



ALDER GRANGE SCHOOL

SECTION E CURRICULUM and STANDARDS COMMITTEE

(Teaching and Learning)

E1.1 School Strategy Document for Teaching, Learning and Assessment

Reviewed
March 2017 (SLG)

Approved by Governors' Curriculum & Welfare Committee May 2017

Next Review Date May 2018

RATIONALE

Alder Grange takes the view that the first responsibility of education, and our central purpose, is to promote the successful growth of the “whole child” through all we do within and beyond the curriculum. Indeed, learning is at the centre of all this and we aim to encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning.

We aim to be a school community where everyone is inspired to be the best they can and where excellence is nurtured such that all pupils, students and staff will aspire to and achieve the highest possible levels excellence.

Since the growth of the whole child is always the centre-piece of our work, we believe that the following two key principles, designed with our school values in mind, guide the school’s outcomes:

- **To Promote Learning and Raise Progress** ‘the most important role of teaching is to promote a culture of high expectations, focussed on learning and to raise pupils’ and students’ achievement’.
- **To Develop Young People** ‘It is also important in promoting pupils’ and students’ spiritual, moral, social and cultural development’ to support their transition into well-rounded young people ready to face the challenges of life as they transit from school into the next stages of their life development.

PURPOSE

Teaching and learning permeates all areas of school life and systems. This strategy document is intended to summarise the extent of the influence of teaching and learning and outline the guiding principles of effective, high quality teaching and learning.

In addition, this policy should also be read in conjunction with the ***school self-evaluation strategy guidance on teaching, learning and assessment, work scrutiny and pupil interviews***.

This policy complements the more detailed guidance contained in other whole school and department policies on:

- Assessment for Learning.
- Positive Behaviour.
- Special Educational Needs (SEN).
- Homework & Personal Study.
- Literacy Strategy.
- Able and Talented Pupils.

GUIDELINES

1. Activities involving high quality teaching and learning should be valued and celebrated by all.

2. Learning is a lifelong activity undertaken by all, not an experience limited to pupils and students.
3. Everyone in the school has a right to be given the opportunity to develop their own learning as effectively as possible.
4. All learners have a right to expect to be able to learn in a manner which is as free from disruption and distraction as is possible.
5. Individual learning needs and preferences vary enormously, requiring a wide range of teaching and learning strategies to be employed.
6. Teaching should aim to facilitate highly effective learning at all times.
7. Teachers have a right to be allowed to do this in a climate free from disruption and distraction.
8. Effective 'Teaching' occurs when a climate for learning is established which is supportive, challenging, stimulating and engaging.
9. Effective 'Learning' takes place when the learner has clear, challenging objectives and is motivated, enthused, and supported to reach them.

RESEARCH AND DEVELOPMENT:

10. Any leadership activity that does not make a direct contribution to the quality of teaching and learning is either a distraction or an indulgence. Our aim is to develop inspirational and creative activities that offer challenge to pupils/students and these are informed by teachers' research and development activities.
11. In order to secure the best possible experience of teaching and learning for pupils/students in the classroom staff engage in planned research into development of practice this forms the basis of an appraisal objective. This planned research and development objective is:
 - Set in October, documentation is then passed to the headteacher – specific guidance on this is provided at the start of each appraisal cycle.
 - Reviewed in February at the mid-year review meeting (non-compulsory, used if decided necessary by the reviewer).
 - Presented at the 'Research and Development Workshop' in June.
12. When planning learning activities (see ***school self-evaluation strategy guidance on teaching, learning and assessment, work scrutiny and pupil/student interviews***) teachers consider four key questions:
 - How will inspirational and creative activities that offer challenge to pupils/students be designed and conducted?
 - How will the pupils/students be actively engaged in their learning and in all activities?
 - Will all pupils/students understand what they are learning, how this fits into both the previous lesson (the 'bigger picture') and how to improve? Furthermore, how will I (and they) know if they are making progress?
 - How will I ensure that a positive, safe environment for learning and opportunities for the development of wider skills, where relevant, are developed?
13. It is important that teachers are able to provide:
 - A brief lesson plan, i.e. for an observed lesson.
 - Seating arrangements with groups identified: Ability of class: H,M,L, M-F, Most Able, SEND, Disadvantaged.

