ALDER GRANGE SCHOOL

SECTION E
STANDARDS and EFFECTIVENESS COMMITTEE

(Teaching and Learning)

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

Reviewed May 2018: SLG
Approved by Governors' Standards and Effectiveness Committee: May 2018
Next Review Date: May 2019

Person responsible for the monitoring, evaluation and implementation of this document:
Mr S Varley

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

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

Up to date subject knowledge

Effective use of support staff

Sharing of good practice

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

Effective Teaching

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

Variety of styles and methods

Assessment, Target setting and feedback

High expectations

Efficient use of resources as effectively as possible

Clear Learning Intentions

Pace of lesson

Teacher enthusiasm and passion for subject

Consistent use of rewards and sanctions

5

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

Effective Learning
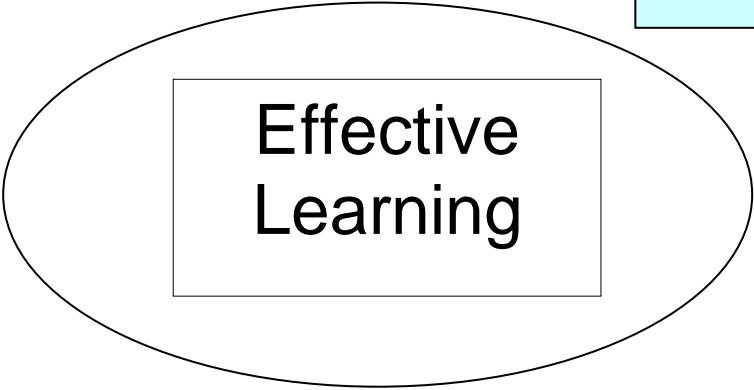
Opportunity for independent thought

Constructive feedback given, identifying next steps to move forwards

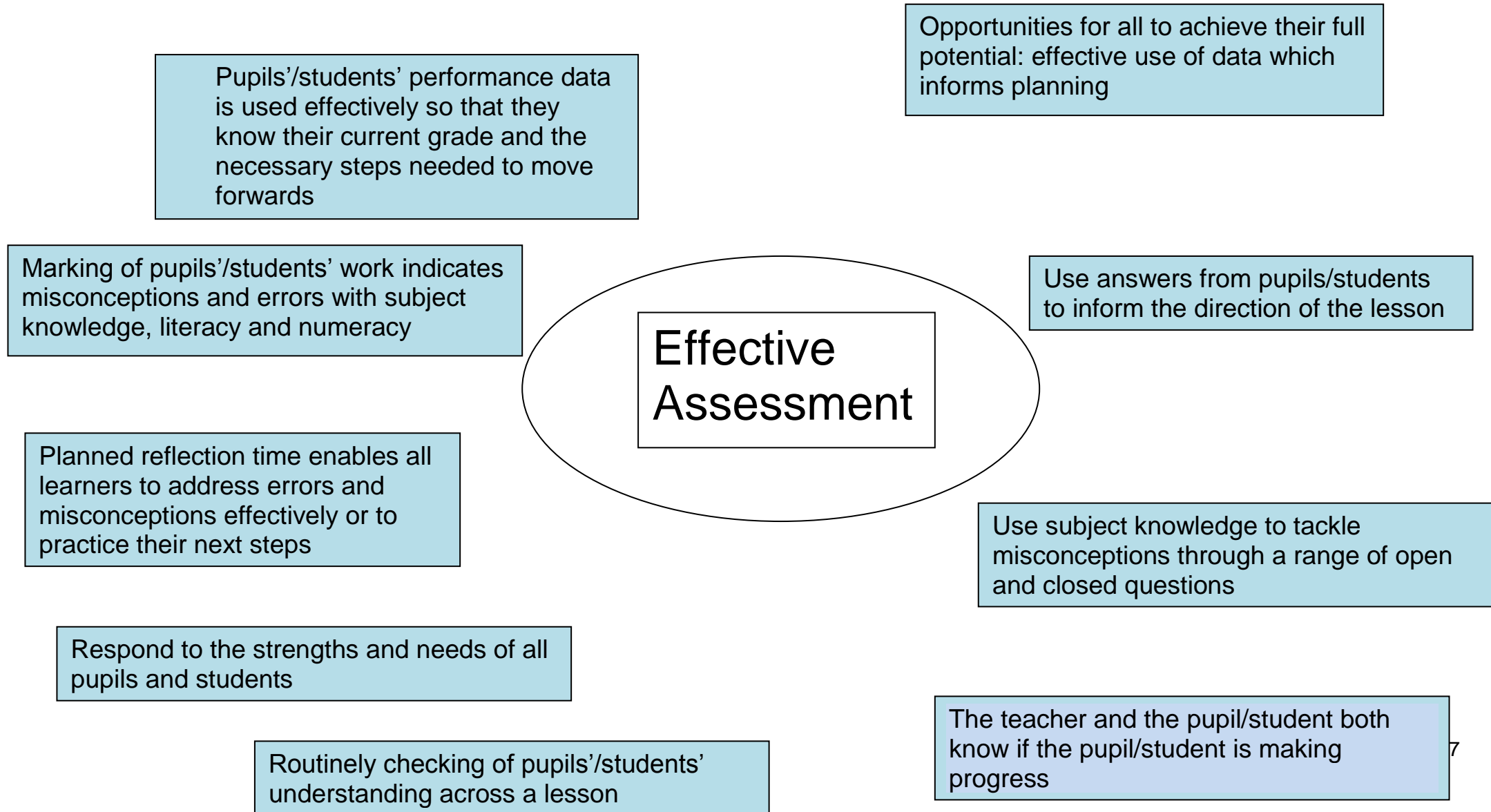Challenging, inspirational and creative activities

