Learning and Teaching Policy

Review Date	March 2019	Leader of Policy Review	Mr J MacDonald

LEARNING & TEACHING POLICY

Hawarden High School believes that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential. We aim to provide learners with opportunities to make excellent progress and to equip them with the skills, knowledge and understanding necessary to be able to make informed choices about the important stages in their lives.

This policy represents the core purpose of our school. The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson. The participation of students, however, is essential if the teaching and learning process is to be successful and this requires the use of a range of teaching methods, different teaching
styles, differentiation, and a variety of resources and strategies that will focus on learning as well as on teaching.

Principles

1. Every learner has the right to a high quality and inspirational learning and teaching;
2. Staff should be lifelong learners committed to continuous professional development;
3. Teaching strategies should allow every learner to access the curriculum regardless of ability, prior attainment and learning style;
4. Collaboration of staff across the whole school should facilitate the sharing of good practice and consistency of approach;
5. Challenge and inspiration are crucial if learners are to achieve their potential;
6. Learning should be active and engaging whilst allowing for rigorous reflection;
7. Faculty Review and Performance Management procedures are central frameworks to affect excellent learning and teaching practices.

Aims

1. Ensure that the quality of learning and teaching at Hawarden High School is at least good or better;
2. Ensure that staff at Hawarden High School are lifelong learners that reflect and refine their practice continually;
3. To facilitate the sharing of good practice and allow staff to work collaboratively on their pedagogy.

Effective Teaching
Teachers will:

1. Plan lessons that are directly linked to the learning plans and examination syllabus;
2. Maintain excellent knowledge and understanding of the subject that they are teaching;
3. Share learning outcomes for every lesson in line with the learning plan and the success criteria required for specific tasks and activities within the lesson;
4. Deliver the required elements of statutory LNF and DCF in accordance with the learning plan;
5. Mark and assess work in line with school's Assessment and Recording Policy and as appropriate to the learning plan;
6. Provide secure assessment for learning strategies;
7. Provide differentiation in order to meet the needs of the all students (This includes all ability bands, gender, ALN and FSM);

8. ensure good relationships are established through creating a positive learning environment (use of rewards and sanctions in line with school's behaviour management policy) and through understanding the needs and abilities of each student;
9. employ a range of teaching styles to ensure appropriate pace and challenge (and therefore progress);
10. ensure expectations which are high, but attainable, for the whole ability range;
11. adopt a "no hands up" questioning approach through targeted and random questioning
12. employ effective use of higher order questioning (see Hot Questioning Grid) to probe students' knowledge and understanding and to challenge their thinking.

Monitoring Procedures

1. Lesson Observation
   a) Formal observations such as during the Faculty Review cycle or as requested by SLT recorded using the school's Lesson Observation Proforma but not graded. There will be a pre-meeting looking at the data and work produced to ensure that the feedback relates to progress over time and not a one hour snapshot;
   b) SLT learning walks with the headteacher that are calendared but not announced to staff;

2. Work Scrutiny
   a) Calendared and completed at department level, with six examples of student work per teacher checked;
   b) Calendared and completed at SLT level. This scrutiny can vary in nature with a different focus or theme, but selection criteria is by student;

3. Subject Data Review meetings are calendared with deputy headteacher to review data and quality of teaching and learning in faculty and department areas;

4. Whole school tracking of formal lesson observation strengths and areas for development to inform training priorities

5. Faculty Review process ensures that all colleagues are observed in a faculty. SLT select the classes to observe, meet with staff prior to the lesson to discuss data and view student work. Following the lesson, in depth feedback is provided relating to the strengths and areas for develop

Facilitating the Sharing of Good Practice

1. Pedagogy Briefing. A briefing explicit to pedagogical development will be held every week with a rolling cycle of contributors to ensure that effective pedagogy is shared across all staff;

2. Developmental Learning Walks will be offered where staff can drop in to see a number of other colleagues around school teach;

3. The school offers the CLEAR pedagogy programme, designed specifically to develop the core aims of this policy;

4. Pedagogy themed afterschool drop-ins are offered where the need arises for longer pedagogy sessions. The whole school tracking of areas for staff development inform these sessions;

5. The Iris reflection cameras are available in school to facilitate self and peer observation and reflection;

6. Pedagogy themed training days ensure that the school has access to high quality external training and that colleagues in school have a forum to share good practice.