- Pupils'/students' performance data: Key Stage 3-end of year target and current grade, Key Stage 4-predicted and estimated grade, Key Stage 5-minimum target grade and estimated grade.

All this information can be found by looking at the class record sheet in the school's administration system, SIMS. Please refer to your Curriculum Leader for further information.

FEATURES OF EFFECTIVE TEACHING, LEARNING AND ASSESSMENT

The following appendices (**A: Effective Teaching, B: Effective Learning, C: Effective Assessment**) were created by members of the Middle Leaders group, and attempt to summarise the features of effective Teaching and Learning. It is important to remember that, as middle leaders with responsibility for promoting high quality teaching and learning we are absolute in demanding high aspirations and standards, but not in seeking convergence with a particular style of teaching.

A: Effective Teaching

Up to date subject knowledge

Effective use of support staff

A combination of mastery tasks that all learners complete and developmental tasks to provide challenge for the most able

Variety of styles and methods

High expectations

Clear Learning Intentions

Pace of lesson

Teacher enthusiasm and passion for subject

Consistent use of rewards and sanctions

Opportunities for all to achieve their full potential: effective use of data which informs planning

Building on strengths, minimising weaknesses

Robust Self-Evaluation of Teaching, Learning + Assessment using a minimum of 3-reference points: lesson observation, work scrutiny, pupil/student interview, data review

Sharing of good practice

Using the 4-key questions (see lesson plan) for effective planning and preparation

Assessment, Target setting and feedback

Efficient use of resources as effectively as possible

Effective Teaching

Opportunities for all to achieve their full potential - Effective use of data which informs planning

Building on strengths, minimising weaknesses

B: Effective Learning

R+D culture into best practice

Relevant context-make learners 'see' the benefits, i.e. what is in it for them

Reinforcement of cross-curricular skills and themes

Effective use of praise, i.e. praise the use of a particular skill over generic 'well done' praise. Praise effort rather than attainment – especially important for very able pupils

