

Giving young people hope and future



TEACHING AND LEARNING POLICY

NEWBURY SCHOOL

Aim

The purpose of this Teaching & Learning policy is to promote consistent practice and ensure clarity of purpose. It is an opportunity to reflect upon aspects of our practice that, as a school, we hold to be effective.

The success of any curriculum is through the delivery of high-quality learning and teaching. This is at the heart of everything we do at Newbury School and the use of a variety of learning and teaching methodologies is an essential feature of our curriculum. The curriculum is designed to prepare students for their future and so therefore supports the students in obtaining Functional Skills and GCSEs. In addition to this, students will also have the opportunity to complete ASDAN short courses and Work Experience qualifications. Our partnerships allow us to not only model building positive relationships with others in the community but also add to the students' learning experiences.

A wide range of teaching strategies are implemented by staff including active learning, cooperative group work, text-based work, practical work, use of ICT to support and enhance learning and outdoor learning. In all subjects, it is imperative that we employ critical multiculturalism ensuring that students experience a range of cultures and also see themselves in their curriculum. Students should feel a part of and not apart from the curriculum. Teachers should be careful to choose resources which reflect different aspects of society and develop critical thinking in lessons.

Teachers are expected to:

- Show outstanding knowledge and passion for their subject area.
- Know their impact – evaluate the effect they are having on students learning and adjust teaching accordingly.
- Be skilled in formative assessment practices, assessing students' progress thoroughly throughout the lesson, changing the course of the lesson as appropriate.
- Know what students know, and what they need to do to improve in the different aspects of the subject
- Use assessment data, assessment of current performance & assessment objectives to plan effective lessons
- Set clear intentions that students understand
- Provide students with appropriate and timely written or verbal feedback that will develop incremental beliefs.
- Differentiate the work appropriately to effectively challenge all learners.
- Challenge and inspire students, expecting the most of them, so as to deepen their knowledge and understanding
- Use methods which enable all students to learn effectively
- Manage students well and insist on high standards of behaviour
- Use time, support staff, technology and other resources effectively
- Recognise and act upon any differences in the standards of achievement or progress made by different groups of students, for example to include: Pupil premium, Race, disability, gender, age, religion & belief and sexual orientation. (protected characteristics – Equality Act 2010)
- Take responsibility for their own professional learning.

Planning

At Newbury School, we follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects.

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Schemes of Work (termly plans) are submitted to the Deputy Head teacher and Head Teacher and weekly plans for English, Mathematics and foundation subjects are completed each week. Plans are based upon previous assessment data, pupil need and subject expectation. At Newbury School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Head teacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance

Teaching

Lesson Delivery

Each lesson should follow a learning journey designed to promote critical thinking and build on the learning the students already have.

A lesson, depending on the needs of the child, will be structured in the following way:

Hook

This aspect of the lesson is to show Video/Music/Art/Quote/Object/Thunk to engage learners and links to previous or new learning.

Recap Activity

The purpose of this aspect of the lesson is to reflect on previous learning from the last lesson to consolidate learning, address any misconceptions and provide a link to the learning to take place in the present lesson.

Title

During the aspect of the lesson, the learning objective will be shared, as well as key words and expected outcomes.

Introduction

The aspect of this lesson is used to introduce to the students the new

concepts or ideas they will be learning.

Modelling

Once the new concept or idea has been introduced, the application of learning will need to be modelled to students.

Applying New Learning

Students are then to be given the opportunity to apply new learning with a high level of support. This can be completed as a whole class group or in smaller groups.

Activity

The aspect of this lesson is to give the students the opportunity to apply new learning independently. It may be found that, based on the needs of the student, the main activity may need to be completed by the students in pairs or with the support of the teacher or learning support assistant.

Mini-plenary

This review of learning will take place during the main activity to assess the progress of the students' learning. The teacher may decide to facilitate this half way through the main activity or when the need for a mini-plenary has been identified, for example if many students have misconceptions.

Plenary – Return to the Why

During the aspect of this lesson, the teacher will 'return to the why' and facilitate reflections with the students regarding what they have learnt and why they have learnt the new concept or idea.

Knowing the students

Knowing your students enables you to assess their needs and effectively raise their expectations. When is their engagement drifting? Why might this be happening? Do they need some help or should you leave them to figure this out? These questions can only really be answered if we know our students well.

Learners need a trusting, fair and safe environment that acknowledges that they 'may not know' and will make errors in learning. Learning takes time but one of the teacher's roles is to maximise the efficiency of the time available, to provide many opportunities to learn the same idea over time, and to ensure time is spent on learning and not merely doing 'something'.

High levels of Challenge

Appropriate challenge ensures that students have high expectations of what they can achieve. What we think about is what we will remember and thinking 'hard' is more likely to produce long-term retention.

