

COGNITA

Teaching and Learning Policy

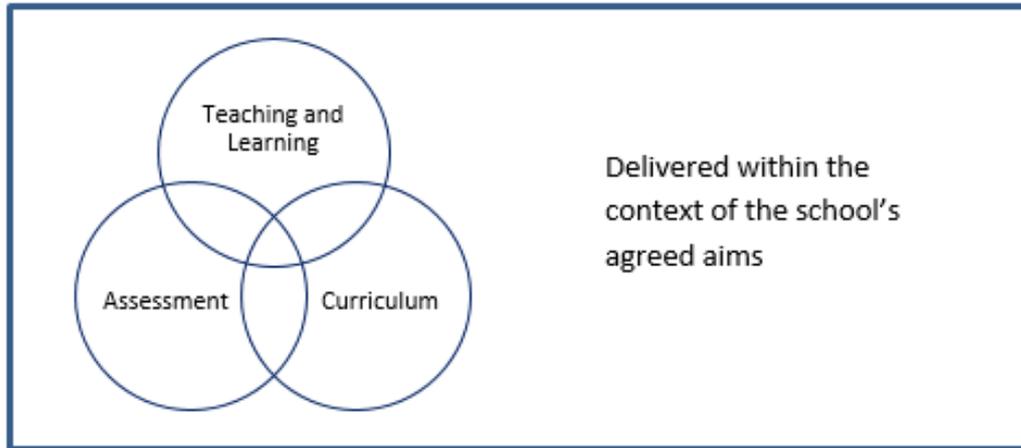


HYDESVILLE
TOWER SCHOOL

September 2021

1 Introduction

- 1.1 The purpose of this policy is to support the implementation of high quality teaching and learning. We see teaching and learning as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective teaching and learning is part of a whole school pedagogy informed by the effective implementation of:



2 Effective Teaching and Learning

- 2.1 We are committed to providing a learning environment in which all pupils are challenged through high quality teaching, supported by excellent pastoral care. We believe that a truly excellent school is about more than academic achievement: it is about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence and genuine interests that extend beyond the confines of the classroom.
- 2.2 Effective teaching and learning:
- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
 - Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - Involves well-planned learned sequences and lessons utilising effective teaching methods, activities and management of time;
 - Shows a good understanding of the aptitudes, needs and prior attainment of pupils; ensuring that these are taken into account when planning learning;
 - Demonstrates good knowledge and understanding of the subject matter being taught;
 - Utilises effective classroom resources of good quality, quantity and range;
 - Implements effective assessment strategies to inform teaching and impact on pupil progress;
 - Develops meta-cognitive strategies;
 - Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
 - Supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; and
 - Promotes diversity and equality.
- 2.3 The impact of quality teaching and learning is ultimately tested through the progress that pupils make and the outcomes they achieve.

2.4 Through an excellent education we aim to:

Deliver Academic Excellence

Deliver excellent academic outcomes through outstanding teaching

Develop Character

Develop the character traits that enable every pupil to achieve in a range of contexts

Nurture a Global Perspective

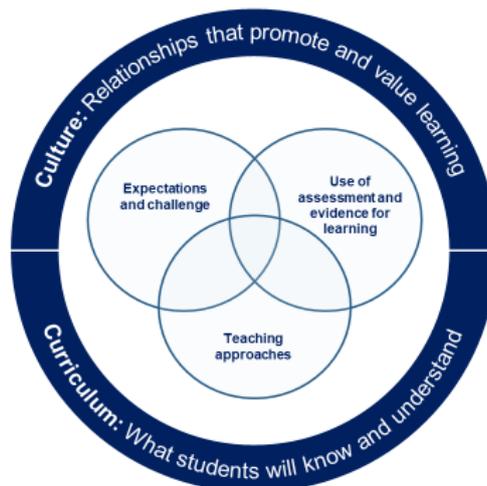
Prepare pupils for an ever changing world, with a global mindset and a respect for diversity

3 Personalised Learning Model

3.1 We have a model of teaching and personalised learning (below). This is a simple way of articulating what works based on a broad base of research and evidence. The model is a construct rather than a prescription of how to teach.

3.2 We define 'personalised learning' as: high quality teaching approaches, underpinned by the use of assessment and other evidence, to inform individualised intervention that maximise the progress of every child.

3.3 The personalised learning model can be summarised in the diagram below:



4 Responsibility

4.1 All staff are responsible for ensuring this policy is implemented and acted on. When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of:

- The impact of teaching on academic attainment and progress; and
- The impact of teaching on pupil engagement and passion for learning, capacity for independent and critical thinking, self-awareness and resilience and self-confidence.