Variety of styles and methods

Clear Learning Intentions

Opportunity for independent thought

Challenging, inspirational and creative activities

Effective Learning

Constructive feedback given, identifying next steps to move forwards

Pace of lesson

Teacher enthusiasm and passion for subject

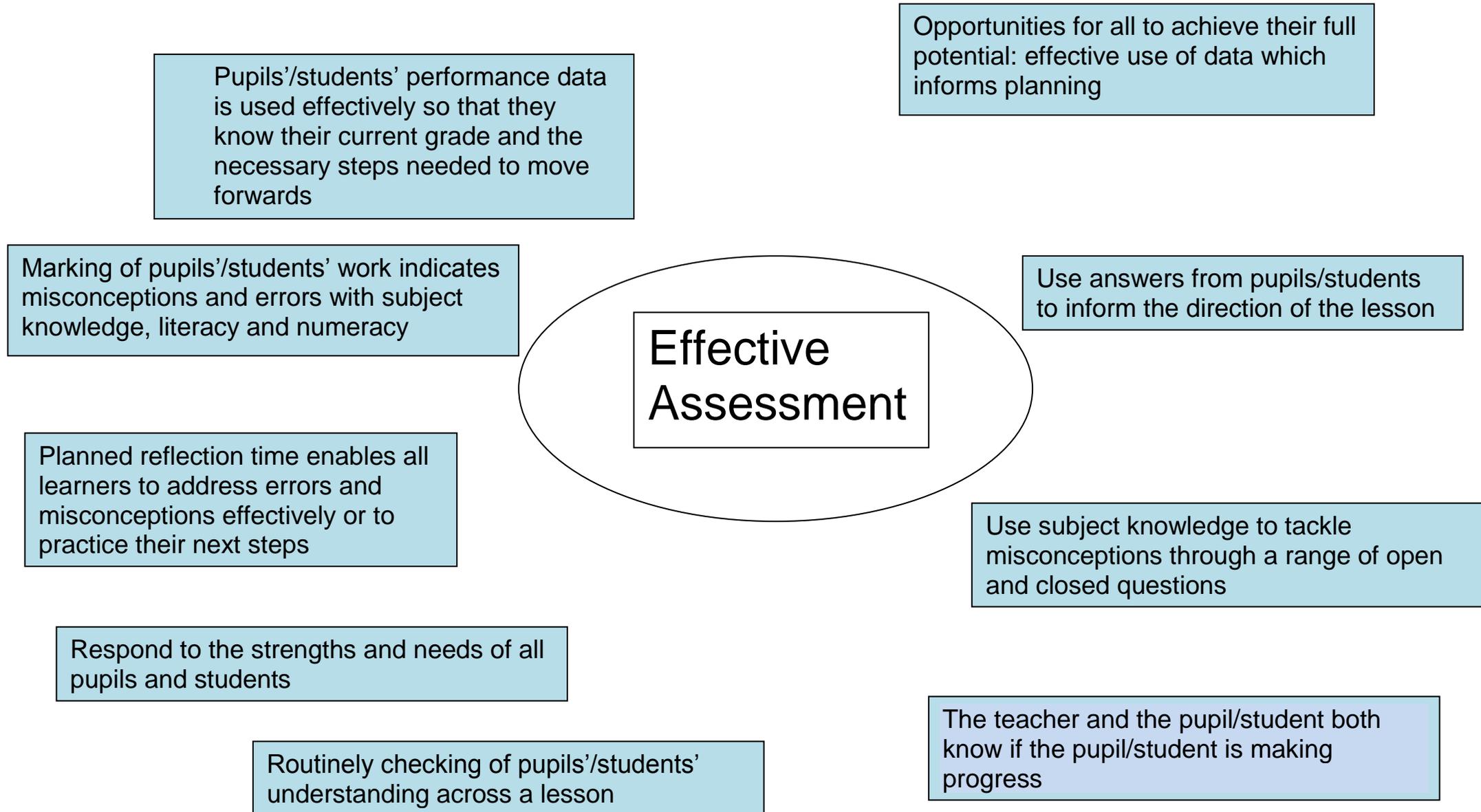
Supportive climate for learning

Stimulating learning environment

Consistent use of rewards and sanctions

Clear and consistent classroom routines

C: Effective Assessment



SCHOOL COUNCIL RESEARCH TEAM

The Head boy and girl (July 2015) worked with several members of the wider council to identify, from a pupil viewpoint, what makes 'good' and 'bad' teaching and learning experiences, appendix **C: School Council Workshop**.

When a lesson goes well, the teacher...

Uses different activities
Has open class discussions
Interacts with pupils/students
Tells pupils/students that they are doing well
Understands how all students learn
Tells students what is happening next
Has explained lesson objectives and outcomes
Is passionate
Controls the class/keeps class on task
Has resources
Has 1:1's with students
Uses group work
Uses models/pictures to illustrate
Some like notes
Provides a summary booklet
Provides the specification
Provides model answers
Provides mark schemes
Uses past papers
Has a clear grasp of the subject
Clear plans
Gives independence to students
Creates a relaxed atmosphere
Does positive things for the students
Takes you on trips
Sets targets
Doesn't talk longer than 20 mins at a time
Explains clearly
Has small groups
Involves quieter students
Gives help

When a lesson goes well, the pupils/students...

Are involved in group work
Debate and discuss

Are involved in learning
Are involved in different activities
Get to be more independent
Are involved in practical activities
Do relevant work
Produce work
Work hard
Are prepared
Do homework
Plan ahead
Have 1:1's
Get a break
Make notes
Know the ground rules
Do plenty of revision
Are doing enjoyable activities
Are on task
Are involved in work placements
Stay focussed
Listen

When a lesson doesn't go well, the teacher...

Talks too much
Makes students copy from the board/textbook
Doesn't explain things
Rants/Argues
Goes off at a tangent
Gives too much new terminology in 1 lesson
Repeats the lesson
Singles pupils/students out for criticism in front of others
Uses Q&A to mark out the best and worst students publicly
Uses the phrase 'revise' without relevant teacher input as to 'how' and 'what'
Sets unrealistic homework
Gives mixed messages
Doesn't give enough time to write notes
Talks too slowly
Makes students take notes constantly

Doesn't help students
Panics
Is late
Doesn't mark work
Doesn't have active lessons
Is not organised
Is not prepared
Has no obvious punishment/consequences for non-completion of homework
Is inconsistent in the use of rewards and sanctions

When a lesson doesn't go well, the pupils/students...

Mess about/switch off
are not prepared
Don't attend lessons regularly
Are not motivated
Don't complete homework/classwork
copy out of a book
Have to work with other students
Don't write notes
Lack confidence
Are not supervised
Arrive late
Show a lack of respect