Engagement

We need our students to engage in what is happening within the classroom. Lessons must get off to a flying start, with students purposeful from the beginning. Due to the needs of our students, it is essential for us to use a range of strategies to promote student engagement.

Explanation & modelling

It is critical that new material is effectively explained in order for students to be able to move to other aspects of the learning process. If not, often you will find yourself returning to further explanations or students will need to look elsewhere for additional support. Once information has been explained to students, they need to know what to do with it. The best way for students to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge.

Opportunities for independence

Within this stage, students should be completing activities that have been carefully designed to allow application and intelligent practice of key principles. Intelligent practice is designed to develop the thinking process rather than a repeated mechanical activity. Many of our students have low self-esteem and so it is important for them to be given the appropriate amount of guidance and support to facilitate independence.

Effective questioning

Questioning is a key part of what takes place in the classroom. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can force our students to think. This is a key part of the learning process. We are far more likely to transfer something to long-term memory if we think about it. Effective questioning can also ensure that students are accurately using subject specific language within their answers.

Skilled questioning can be used to assess current performance. These 'hinge' questions, on which the next stage in the lesson depends, should be carefully planned in order to assess if students are ready to move on as well as diagnosing potential misunderstanding.

Feedback

Effective marking and feedback is crucial in order to determine the next steps a student needs to take and in communicating these appropriately. Sound marking and feedback practices lead to high levels of differentiation as students work on the particular content or skill that will move them forward.

Formative assessment of student performance




This will enable the effective scaffolding of next steps within the lesson and beyond. Formative assessment is a means to consider the improvement in performance that a student is making. Expertly used it will enable a teacher to judge where next to take the lesson.

It is important to acknowledge that learning takes place over time. We need to reflect on this carefully as teachers and consider how we will change this improved performance into learning.

Remote Learning (when applicable)

Due to the pandemic, there are times when students may be accessing remote learning. To support with this, English and Maths lessons will be provided to

students who are shielding through Zoom. All lessons (English, Maths, History, Geography, PSHE and Art) will be uploaded weekly onto Google Classroom for students to access resources. Under each topic, the material folder will need to indicate the week and group the work is for, showing the sequence of learning.

English		⋮
	Group 1 English Week 3	Edited 18 Jan
	Group 2 English Week 3	Posted 18 Jan
	Group 3 English Week 3	Posted 14 Jan

Management of Teaching & Learning

It is important that teaching and learning is monitored in order to ensure that all students receive the best education that can be provided.

The monitoring of teaching and learning

Formal Observations

Formal lesson observations take place as part of the appraisal cycle. Staff will receive constructive feedback on their performance. Feedback will highlight particular areas of strength as well as any areas that may need attention.

Informal Arrangements

Other observations may take place during the year. These may be more informal observations, peer observations to aid professional learning, or subject leaders monitoring the teaching and learning taking place within their department.

Learning Reviews

Learning reviews consist of the monitoring of books or other evidence relating to each subject area. Feedback will again highlight particular areas of strength as well as any areas that may need attention.

Timeline

The timeline for lesson observations and learning views are disseminated to staff at the beginning of each term.

Additional observations may take place to provide support for new staff and for staff earlier in their career.

If an observation (formal or informal) is considered to demonstrate outstanding practice this colleague should be encouraged to do one or more of the following:

- Lead a workshop – dept. or whole school
- Conduct peer observation; be encouraged to buddy up with a colleague

- lead or participate in coaching / mentoring
- Summarise a book or a piece of research pertinent to the subject
- Undertake Action Research and feedback to staff

Concerns

If the lesson is a cause for concern the member of staff **must be made aware**. This applies to **all** types of lesson observation both formal and informal.

The observer will meet the teacher to:

- give clear feedback about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- Discuss any support that may be required

The observer must meet with their appraiser to inform them of the concerns that have been raised. Through discussion with their appraiser it will be

- agreed any support* that will be provided to help address the specific concerns;
- make clear how, and by when, progress will be reviewed. This will include further lesson observations.

A repeat formal lesson observation should take place (this will then form part of the appraisal process) within two weeks in order to gather further evidence and inform any support that will follow.

If any lesson is observed that raises 'serious concerns about the progress/ safety of students' then a support programme **must** be put into place.

*Support package might include:

- SLT involvement and support mechanisms triggered at a departmental level.
- The teacher being able to undertake peer observations; pairing with a colleague whose teaching is judged to be excellent.
- Team teaching.
- Teacher being assigned a peer mentor.
- Lesson by lesson scrutiny of lesson plans and work by SLT.
- Time limited period of support after which further procedures may be necessary.
- Further professional learning opportunities

NAME:	ANTONIQUE WALTERS
POSITION:	DEPUTY HEAD TEACHER
DATE:	MAY 2021
NEXT REVIEW DATE	MAY 2022
AUTHORISED BY:	KATE BEGLIN