students re-write/improve the next piece of work
2. To correct errors
3. To grade work
4. To check the work was carried out
5. To set next steps targets

Furthermore, to achieve consistency of practice, Grange School has the following guidance to all staff when they mark. Students are expected to achieve the following standards:

1. Be aware of their current level in all subjects and their target grades.
2. Be clear about the next steps they require to improve in all subject areas.
3. Note the comments teachers have written at the end of their work and change their practice accordingly.
4. Use the Red Pen to mark their own (and other's work) and write a written response to all teachers' comments.

Staff are expected to achieve the following standard when they mark:

1. Set and mark homework/class work set out in the Schemes of Learning.
2. Record assessment onto Teacher planner and/or SIMS.
3. Set and review targets at the front of each student's exercise books at least every six weeks.
4. Use a green pen to mark work (to distinguish from red pen in which students will be expected to mark and respond).
5. Ensure all marking gives clear guidance on the next steps needed to improve.

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6. Mark rigorously and thoroughly to ensure progress.

4. Presentation

At Grange School we ensure all class work and homework is completed to the highest standards. We believe that by highlighting the importance of presenting work in a neat and organised way, we will enable all students to take pride in their work and ensure rapid progress. Furthermore, this will allow students to create organised class and homework that will make it easier to revisit their work in the future.

To achieve this, teachers should insist that students present their work in the following way:

- A black/blue pen will be used for all written work.
- A red pen(pencil for Reception and KS1) will be used to write a written response to all teachers' comments in student's book.
- The date will be written on the top right of every page and underlined with a ruler.
- The title will be written on the top left of the page and underlined with a ruler.
- Pencil will be used for the drawing of diagrams.

5. Homework

At Grange School we ensure that homework is an integrated part of the curriculum that is planned within Schemes of Learning to increase student progress. We believe that homework encourages students to take responsibility for their own learning and develop independent working habits that have a major impact on student achievement. Therefore, homework allows students to do the following:

- To practice and consolidate work done in the class
- To help students prepare for future class work
- To challenge students and extend learning into new areas and allow access to resources not always available in the classroom

To ensure homework plays a central role in ensuring at least two sub- levels of progress at the end of the year, teachers should:

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- Set high quality homework on a consistent basis
- Ensure students complete all sections in their planner
- Mark homework in green and make comments for improvement
- Check parents/carers have signed the student planner
- Run compulsory homework sessions for those who do not complete homework
- Support identified students as required to ensure completion of homework.

6. Classroom Procedures to support outstanding lessons

At Grange School we expect a number of classroom procedures to be followed to ensure consistency of practice leading to outstanding teaching and learning:

At the start of the lessons all teachers:

- Should be on time and have the lesson prepared so they can welcome the students into the classroom. (Punctuality/Preparedness)
- Should ensure the students are in correct uniform.
- Should have a seating plan. (A copy should be given to the Subject Leader and Director of Learning)
- Should have a box of black, red and green pens and when it is necessary lend these to the students to ensure a quick and orderly start of the lesson.
- Should ensure that the date, title, objective and the starter activity are displayed on the board/IWB and the students should begin the “DO NOW” and starter immediately.
- Student should write the title and date in their books, but should not copy the learning objective or outcomes.
- Should share the lesson objective and outcomes with the students making it clear how they will be able to show progress.

At the end of the lessons all teachers:

- Ensure that all students are quiet and stand behind their desk to be dismissed by the teacher.

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- Ensure that all students are dismissed on the bell, and they are not kept behind between lessons unless it is break or lunch time.

At the start of the lessons all students:

- Should be on time and wearing correct school uniform.
- Should know where they are seated and immediately go to their seat in order to start recording and completing the date, lesson title and the starter activity.
- Should have their pens, pencils, and rulers ready. When they lack this equipment they should inform the teacher straight away.
- Should keep calm and quiet during the recording and completing the date, lesson title and the starter activity following the school presentation expectations.
- Should remain seated unless instructed otherwise by the teacher.