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

6

C: Effective Assessment

Pupils'/students' performance data is used effectively so that they know their current grade and the necessary steps needed to move forwards

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

Marking of pupils'/students' work indicates misconceptions and errors with subject knowledge, literacy and numeracy

Use answers from pupils/students to inform the direction of the lesson

Effective Assessment

Planned reflection time enables all learners to address errors and misconceptions effectively or to practice their next steps

Use subject knowledge to tackle misconceptions through a range of open and closed questions

Respond to the strengths and needs of all pupils and students

Routinely checking of pupils'/students' understanding across a lesson

The teacher and the pupil/student both know if the pupil/student is making progress

SCHOOL COUNCIL RESEARCH TEAM

Members of the School Council with responsibility for teaching and learning (July 2017) worked with several members of the wider council from years 7 to 11 and with year 12 students to identify what makes 'good' and 'bad' teaching and learning experiences, appendix **D: School Council Workshop.**

The conference was organised with the intention of updating the previous lists that were produced in July 2015 (see the policy E 1.1 Teaching, Learning and Assessment March 2017).

24 pupils each from years 7 to 10 were selected based upon prior attainment and whether or not the pupils were class as disadvantaged pupils (DP). In addition six students from year 12 were also selected based on the same criteria.

The session ran across the morning with a range of activities led by both staff and pupils. During the workshop pupils were asked to produce the lists below. Some points maybe repeated as serval different groups worked on the same exercise and we wanted to capture everyone's point of view. The outcomes of the July 2017 conference are shown below:

You learn most when:

The teacher…	The learner(s)….
Interested in their subject	Pay attention
Make your lessons challenging	Make links
Make your lessons interesting	Try hard and want to learn
Engaging and appropriate	Ask if you're unsure
Be organised and keep track of marking classwork/homework	Choose subjects wisely
Respect students	Keep on track of homework and organisation
Interactive	Respect teachers
Approachable	Gets on with work
Enthusiastic	Concentration
Able to control class	Cooperative
Professional	Have effort
Creativity	Independent
Perseverance	Confidence to ask for help
Fun	Are involved in the lesson (putting hands up/getting involved)
Teach unique lessons	Work well together, talk about answers and develop
Able to adapt	No complaining
Interesting, talkative, engage with students	Are involved in the lesson (putting hands up/getting involved)
Good lesson plan, varied interactive	Work well together, talk about answers and develop
Enthusiastic, makes an effort	No complaining
Not judgemental, supports all students	Good behaviour, focused
Challenge all students, varied work for varied academic skills	Supportive to others
Provides different, useful resources	Enthusiastic
Gives students feedback and highlights weaknesses	Don't feel pressured
Gives clear instructions	Don't get distracted
Enthusiastic	Revision/preparation
Using visual aids	Organisation
Good personality	Good personality
Approachable	Behave
Uses interactive lessons	Follow instructions
Is engaging	Willingness to work
Colourful classrooms to make memorable	Are interested
Provides suitable working environment, i.e. temperature	Cooperative
Increasing level of difficulty	Listening
Lesson is memorable	Focus
Fun exercises	Not voicing opinions too much, not shouting out
Respectful, not condescending	Respectful towards others
Innovative, evolving lesson plans, moving with the times	Clearly listening
Approachable, not threatening, easy to talk to, not intimidating	Paying attention
Persevering, not giving up on students	Follow instructions first time
Clear speaking	Enthusiastic about learning
Stay on topic	Good behaviour
Encourage students	Willing to work
Enthusiastic	Revising outside of school
Good preparation for exams	Good communicator
Engaging towards students	
Respectful	

You learn least when:

The teacher…	The learner(s)….
Complains a lot	Too quiet in lessons (or too loud)
Not enthusiastic	Not interested in the topic
Does not explain thoroughly	Complains a lot
Carries frustration from previous lesson	Arguing with teacher
Hasn't prepared lesson too well	Do not get on with their work
Goes off on a tangent	Don't respond
Sets too much homework for too soon	Distract people
Doesn't mark work	Not passionate
Not approachable	Don't put in effort
Voice doesn't project throughout the classroom	Don't listen
Doesn't give verbal feedback	Don't complete school/homework
Little organisation	Doesn't act on feedback
Not passionate	Distracted
Teach lessons with the same topic/layout	Aren't interested in the subject
Don't adapt to pupils needs	The students can't be bothered
Completely relies on the students (not helping)	Not co-operating and/or is being distracting/distracted
The teacher leaves all students to tackle one task- students will receive less help (lots of smaller tasks are better)	Are out of control
Working in silence	Differing behaviours with friends/supply teachers
When the teacher isn't inspiring/encouraging	Distract others
Cannot control the class	People don't listen
Provide a lack of resources	Aren't interested
Doesn't explain task properly	Doesn't attend
The classroom is too hot	Aren't organised
Teacher just sets questions	Don't bring equipment
Not enthusiastic	Aren't prepared
Isn't engaging	Talking
When teacher ignores you	Shouting out
Occupied with shouting/dealing with problems	Cocky
When teacher sends work via email asking you to look at pages from a book you haven't been given	Taking advantage of supply staff
Not speaking	Conflict
No rapport	Distractions
Intimidating presence	Poor attitude
Not open when speaking	Don't follow instructions
Conflict	Not listening
When the teacher doesn't explain what you're doing	Not enthusiastic about work
Poorly planned lessons	Arguing about work
Rooms too hot	Late to lessons
Poor explanations	
Too strict	
Consistently talking	
Just writing	
Too many practical's	
Having to copy out of a text book	
Repeatedly shouting	
Teacher doesn't seem to care	
Repeating lessons	
Late	