

Netherhall School

An Ambitious, Caring Community



TEACHING AND LEARNING POLICY

Adopted by Netherhall School Governing Body

On: 20th August 2020

Signed: 

(Jan Clarke, Chair of Governors)

Date by which the procedure was last reviewed: 20th August 2019

Anticipated review date: 20th August 2021

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning throughout the school. It lays the foundations for the whole curriculum and is a reference point for a number of key school policies (Marking and Feedback, Homework and Behaviour policies.)

Aim/Purpose

Teaching and learning are at the heart of what we do. High quality teaching, learning and subsequently achievement are what we want for every student within the school. We believe that the more we have a shared understanding of what constitutes effective teaching and learning, the greater students' success will be. Sharing good practice is a key mechanism to improve teaching and learning at Netherhall School, leading to effective and bespoke programmes of CPD.

Responsibilities

Teaching and learning is the responsibility of everyone at Netherhall School and we work towards ensuring that we develop high aspirations through an ethos of sharing good practice leading to consistently high quality teaching and learning.

In line with the *National Teachers' Standards 2012*, all teachers will:

Set high expectations which inspire, motivate and challenge pupils.

Promote good progress and outcomes by pupils.

Demonstrate good subject and curriculum knowledge.

Plan and teach well-structured lessons.

Adapt teaching to respond to the strengths and needs of all pupils.

Make accurate and productive use of assessment.

Manage behaviour effectively to ensure a good and safe learning environment.

Fulfil wider professional responsibilities.

<https://www.gov.uk/government/publications/teachers-standards>

Teachers will self-assess against the Teachers' Standards at the start of each year, using BlueSky and CPD will be planned accordingly, creating a bespoke programme of training. A review of the Teachers' Standards will be carried out in the summer term.

Key principles of Teaching and Learning:

To ensure consistency and high quality, effective teaching and learning, we have identified the following 6 key areas as the main principles of teaching and learning at Netherhall School:

Learning objective(s)

Differentiation by task (*To support learners in a variety of ways to ensure they meet the learning objective(s) of the lesson.*)

Targeted questioning

Progress checks

Pace

Feedback dialogue

By effectively planning for the 6 principles, all students should subsequently be **actively engaged** and make **good progress** in the lesson.

Observations

Formal lesson observations will take place three times a year, with the first completed before October half term. This initial observation in each department must take place jointly with a member of SLT to ensure consistency. The following two observations should, where possible, be joint observations, involving all colleagues, and used as opportunities for CPD. There will be

occasions where it will be necessary to complete further formal observations in order to support individual colleagues with a clear focus on the development of teaching and learning. (see supporting colleagues) Lesson observations should be seen as a valuable opportunity to develop teaching practice.

Informal observations or learning walks can take place at any time and are encouraged for CPD. Informal observations can be organised through departments or by the AHT for teaching and learning. Where appropriate, learning walks can be organised to focus on one key principle of teaching and learning and can be undertaken by a number of teachers to support their professional development. Open classrooms will take place at various times throughout the year to enhance CPD opportunities.

A learning plan, using the pro-forma (see appendix 1) must be completed prior to any formal observation. There must be clear evidence of planning for the 6 principles detailed above. Learning objectives must focus on the students' learning and not on tasks to be completed; a questioning plan can be used if necessary; all using prior knowledge of the student(s) understanding.

During lesson observations, evidence of the 6 principles will be recorded on the observation pro-forma; 'The Reflective Practitioner' (See appendix 2) using BlueSky. During lesson observations the observer should speak to students, observe teaching and look at students books or folders in order to make a sound judgement of the quality of teaching and learning. The observer will make a comment on each of the key principles and summarise their feedback, stating a strength and area for development; a CPD activity will be recommended to either support an area for development or to share any good practice. It is important that each principle is indicated as either a strength (S) or an area for development (D) on BlueSky as this information will be used to plan CPD. Verbal feedback must be given within 24 hours of the observation; written feedback must then be submitted onto BlueSky following the initial discussion.