5 Evaluating the Quality of Teaching

5.1 Every teacher is expected to evaluate the impact of their teaching in order to continue improving as a reflective professional. We support the view that the very best teachers constantly seek improvement and want to continually develop their skill as expert teachers.

- 5.2 Knowing about the whole school quality and effectiveness of teaching is a core responsibility of school leaders. Ultimately, this responsibility rests with the Headmaster. The evaluation of teaching is undertaken through the involvement of a range of leaders and teachers. In evaluating, the following questions are asked:
- How effective is teaching? How do we know?
 - What impact is teaching having on learning and progress? What is our evidence?
 - What do we need to do next to improve further?
- 5.3 Any evaluation of teaching takes account of the impact of 'teaching over time', utilising a best fit approach which draws on a range of evidence, e.g. work scrutiny, lesson observation, analysis of data, feedback from pupils, etc.

Appendix A

Expectations

All teachers must:

1. Plan lessons to take account of the different learning needs of the pupils, using prior attainment data and Assessment for Learning information.
2. Have a clear understanding of the Learning Objective(s) for the lesson (with accompanying success criteria if appropriate), communicate them clearly to the class in language that they understand and refer to them as the lesson progresses to develop understanding and reinforce learning.
3. Differentiate the intended learning outcomes by explicitly considering the needs of higher and lower ability children (relative to the average ability of the group).
4. Ensure that the learning outcomes are not tasks but outline what the pupils are expected to learn in terms of knowledge, skills and understanding.
5. Mark work regularly and developmentally, with constructive comments that tell the pupils what they need to do to improve their work and reach their targets. Pupils should also be given regular opportunities to respond to this feedback. Separate marking policies exist for the Prep and Senior School.
6. Aim to involve the pupils actively in their learning through using intelligent questioning techniques and a range of ways of working.
7. Differentiate activities to meet the different abilities of the class, drawing on the full range of available methods.
8. Keep whole class, teacher-directed learning to a minimum and rarely ask pupils to undertake mundane tasks such as copying or dictation.
9. Use the plenary to encourage the pupils to reflect on their learning. Crucially, the plenary should also enable the teacher to assess how the pupils have progressed during the lesson, to inform their planning.

Appendix B

Guidelines: Assessment for learning (AfL)

Teaching and Learning at Hydesville Tower School is based on the principles of Assessment for Learning, with the aim of ensuring that pupils are actively involved in their learning.

Therefore, teachers will plan and deliver lessons around the key elements of AfL:

1- Intention-led lessons:

- Share learning intentions with pupils in the form of intended learning outcomes, in a language that pupils can understand
- Use these intended learning outcomes as the basis for questioning during the lesson
- Evaluate feedback from pupils in relation to achievement of the intended learning outcomes to inform the next stages of planning
- Use plenaries to show learners what they have learnt and what the next steps will be

2- Oral and Written feedback:

- Value oral as well as written feedback
- Ensure feedback is clear, positive and constructive. Identify what the pupil has done well, what needs to be done to improve and how to do it
- Recognise how feedback can be delivered in a timely fashion to maximise impact on pupils learning from it.
- Ensure that the pupils know their target and understand what they need to do to achieve it

3- Peer and self-assessment:

- Identify within the scheme of work suitable places where peer and self-assessment will be used formally
- Give pupils clear opportunities to talk about what they have learned and what they found difficult, using the intended learning outcomes as a focus
- Provide opportunities for pupils to discuss together how to improve
- Ask pupils to explain how they arrived at their answer
- Provide reflection time for pupils
- Involve pupils in identifying the next steps in their learning

4- Questioning and Dialogue

- Use questioning techniques that promote higher order thinking skills
- Provide a secure environment where pupils feel confident enough to try out an answer
- Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem
- Encourage pupils to explain their thinking and reasoning

Appendix C

Guidelines: Assessment of learning

Summative assessment involves making judgements about the overall learning that has taken place and it is best when it is an integral part of the learning process. Schemes of work will identify the opportunities for Summative Assessment, so that this is consistent within each curriculum team and is an aid to standardisation. Assessment of learning will also take account of the following key aspects:

1- Target setting

- Share with pupils their grades/levels and set realistic targets
- Give pupils regular feedback on where they are with their targets
- Use pupil-friendly language when setting levels and targets

2- Providing Exemplification

- Give pupils clear success criteria and relate them to the intended learning outcomes
- Use “next steps” comment marking to identify for pupils what they need to do to improve
- Have examples of work at each level/grade to clarify the criteria and show pupils what they need to do
- Ensure there are clear expectations about the presentation of work
- Provide displays of pupils’ work, which shows the various stages of development through to the finished product

3- Formative use of summative assessment

- Use prior achievement to plan for the different needs of pupils
- Select appropriate summative tasks to provide quality assessment information.
- Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties
- Adjust planning, evaluate effectiveness of tasks as a result of assessment

Guidelines: Marking

The marking of pupils’ work is essential in motivating them and helping them to make progress. A variety of marking methods will be used to do this including self and peer marking.