At the end of the lessons all students:

- Should return their equipment to the allocated location.
- Should return any borrowed equipment to the teacher.
- Should push the chairs in and stand behind their desk in silence to be dismissed by their teacher.
- Should leave the classroom in an orderly manner.
- Should move to their next lesson quickly without lingering around the corridors.

7. Monitoring

Monitoring teaching and learning enables the school to analyse and evaluate existing practices so as to ensure all staff are supported to facilitate outstanding teaching and learning opportunities for students. Monitoring of teaching and learning will be regular.

Lesson Plan format

The Lesson plan format supports planning of outstanding lessons at Grange School. (Appendix 1)

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8. Literacy

All Schemes of Learning and each lesson should address the development of Literacy skills across the curriculum. We believe that teaching Literacy is the responsibility of all teachers at Grange School as detailed within the Literacy Policy. Literacy includes the Key Skills of reading, writing and oral communication that enable students to access different areas of the curriculum. At Grange School all teachers should develop students reading, writing and communication skills. All teachers should rigorously and thoroughly mark students work to support literacy.

9. Numeracy

We also aim to develop the Numeracy skills of our students across the curriculum, the activities that address these aims will be referenced in the schemes of learning where appropriate. We believe that teaching Numeracy is the responsibility of all teachers at Grange School.

10. Teacher's Toolkit

A variety of useful resources are provided to all staff to reinforce good practice in teaching and learning for instance, in the Learning and Teaching section on the school Intranet.

13. Subject areas use of VLE (Virtual Learning Environment)

The following areas are required in all subject areas' rooms.

- General forum
- Topic specific discussion forum
- Links to lesson resources
- Homework tasks and hand in folders
- Exam specification for KS4
- Useful websites
- Past assessment materials

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Level/grade Descriptors

14. Policy/Procedures Review:

SET Responsible: Director of Learning

Next Review Date: September 2016

Signature of Reviewer: _____ Date: _____

Authorised and Approved by: _____ Position: _____

15. Appendices

1. Lesson Plan Proforma
2. New OFSTED criteria
3. Presentation of work- student guide

APPENDIX 1

LESSON PLAN PROFORMA (See attached)

Lesson Plan

Teacher		Date		Week	
Group		Period		Duration	
Type of Learners	Visual () Auditory() Kinesthetic ()	Subject		Room	
No of Learners	Boys () Girls ()	SEN		G & T	

Prior Learning	
Topic	
Starter	

Differentiated Learning and Teaching Objectives	
All will	
Most will	
Some will	
Key Words	

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Outcomes:
Success Criteria:
Resources:

	Activity to maximise quality of learning and progress.	Differentiation : Reference to target groups (SEN/G&T)	Sign Post for progress (AFL). When is progress going to be assessed and how?
Lesson Activities			
Plenary			

Homework/ Independent Learning:
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Health & Safety /Risk Assessment	
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Deployment of TA/AA.	
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Appendix 2

New OFSTED criteria

Note: These descriptors should not be used as a checklist. They must be applied adopting a ‘best fit’ approach which relies on the professional judgement of the inspection team.

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Outstanding (1)

- Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

Good (2)

- Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.
- Other principal aspects of the school's work are likely to be at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.

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Requires improvement (3)

□ The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate (4)

The school is likely to be inadequate if inspectors judge any of the following to be inadequate:

- a. the achievement of pupils
- b. pupils' progress in literacy
- c. the quality of teaching
- d. the behaviour and safety of pupils
- e. the quality of the leadership in, and management of, the school and/or
- f. there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

Appendix 3

Presentation of work – Student Guide

This is how your work will be presented, to help further promote progress:

1. You must use a black/blue pen for all written work.
2. You must use a red pen to respond to all teachers comments in your book.
3. You must write the date on the top right of every page and underline with a ruler.
4. You must write the title on the top left of the page and underline with a ruler.
5. You must use a pencil for drawings and diagrams.

Staff Commitment to you:

To support the completion of organised and neat work that aids progress staff will:

1. Mark your work thoroughly and rigorously in red pen.
2. Ensure all marking gives you regular and clear next steps to progress.
3. Support you to record your learning at the end of a lesson and day.

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