NQTs will be observed formally six times a year; however, it may be necessary to observe more frequently to support their development. NQTs will be observed by the Induction Tutor (AHT T&L) and, if necessary, either the HOD or another colleague; a quality assurance observation with the Director of WCTSA will take place once a year. All observations are recorded on BlueSky using the NQT pro-forma. Prior to the observation, a focus will be agreed upon; this should link directly to at least one of the Teacher's Standards. NQT observations are developmental and are used to facilitate a discussion about development priorities, leading to personalised CPD. Throughout the NQT induction period, learning walks and lesson drop ins will also be used as a support mechanism.

It is imperative that all observations are recorded on BlueSky to enable colleagues to keep an accurate record of feedback they have been given.

Supporting colleagues

Where teaching and learning requires improvement, there are two options;

1. The observee can arrange to be observed again, with a class of their choice. This should be planned after CPD has been put in place by either the observer or AHT for T&L to support the colleague. This could be a series of informal observations, observing 'good' teaching or through a learning walk, planned to focus on one area of teaching and learning.

2. The observee can choose to keep the observation which can go towards their performance management.

Where teaching is consistently below a good standard for more than two observations, a bespoke programme of CPD will be put in place through collaboration between the teacher, HOD and AHT

for teaching and learning to support improvement and to help the teacher achieve consistently good teaching.

Following line management and whole school work samples, support or increased monitoring may be offered to individuals to ensure marking and feedback is of a consistently high standard throughout the school.

CPD

Core Values

- CPD is in place to enable developments in three areas; whole school, departmental, pastoral and the individual.
- CPD should be bespoke.
- CPD is a constant and ongoing process.
- Sharing good practice is an integral part of CPD at Netherhall School.
- There is already a significant level of expertise amongst staff within the school. CPD should function effectively to spread and share this practice.
- We recognise the need to learn from effective practice from outside Netherhall School.
- Ultimately, any development must have an impact on student learning. However, it is recognised that some CPD will have an indirect effect by improving efficiency and working procedures.

With these principles in mind:

- All teaching staff participate in whole school training days; part-time staff attend on a pro-rata basis.
- All teaching staff participate in or lead teaching and learning briefings which take place on designated days; part-time staff participate on a pro-rata basis. Teaching and learning briefings take place every Wednesday.
- Observations with a specific focus take place at the frequency of three per year and are a central part of maintaining the momentum of CPD.
- Teachers who are on UPS+ are expected to support others by coaching, mentoring or leading training sessions.
- Participation in external courses is dependent upon the principles outlined below:
 - A CPD activity form is completed on BlueSky and approved by AHT for T&L **before** booking any external courses. (Appendix 3)
 - A maximum of two staff can be out of school per day.
 - Cover must be checked prior to booking an external course.
 - Any request should directly relate either to staff's PM/appraisal targets or targets left by Ofsted and have an impact on improving outcomes for students.
 - Requests for external CPD will only be granted once it has been confirmed that this training cannot be provided by Netherhall School.
 - The training must represent good value for money in terms of the cost of training, the cost of supply cover and the loss of teaching time for affected students.
 - All activities that require staff to be away from their teaching groups will be authorised on the principle of students first.
- Attendance at exam courses is a priority:
 - Where a new specification is in place, one member of staff will be able to attend and will be expected to cascade training through departmental time.
 - Where a specification is already running in school, a new member of staff would be expected to be trained within school.
- It is the responsibility of individual staff to keep CPD activities up to date on BlueSky.

- Additional opportunities are given to specific groups such as NQTs, new staff and staff new to role, acknowledging that they may have particular needs.
- Support staff are given opportunities to receive necessary training by their line manager. This may be provided in-house or by external bodies as appropriate.
- Observation of best practice from within the school and elsewhere is encouraged.
- Opportunities are provided for applications to National College programmes.