



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 More Able 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 regular 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 policy (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

A great deal 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 can include a review the any of the following areas: Achievement and Standards; The quality of education, Behaviour and attitudes, Personal development, Leadership and Management.

One of the key areas of the department review process is for the Senior Leadership Team to carry out lesson observations in at least one lesson taught by each member of the department. The Head of Department will be given the opportunity to carry out at least one joint lesson observation alongside a member of the Senior Leadership Team.

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 raising major concerns, 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:	Observer:
Class:	Date:

Intent (judged within the lesson)

Implementation (judged within the lesson)

Impact (judged within the lesson, through work scrutiny, and during pupil discussion)

Work scrutiny

Pupil discussion

Teacher discussion

Overall strengths

Areas for improvement

Major concerns to further investigate

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



Process

1. Lesson observation for 30 minutes
2. Teacher to provide a lesson plan and schemes of work (showing where current and prior learning will have taken place). Observer to review these for 10 minutes out of the teaching area
3. Observer to select three pupils (different abilities if possible) to complete a work scrutiny and questioning out of the teaching area for up to 20 minutes
4. Observer to carry out teacher questioning following the lesson either at the end of the lesson or as part of the feedback meeting
5. Observer to provide verbal feedback to the teacher within 24 hours and written feedback within 48 hours
6. Observer to hand a copy of this form to G Simms following feedback to the teacher

Intent (judged within the lesson)

- The teacher demonstrates a firm understanding of the school's curriculum intent
- Work given to pupils matches the aims of the curriculum
- Work is coherently sequenced so that pupils accumulate sufficient knowledge and understanding and skills to secure future learning
- Sequence of learning meets the needs of disadvantaged pupils and those with SEND

Implementation (judged within the lesson)

- The teacher demonstrates good subject knowledge (i.e. they understand the component knowledge required, and they know how to check for common misconceptions and how to correct them)
- Subject matter is presented clearly, promoting appropriate discussion
- Pupils' understanding is checked systematically
- Misconceptions are accurately identified
- Clear direct feedback is provided
- Teaching is adapted as necessary to provide for the learning needs within the group
- Information from assessments is used well, to check understanding and inform teaching
- Pupils can remember the necessary prior learning in order to integrate the current learning
- Resources used clearly support the accumulation of knowledge and skills in an ambitious curriculum
- Work given to pupils is demanding and supports their learning
- Reading and literacy are developed in a manner consistent with the school's policies

Impact (judged within the lesson, through work scrutiny, and during pupil discussion)

- Pupils develop detailed knowledge and skills over time.
- Pupils' work is consistently of high quality
- Pupils are able to communicate their learning appropriately: verbally, in writing and using mathematical forms where appropriate
- Pupils consistently achieve highly, particularly the most disadvantaged
- Pupils with SEND achieve the best possible outcomes

Work scrutiny

- Pupils' work is consistently of high quality
- Pupils' work shows that they are aware of their targets
- Work has been marked in line with school and department policy, including WDYT and marking for literacy
- Pupils are supported to identify their next steps in learning
- There is evidence of appropriate homework being set and marked

Pupil questioning

- Pupils are able to explain this was a typical lesson
- Pupils are able to explain that lessons are rarely disrupted by poor behaviour
- Pupils are able to explain marking and feedback in their work
- Pupils are able to demonstrate learning from this lesson
- Pupils are able to successfully recall connected prior learning and demonstrate long term memory
- Pupils know what they need to work on to improve

Teacher questioning

- Teachers understand the school and curriculum intent
- Teachers are able to explain why they are teaching the current content and how it fits with the sequence of learning
- Teachers are able to explain where their sequence of learning links to other curriculum areas