



THE CORBET SCHOOL

Teaching and Learning Policy

Associated Policies

Marking & Feedback Policy

Behaviour Policy

Homework Policy

Assessment & Data Policy

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1.1 Aims

As a school our main focus is on teaching and learning. We are committed to raising standards and driving forward improvements in our practice.

The purpose of this policy is to maintain high levels of achievement by promoting a positive environment where effective learning takes place.

1.2 Key Principles

The principles of teaching and learning which guide the work at The Corbet School are as follows:

- To encourage all pupils to engage with the culture of high expectations of work and behaviour.
- To enable all pupils to achieve their best.
- To establish the importance of literacy and numeracy across the curriculum.
- To infuse learning skills across the curriculum, thus enriching the learning experience.
- To encourage independent learning.
- To challenge and stretch pupils sufficiently.
- To ensure that pupil assessment is used appropriately to effectively differentiate learning activities.
- To expand teachers' repertoire of teaching strategies and techniques, thus making learning enjoyable.

1.3 Responsibilities

To ensure that effective teaching and learning is taking place, the following responsibilities are expected:

- Pupils to be enthusiastic and positive towards their learning.
- Subject teachers to provide the highest quality teaching for the pupils.
- Heads of Departments to monitor the quality of the teaching and learning within their department and to provide support where necessary.
- The Senior Leadership Team to monitoring the quality of teaching across the school and to identify where development and support is needed.
- The Governing body to monitor that appropriate systems are in place to ensure high quality teaching and learning is normal practice.

2.1 Effective Learning

We recognise that learning is most effective when:

- There is a culture of high expectations of work and behaviour.
- Pupils know and understand the learning objectives and success criteria for each lesson.
- Pupils are sufficiently challenged and stretched.
- Learning activities are suitably differentiated to meet pupil needs.
- Pupils engage with a variety of learning styles.
- Pupils are motivated and inspired.
- Pupils are aware of their progress and how they can improve.
- Pupils take responsibility for their own learning.
- Pupils are able to work in collaboration with each other and independently.
- Pupils receive regular written and verbal feedback that indicate clear strategies for improvement (refer to marking and feedback policy).
- Pupils are given opportunities to reflect on their learning.
- Pupils' achievements are celebrated (refer to behaviour policy).

We recognise that teaching is most effective when:

- It demands high standards of work and behaviour at all times (refer to behaviour policy).
- It motivates and inspires students.
- Pupil assessment is used appropriately to effectively monitor progress and differentiate learning activities (refer to data and assessment policy).
- Lesson planning is focused on enabling students to progress in line with their potential.
- It challenges and stretches pupils sufficiently.
- Students' work is assessed regularly, they are given feedback and areas for development (refer to marking and feedback policy).
- It incorporates learning activities that require the use of higher order skills and provides opportunities for students to develop as independent and collaborative learners.
- Teaching assistants are directed appropriately to support learning.
- It builds relationships based upon mutual respect, self-esteem and recognition of the need to learn.

3.1 Expectations of All Teachers at The Corbet School

- Plan effective, well-structured lessons in line with department schemes of work and referring to the school lesson plan template (Appendix 1).
- Make specific learning objectives explicit to students at the beginning of each lesson.
- Have an awareness of the different groups of pupils within the school including those with Special Educational Needs, pupils with disabilities and those who are Gifted and Talented.
- Use a variety of teaching and learning methods to match the learning objectives and to aid differentiation and challenge.
- Use rewards and sanctions procedures to uphold high standards of work and behaviour (refer to behaviour policy).
- Carry out regularly summative assessment and monitor the progress of all pupils to inform future lesson planning (refer to data and assessment policy and marking and feedback policy).
- Provide regular formative feedback to pupils to enable all to make progress (refer to marking and feedback policy).
- Ensure that meaningful homework is set in accordance with the homework (refer to homework policy).
- Ensure that there is a working atmosphere that is conducive to learning.
- Aim to be consciously enthusiastic for their subject and to inspire the pupils to learn.
- Ensure that teaching assistants are directed appropriately to support learning.
- Endeavour to build positive relationships with pupils based upon mutual respect.
- Create further opportunities for learning by encouraging and supporting students to develop an interest in extending their learning outside the classroom.