Appendix 1 Non-negiotables

ALL STAFF SHOULD:
1. Begin and end lessons on time and in a structured manner;
2. Show students what is expected of them and give clear feedback to students on their performance;
3. Ensure that the lesson content is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources e.g. technology
4. Demonstrate high expectations of students;
5. Maintain a purposeful pace and challenge, and spend as high a proportion as possible of lesson time on learning (as opposed to teaching);
6. Maintain an atmosphere of attention to work, in a context of firm discipline;
7. Employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons;
8. Establish clear and appropriate routines and ensure an efficient shift from one activity to the next;
9. Make effective use of questioning (pitching low order and high order questioning appropriately);
10. Value students' contributions and make use of praise and reward to underline the value of achievement;
11. Give students next step feedback on the work completed;
12. Develop MaD time in lessons to support students response to differing forms of feedback;
13. Regularly set, monitor and assess homework which consolidates class learning or provides further stretch;
14. Regularly assess knowledge and skills.

LEARNING PLANS AND LESSON PLANNING SHOULD:
1. Incorporate the NC programmes of study;
2. Show clear learning outcomes;
3. Indicate the link with previous work covered and how it fits into the longer term plan;
4. Have LNF and DCF skill coverage signposted with assessment criteria;
5. Summarise what teaching activities students will do and what resources they will need,
6. Provide for a variety of teaching activities and a variety of teaching styles/strategies;
7. Show progression;
8. Show how knowledge and understanding can be extended;
9. Show how work is adapted to suit students who learn at different rates;
10. Indicate what the homework is;

VARIETY OF TEACHING AND LEARNING STRATEGIES
A range of teaching and learning strategies should be used and these are likely to vary from faculty to faculty. Some strategies are listed below as examples of what might be done in faculties:

teacher exposition teacher-directed work problem solving writing a report listening activities use of artefacts displays diagrams art work filling in blanks fieldwork marketplace	group/pair work oral activities practical experiment essay investigating self and peer assessment individual projects performance craft work reading aloud quiz drama creative writing	problem solving using written work question & answer role play observation activities self and peer marking written test use of library interviews TV/video survey extended writing e.g. report, explanation, persuasive	group projects brainstorming group presentation using ICT class discussion diary recording sound or video debate completing a table mapwork peer teaching

ASSESSMENT FOR LEARNING PROCEDURES

There are four key elements to assessment for learning that need to be adhered to. They are:

1. Learning Outcomes

    a) Learning outcomes must be shared at the beginning of the lesson.
    b) The outcomes should be reviewed throughout the lesson.
    c) The outcomes could be communicated through a key question.
    d) The outcomes could also identify key words or skills central to the lesson.
    e) The outcomes should be linked to levels or grades as appropriate.

2. Effective Questioning

    a) Students and staff must use a range of questions (see HOT questioning grid);
        Knowledge questions
        Describe which kind of pen you use..
        Application questions
        What does this suggest to you?
        Analysis questions
        What assumptions can be made from this?
        Synthesis questions
        Can you propose an alternative to……?
        Evaluative questions
        Which is more important: Daddy or chips?

    b) Should be used to support the less able and stretch the more able, consolidating, developing and challenging current learning;
    c) Should give students time to answer; wait five seconds.
    d) Should allow students to question each other and bounce questions to each other

3 Peer and self assessment

a) Should ensure task and assessment criteria are accessible to everyone, differentiated where appropriate and set clear expectation of student performance;
b) Must be a process which is simple, engaging and non-threatening.
c) Must have a quick and easily measurable outcome.
d) Should be central to display within the learning environment.
e) Should allow students to work with exemplar work.

4 Marking and giving feedback

a) Should incorporate the sharing of assessment criteria with students before starting the task.
b) Must regularly grade or level work according to the assessment criteria.
c) Must provide specific feedback which includes one positive comment and one target for improvement
d) Develop opportunities for students to use MaD time to respond to feedback
(See Marking and Recording Policy for more detailed information).