



# **The Holt School Teaching and Learning Policy**

**April 2017**

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1	March 2014	Policy review
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Responsibility	Mrs K Pearce
Committee	Standards and Curriculum
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***Tell me and I forget. Show me and I remember. Involve me and I understand.***

"Chinese proverb"

### **Vision statement**

Inspire, Challenge, Achieve

### **Aims**

The aim of this policy is to recognise the right of the individual teacher to teach in his or her own way, provided effective learning is seen as a priority. Good practice and innovation should be encouraged and shared across the school.

The aim of this policy is not to ensure that everyone teaches in the same way but to ensure that there is a richness and diversity of styles and methods within a set of clear expectations based on the Teachers' Standards 2015

### **Teaching:**

#### **1. High expectations**

Teachers have high expectations so that:

- the students are engaged and involved
- the lesson objectives produce challenging outcomes
- the students arrive equipped for the lesson and present work in a clear and organised fashion
- appropriate support is given as needed
- students are encouraged to be independent learners

#### **2. Range of teaching styles**

Teachers have range of teaching styles at their disposal so that:

- a variety of activities are used that meet all students' learning needs
- students work in a variety of different groupings (i.e. pairs, groups, individual, whole class)
- they use creativity to make the topic and the lesson engaging

### **3. Subject knowledge**

Teachers have secure subject knowledge of the topic so that:

- they are able to communicate with enthusiasm, enabling the student to feel confident with their learning
- they are aware of contemporary ideas and current developments
- they identify international and cross- curricular links where relevant and relate the topic to “the real world”
- the imparting of knowledge is broken down into manageable chunks
- the student is enabled to learn about the topic at a pace suited to ability and in a way appropriate to needs

### **4. Classroom management**

Teachers manage their classes so that:

- students and staff have positive relationships which engender mutual respect
- they use a variety of Behaviour for Learning strategies and poor behaviour is dealt with consistently
- there is a seating plan using Mint software. All disadvantaged students are indicated in the plan and do not sit on the edges of the classroom
- department strategies for disadvantaged students are followed
- the amount of praise by the teacher outweighs the sanctions used
- There are set routines and clear expectations that are known to the students including entry, formal start and end of lessons
- there are clear time limits for tasks set
- students are set a 15 minute lunchtime detention for forgotten equipment, but 30 minutes if no PE kit or technology materials/ingredients, Year 7 are set a 30 minute lunchtime detention for missing homelearning, and Year 8-11 are set an hour afterschool for missing homelearning.

### **5. Use of resources**

Teachers ensure that:

- there is a variety of resources used including ICT, IWB, instruments, web, text books, LRC, equipment for practical lessons etc
- the LSA is effectively used in the lesson
- relevant, high quality resources are used which are differentiated for G+T and SEN
- the needs of disadvantaged students are fully met

- ICT is used to enhance learning where appropriate

## **6. Lesson planning**

Teachers ensure that:

- they have planned a lesson which contains learning objectives and key learning activities. A written lesson plan would be completed for observed lessons using the 5 minute lesson plan proforma
- learning objectives are communicated and discussed at the start of the lesson
- learning objectives are clear and specify what the students will learn and not what they will do
- students understand the learning objectives
- a scheme of work is followed as appropriate
- lesson planning identifies which differentiation techniques will be used
- the lesson is appropriate to the ability and group, and has good pace
- the planned lesson is structured and allows for progression and flexibility
- students can explain how a lesson links into prior learning
- they have planned how to scaffold learning (i.e. through questioning and differentiation)
- the lesson planning considers which SMSE and character traits will be developed that lesson
- effective transitions between activities are planned

## **7. Effective questioning**

Teachers ensure that:

- there is structured and progressive questioning, providing opportunity for open/higher order questions
- some questioning is targeted at individuals demonstrating differentiation
- all students are given the opportunity to ask and answer questions
- sufficient “take up” time is given so that students have the opportunity to prepare their answers before speaking

## **8. Accurate assessment of students’ learning**

Teachers ensure that:

- visual and non verbal checks are used throughout the lesson to ascertain students’ understanding (e.g. traffic light system, mini whiteboards, thumbs up)
- questioning and talk is used to determine students’ understanding

- the lesson is adapted when necessary to take into account slower or quicker than expected progress
- they use data to inform their planning for progression

## **9. Feedback**

Teachers ensure that:

- regular marking is completed in line with department policy
- a variety of feedback is provided (e.g. written comments, verbal feedback peer assessment, self assessment etc)
- smart targets are given to (or written by) students
- Feedback and Improvement Time (FIT) is built into every lesson where work is returned, so students can act on their feedback
- students know their target grade /range and what they need to do to meet/exceed this
- clear objectives are set for work so that feedback links to the objectives

## **10. Home learning**

Teachers ensure that:

- there is a variety in the type of home learning set (e.g. written, reading, planning, research, thinking, making, revising etc)
- the setting of home learning is discussed with students in the lesson
- home learning is written on Frog
- home learning has clear learning objectives
- home learning is assessed by the teacher or students
- feedback given to the students on home learning is discussed in lessons- time is set aside for students to reflect on their home learning

## **Learning**

At The Holt School, we want students to *be inspired by their* lessons, be *challenged* and *achieve* their potential. In order to do this, we have certain, high expectations of them.

### **1. At the start of the lesson**

Students are:

- punctual and go straight to their allocated place
- fully equipped with everything they need for the lesson

- expected to listen carefully to the learning objectives and make the links to what they have learned in the previous lesson

## **2. During the lesson**

Students must:

- expect to be asked lots of “*how*” and “*why*” questions
- expect to be challenged
- expect to be occupied with tasks for the whole lesson
- expect home learning/projects to be set as per schedule, asking any questions they need to in the time given
- if home learning is being returned, listen carefully to the oral feedback the teacher gives. Read the written comments and act on them through the FIT task asking any questions they need to in the time given
- be prepared to show their teachers what they have learned in the plenary section

## **3. At the end of the lesson**

Students must:

- ensure the room is tidy, and they have picked up any litter
- wait behind their chair until they are dismissed by the teacher
- leave in an orderly fashion and ensure they are on time for their next lesson

## **Monitoring and Evaluation of the Quality of Teaching and Learning**

Teachers should:

- self-evaluate and develop their subject knowledge, awareness of educational initiatives, quality and effectiveness of their own teaching and their classroom management skills. This could be through class based action research, coaching or other Continuous Professional Self Development (CPsD)
- monitor student progress in relation to their set targets (from data such as CATs, SATs, ALPS etc.) and prior achievement and take action as appropriate

Form Tutors should:

- monitor the progress of students in their tutor group as specified in the Form Tutor job description in the Staff Handbook and undertake academic mentoring with each tutee at least twice per year.

Heads of Faculty/Heads of Department should:

- evaluate the teaching of their subject, and lesson planning and use this analysis to share best practice and inform targets for improvement in the Department Improvement Plan
- ensure school policies on assessment, recording, reporting and target setting are implemented
- analyse and interpret data on student performance against predictive data (e.g. GCSE target band ranges, ALPS etc.) and implement actions where appropriate
- monitor students' work through SEP sampling in order to ensure policies are being consistently applied and implement strategies for improvement where appropriate.
- observe teachers through unannounced drop ins and as part of the appraisal programme and give constructive feedback.
- evaluate progress of Teaching and Learning priorities in the Departmental and Faculty Improvement Plan

Heads of Year should:

- monitor the progress and potential of the students in their year group by using available data
- monitor the work of tutors and their academic mentoring time and support tutors as appropriate
- report back to the Holt Team and Senior Leadership Team where appropriate.
- monitor the implementation of the literacy and numeracy registration programme

Senior Leadership Team members should:

- monitor the effectiveness of the Teaching and Learning Policy in their curriculum area through observations, drop ins, even better programmes and frequent discussions with the appropriate member of staff including Heads of Year, Heads of Faculty, SENCO or the Potential High Attainers' (PHA) Coordinator.
- analyse school performance data and feedback from appropriate meetings to set targets for improvement
- give support and arrange CPD