3.2 Expectations of All Pupils at The Corbet School

- Have an enthusiastic and positive attitude towards their learning.
- Be able to work collaboratively with other pupils and independently where appropriate.
- Display behaviour consistent with the school behaviour policy (refer to behaviour policy).
- Show respect for staff, accept discipline and comply with staff requests.

3.3 General Lesson Expectations

- Punctual and orderly start to lessons with pupils entering rooms quietly.
- Insist on high standards of school uniform and appearance (refer to behaviour policy).
- Expect pupils to bring basic equipment to lessons (refer to behaviour policy).
- Carry out an electronic register for each lesson.
- Ensure an orderly end to the lesson and an organised dismissal of the group.

4.1 Staff Continued Professional Development

The vast majority of Professional Development Day time, and weekly Continued Professional Development sessions or meetings will have a focus of teaching and learning. The Continued Professional Development and meeting programme will allow for a combination of the following sessions: Coaching; Department; Teaching and Learning; Whole school activities.

The programme will be formulated from the evaluation activities and feedback of staff to ensure continued best practice based on the needs of the staff and the school. It is therefore vital that staff use opportunities to feedback on the Continued Professional Development and meeting programme so that it evolves and genuinely reflects changing needs and advances in pedagogy and technology.

5.1 Monitoring the Quality of Teaching and Learning

Heads of Department have a responsibility to monitor and account for teaching and learning within their subject area. This is supported by their Senior Leadership Team line manager.

Heads of Department should have the opportunity to meet with their line manager formally at least once each term. Line managers are of course available for more informal support and guidance where needed.

Formal meetings should be calendared at the beginning of the year and follow a process to allow leaders and managers to clearly demonstrate accountability and good practice and receive support and guidance.

The meeting should allow Heads of Department to discuss and present impact measures. These should include; an assessment of the quality of teaching and learning using the 'Learning Walks' mentioned below, evidence of good practice in assessment (refer to marking and feedback policy), and evidence on pupil progress (refer to data and assessment policy).

5.2 Department Reviews

Each academic year there will be a published programme of department reviews due to be carried out by the Senior Leadership Team. The intention is to review all departments on a two year cycle.

The process will review the following areas: Achievement and Standards; Learning; Marking and Assessment; Curriculum; Leadership and Management.

One of the key areas of the department review process is for the Senior Leadership Team to carry out learning walks with the Head of Department in at least one lesson taught by each member of the department.

Once the department review process has been carried out and all evidence has been gathered, the Senior Leadership Team will provide the Head of Department with a full report of their findings.

5.3 Learning Walks

There is an expectation that Heads of Department and the Senior Leadership team will carry out 'Learning Walks' throughout the academic year (dates to be calendared) to monitor the progress being made by the pupils or to evaluate a specific aspect of learning.

Learning Walks are a way of Senior and Middle Leaders reviewing the quality of learning taking place in the teams that they are directly responsible for. They are not related to Teacher Appraisal in any way and do not contribute to the three hours of observations defined within the Teacher Appraisal policy.

Heads of Departments are expected to be able to provide a judgement, for the quality of learning and teaching within their departments. Information gathered from Learning Walks should serve as one piece of evidence to assist in making these judgements.

Heads of Department may wish to make notes whilst carrying out a Learning Walk to support Self-Evaluation and Department Development Plans. Senior Leaders may also make notes to record an objective account of their findings in order to discuss elements with middle leaders. Teachers may request a copy of notes made to use for professional development and as evidence of progress, and good standards. No lesson judgement will be made as a result of any Learning Walks carried out.

All members of the teaching team should be included in the Learning Walk programme for a maximum of 20 minutes of one of their lessons.

Learning Walks should be focussed on evaluating a chosen aspect of learning or on the progress that the pupils are making in the lesson in relation to the Learning Objectives set.