All teachers will mark work in detail regularly and developmentally, ie with constructive comments that identify the strengths and weaknesses and tell the pupils what they need to do to improve their work and reach their targets. Pupils preparing for examinations will require more regular feedback giving more detailed guidance on how to improve their work.

(For further details consult the Assessment policy)

Appendix D

Guidelines: Planning lessons

Schemes of Work will outline the learning outcomes for units of work and individual teachers will plan their lessons from the scheme of work. Learning outcomes should refer to knowledge, skills and understanding. What we do as teachers makes a big difference to the quality of learning. We must continually reflect on teaching and the impact it has on pupils' learning and progress. All teachers must reflect on their strengths and weaknesses and plan their professional development needs accordingly. The following documents will support planning and should be used alongside other planning tools:

- Teaching and planning checklist
- The Hydesville Tower School lesson plan
- The Hydesville Tower School observation form

Characteristics of a successful lesson

Features that are evident in a successful lesson include:

1. A Purposeful start

- The lesson begins promptly
- The teacher greets pupils at the door
- A pre-starter activity is ready for pupils to engage with whilst waiting for other pupils to arrive
- Use of a seating plan where appropriate

2. Shared Learning Outcomes

- The expected learning is expressed in a learning objective (this does not need to be written, nor expressed at the outset should the teacher deem it better to delay)
- The objectives are shared in language the pupils understand, with success criteria if appropriate
- The success criteria are differentiated Intended learning outcomes that make the expected learning clear for pupils of different abilities
- If possible, the intended learning outcomes are linked to levels/grades

3. Engaging and Appropriate Learning Activities

- The teacher knows his/her subject well and communicates an enthusiasm for the subject
- The lesson is well-planned so that the activities link clearly to the learning objectives
- Where appropriate the lesson begins with a starter activity that engages pupils' interest and/or links with prior learning
- Activities are designed to include an element of choice where appropriate
- Activities give opportunities for pupils to 'lead learning'

- Mini-plenaries are used during the lesson to maintain a focus on achieving the intended learning outcomes
- The pupils use well-chosen, stimulating resources and judicious use is made of worksheets
- Teacher talk to the whole class is appropriate and generates progress.
- ICT is used as a learning tool and not just for presentation purposes
- Additional class support is well used

4. Pace, Variety and Challenge

- Activities are timed to ensure that the lesson has pace, whilst ensuring that pupils finish tasks
- Activities include a good mix of individual, pair, small group and whole class work
- The lesson is differentiated to provide work that is appropriately challenging for pupils of all abilities; where appropriate, differentiation is by task and/or resource and not just by outcome
- IEP targets are taken into account for individual pupils
- The Lesson is planned to include a variety of learning styles

5. Assessment for Learning Techniques embedded into practice

- The success criteria are clearly explained and exemplar work is used to reinforce them – where appropriate this is linked to national criteria or examination requirements
- Work is marked regularly with constructive comments that identify the 'next steps' for each pupil
- Pupils receive regular feedback on their progress in relation to their target level/grade
- Peer and self-assessment techniques encourage independence and deepen understanding of progress
- The teacher uses questioning techniques to develop thinking, eg. Insisting on a 'no hands up rule' using open questions and building in 'waiting time'

6. High expectations and standards

- Skilful behaviour management, using positive language, praise and reward, leads to good behaviour
- Pupils are expected to present their work well and to take pride in it
- The classroom/learning environment is inviting and well-organised to give a positive learning message; walls are used to display stimulating learning resources alongside well-presented pupils' work
- Classroom routines are clearly understood and the lesson starts and finishes in a quiet, calm and orderly way

7. Good relationships

- The teacher is friendly, uses the pupils' names and speaks to every child during the course of the lesson
- The teacher conveys to the pupils that they are interested in what they think not whether they are right or wrong all the time
- Praise is used widely and real achievements celebrated warmly
- Pupils respect their teacher and feel safe, supported and positive
- Pupils enjoy what they are doing

8. Pupils all make good progress and most make outstanding progress

- A Plenary is used to recap and reinforce learning; 'What have we learned today?'
- The Plenary refers to the intended learning outcomes and helps pupils to see the 'Big Picture'
- The Plenary enables the teacher to assess learning and informs their planning

'Enjoy your planning and the pupils will enjoy your lessons'

Teaching and Learning Policy

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Simon Camby
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Wales	Yes
Spain	Yes

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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Behaviour Policy More Able & Talented Policy SEND Policy Prevent Duty Early Years Policy, where relevant Independent School Standards/BSO Standards (as applicable)