5.4 Lesson Observations

Lesson observations are used to monitor the quality of teaching and learning at the school. They also form an important part of the process of reviewing the performance of the school through annual self-evaluation.

Carrying out the process of lesson observations contributes towards the following:

- The continued success of the school.
- Raising achievement and school improvement.
- Improved classroom practice.
- Curriculum development.
- Identifying continued professional development needs.
- Identifying the future development needs for the school.
- Formal teacher appraisal (see teacher appraisal policy).

Where lesson observations last 25 minutes or longer, teaching staff can expect the observer of their lesson to provide verbal feedback within 24 hours and written feedback within 48 hours (Appendix 2). The observer should provide a copy of the observation form to the Assistant Head (Teaching and Learning) as soon as the teacher has been provided with the original copy.

In the result of a formal lesson observation being judged as ‘Requires Improvement’ or ‘Inadequate’, teachers will be expected to engage with the following developmental procedure:

1. Support from their line manager to address the issues raised, and a second lesson observation by a member of the Senior Leadership Team and the relevant line manager to assess improvement.
2. If further support is deemed necessary by the Senior Leadership Team, a colleague will be selected to act as a mentor.
3. At an appropriate time, a third lesson observation by a member of the Senior Leadership Team and the relevant line manager to assess improvement.
4. If further support is deemed necessary by the Senior Leadership Team, a support plan will be implemented in line with the capability policy.

All staff working at The Corbet School are expected to adhere to the principles and protocols that comprise this policy. The policy will be subject to formal review on an annual basis.

Teacher		Date		Period	
Group		No. of pupils		Subject	

Lesson Context/Prior Learning

Sub-group information <i>(Reference to target groups e.g. SEN/G&T)</i>

Resources Required	Health & Safety

Opportunities in this lesson to develop:	
SMSC	
Literacy	
Numeracy	
ICT	
Cross-Curricular	

Learning Objectives

Timing	Pupil Learning Activity <i>(To maximise quality of learning and progress)</i>	Differentiation <i>(Reference to target groups)</i>	Sign Post For Progress <i>(When is progress going to be assessed and how? What alternative activities are planned if pupils do not understand?)</i>

Homework

Teacher Name				Class Group	
Observer Name				Date & Time	
		Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Pupils	Progress	Almost all pupils ¹ make rapid and sustained progress.	Most pupils ¹ make good progress and achieve well over time.	Progress is broadly in line with national from similar starting points.	Some, or all pupils ¹ are making inadequate progress as a result of weak teaching over time.
	Learning	Pupils learn exceptionally well.	Pupils learn well.	Pupils' learning is satisfactory.	Learning limited; pupils underachieve.
	Attitudes	High levels of engagement and commitment to learning evident. Attitudes to learning are 'exemplary'.	Pupils are interested and engaged. Attitudes to learning are consistently positive.	Most pupils want to work hard and to improve but some do not.	Teaching over time fails to engage or interest pupils, or specific groups (inc D&SEN).
Behaviour & Safety	Disruption to learning	An exceptionally positive climate for learning. Lesson proceeds without interruption.	A good climate for learning. Low level disruption to lesson is 'uncommon'.	Some off-task behaviour, but major issues are rare. Disruption is not endemic.	Pupils' lack of engagement/low-level disruption reduce learning &/or lead to a disorderly classroom environment.
	Behaviour	Teacher/other adult manages behaviour skilfully and highly consistently. Behaviour improves (or is outstanding) in the lesson as a result.	Behaviour is managed consistently well. Behaviour improves (or is outstanding) in the lesson as a result.	Clear procedures for managing behaviour, but not always used consistently. Nearly all pupils respond promptly to the teacher.	Procedures for managing behaviour are not clear or are not used consistently or a significant minority of pupils do not respond to them.
	Safety	Pupils understand unsafe situations very clearly and are highly aware how to keep themselves and others safe (inc e-safety).	Pupils understand how to keep themselves safe.	Pupils know the major risks they face and reflect this in their behaviour.	Pupils do not understand risk and may endanger themselves or others.
Quality of Teaching	Planning	Excellent. Enables pupils to learn exceptionally well.	Good. Deepens pupils' K&U, developing their skills.	Adequate, but does not develop all pupils' K&U/skills.	Fails to take sufficient account of needs.
	Activities	Well-judged and often inspirational. Time is used very well.	'Effective' strategies used. Tasks are matched well to most pupils' needs inc. least and most able. Time is used well.	Activities are mostly appropriate, but do not meet all needs. Time is mainly used well.	Activities are not sufficiently well matched to pupils' needs. Time is wasted by some or all pupils.
	Expectations	Consistently high..... of all pupils.	High.	Sufficient for satisfactory progress.	Not high enough: progress is limited.
	Interventions	Sharply focused and timely. Match individual needs accurately. 'Notable impact'.	'Appropriate'. Good impact on learning.	Some impact, but not always timely or consistent in meeting individual needs.	Additional support has little or no impact on learning – it fails to narrow gaps.
	of RWCM ²	'Highly effective' and well-planned.	Effective.	Some support for RWCM skills, but provided inconsistently.	Pupils cannot use RWCM skills as well as they should.
	of SMSC ³	Every opportunity is taken to develop SMSC skills, knowledge and understanding.	Opportunities are taken to develop SMSC.	SMSC is occasionally promoted.	SMSC opportunities are ignored or overlooked.
Assessment	During the lesson	Understanding is checked systematically and effectively, anticipating interventions.	Progress is assessed regularly and accurately. Ts listen to, carefully observe and skilfully question Ps... to reshape tasks & explanations to improve learning.	Work is monitored in the lesson. General misconceptions are picked up. Plans are adapted, but this is not always timely or well-judged.	Assessment is not used effectively to help pupils improve.
	Homework	Appropriate homework is set which matches individual needs accurately.	Appropriate homework set. It matches nearly all pupils' needs.	Appropriate homework is set. It matches most pupils' needs.	Homework is not set regularly or it does not contribute to learning.
	Feedback and marking	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.	Pupils know how well they have done and how to improve. Marking is regular.	Marking is inconsistent. Some pupils do not know how well they have done and/or how to improve.	Pupils are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal.

¹ Those currently on roll in the school, including disabled pupils, those who have SEN and those for whom the pupil premium provides support.

² Reading, writing, communications & maths.

³ Spiritual, moral, social and cultural development

**Observer to provide verbal feedback to the teacher within 24 hrs and written feedback within 48 hrs.
Observer to hand a copy of the observation forms to G Simms following feedback to the teacher.**

Achievement	<p>Pupil learning/progress in lesson? Pupil achievement over time with this teacher? Extent to which <u>all</u> groups/individuals progress? (esp D&SEN, PP, most and least able) Progress in literacy and numeracy? (Quality of written and oral work?)</p>	
Attitudes and behaviour	<p>Attendance and punctuality? Interest and engagement? Make good use of time? Off-task pupils, if any? Extent of disruption, if any? Ability to work independently? Ability to work together? Mutual support? Relationships T:P and P:P Pupils' confidence? Resilience/persistence? Understand what they're doing? Why they're doing it? Challenged? All?</p>	
Teaching	<p>Good pedagogy: Quality of planning? Success criteria clear (& to Ps?) Appropriate and differentiated? Prior learning known & checked? Variety of activities? Pace? Pupil participation? Mutual support encouraged? Enables all to make progress? Differentiates in the lesson? Quality of questioning (open/deep)? Good subject K&U? Modelled work/guide to levels? Good use of TAs/resources/ICT? Tasks and class well managed? Behaviour mgmt strategies? Relationships good? Praises, encourages, celebrates? Teaching of literacy & numeracy? Promotion of SMSC? Learning environment/displays?</p>	
Assessment	<p>Assessment Progress checked during lesson? - influences lesson activities? Assessment over time thorough and demonstrates progress? Pupils know targets/how to improve? Self/Peer- evaluation v criteria? Marking - regular? - periodic levelling/grading? - gives guidance how to progress? Homework set and done?</p>	
General		

Targets	
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