TIBSHELF COMMUNITY SCHOOL TEACHING & LEARNING POLICY

Ratified: Feb 2023
(Tibshelf Policy)

Content

- Statement of intent
- Legal framework
- Roles and responsibilities
- The curriculum
- Self-evaluation
- Learning environment
- Assessment
- Reporting

Statement of intent

At Tibshelf Community School, we believe every young adult has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to continually improve our standards, help every pupil reach their potential and enhance the professional development of staff.

We are ambitious and have high expectations for all of our students. We maintain the view that everyone should have equal access to high-quality teaching and learning that will enable them to make an exceptional contribution to the world we share.

Our teaching and learning principles are research informed and draw upon the works of Rosenshine; techniques from Lemov's Teach Like a Champion and evidence from the Education Endowment Foundation.

High expectations of learning behaviour are expected every minute of every lesson, every day. Students arrive to lessons equipped ready to learn and succeed due to highly consistent working practices that foster independence, resilience, and challenge for all. Staff model effective communication using common language to develop deep thinking skills and the ability to articulate views fluently. Values of resilience, respect, and inquisitiveness are brought to life.

Our principles

Every lesson ensures that all students have quality first teaching through expert instruction.

Teachers provide expert input, as needed, demonstrating secure subject knowledge, and both curriculum content and research informed instruction.

Teachers use guided practice where scaffolding, guidance, and prompts support all students to access the learning, avoid cognitive overload, and to experience success through correctly pitched tasks. Some classes, or individuals, will need more guided practice than others.

At appropriate points, lessons will contain Diversity, Equity, Inclusion and Justice (DEIJ) elements to enable students to consider a range of perspectives and embrace diversity.

Classroom routines support students to maximise learning by staff and students following the every lesson expectation criteria.

Where helpful, dual coding techniques is used to support students learning and remember more. The use of images and precise language can support students learning and complement what is being said in the lesson.

Lessons are designed and delivered to reduce cognitive load for students. Substantial amounts of information, coupled with complex processing tasks, can lead to students not being able to learn. Economy of language when explaining a task, and reducing redundant information, will minimise the working memory load.

Additional adults in the classroom have clearly defined roles set by the SEND lead and the Director of faculty to enhance students learning and have the training they need to be successful. Some TA are allocated to work 1-1, others will be directed to work with a number of students. The work that TA do with students in class will be discussed with the class teacher.

Our teachers make explicit use of structured retrieval activities. Lessons typically start with a brief review of previous learning as per the every lesson expectations criteria. For the teacher, this allows a constant check for understanding and gaps in knowledge which trigger reteaching of material if necessary, and for the student allows learning to be embedded into long term memory.

Teachers use a variety of questioning and AFL techniques dependant on the task, allowing students time to think about a response and to formulate an answer.

Whole class feedback through teacher circulation will support the verification of understanding, and identification of misconceptions.

Teachers identify and celebrate great learning to share with other students, to provide live examples of what success looks like. Teachers narrate success and identify next steps for students.

Summative work is reviewed by teachers, and whole class feedback is given to all students which challenges misconceptions and helps students understand more.

Where its suitable a visualiser will be used as a platform to display and assess the content, and quality, of a piece of student work. The teacher will narrate success, offering precise praise and if there is a common error, ensure students edit and refine their work.

Teachers will lay the foundations for effective feedback, with high quality initial teaching that includes careful formative assessment.

Teachers will perform high-quality analysis of unit, cumulative and global assessments, along with formative feedback in lessons, which will inform reteaching of individual lessons. This also allows us to consider reviewing medium- or long-term curriculum plans. We know assessment is only useful when it activates a change and/or is part of the process not the end of it.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
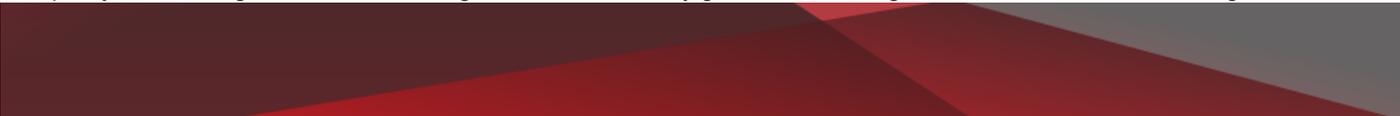
- Equality Act 2010
- DfE (2020) 'Secondary accountability measures'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE and STA (2020) 'School reports on pupil performance: guide for headteachers'
- DfE (2019) 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' (STPCD)

This policy operates in conjunction with the following school policies:

- SEND Policy
- Curriculum Policy
- Equal and diversity Policy
- Marking and Feedback Policy
- Behaviour for Learning Policy
- Assessment Policy
- Accessibility Plan
- Homework Policy
- Student and Parent Voice Policy
- Literacy Policy
- Numeracy Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring reports are provided by the headteacher and heads of department on a termly basis.
- Taking action where areas for improvement have been identified.
- Ensuring the curriculum committee meets on a termly basis to monitor the school's progress against targets.
- Visiting the school to:

Observe lessons:

- View recordings of lessons, where required.
- View samples of pupils' work.
- View records of achievement.
- Talk to pupils about their experiences with learning at the school.
- Talk to teachers about their experiences about teaching at the school.

Ensuring governors report the findings from any visits to the school to the governing board.

The SLT is responsible for:

- Having a clear and ambitious vision for providing high-quality, inclusive education to all
- Set clear priorities and targets for improvement at a whole school level

- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide opportunities for support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Address underachievement and intervene promptly
- Visiting classrooms and undertaking climate walks, book looks and lesson observations.
- Talking to staff and pupils to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents to ensure all pupils' needs are being met.
- Discussing annual reports with staff.
- Undertaking self-evaluation on the school's quality of teaching.
- Commenting on the quality of teaching and learning as part of the report to the governing board.
- Holding heads of faculties to account for the effectiveness of teaching, learning and assessment in their subject.

Heads of Faculty are responsible for:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Evaluate the quality of teaching and standards of pupils' achievements in their subjects
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Contributing to developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their department.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the curriculum committee.
- Keeping up-to-date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department.

Teaching staff are responsible for following the Tibshelf Strong Teacher strands:

A Tibshelf Strong teacher

- is inclusive through the climate in their classroom
- promotes the literacy and numeracy skills of all their pupils
- has good knowledge of all the subjects they teach and presents it appropriately to pupils
- supports and collaborates effectively with everyone
- adapts practice to enable pupils to learn effectively
- assesses and gives feedback to students through a range of methods that enable students to embed knowledge and understand content

The teachers can achieve this by amongst other practices ensuring that they

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards

- Actively engage parents/carers in their child's learning through attending parents' evenings, communication via the Arbor Home Study app and outlining the purpose of home learning.
- Update parents/carers on pupils' progress at regular intervals throughout the year.

- Meet the expectations set out in the following school policies: - assessment, marking and feedback, CPD and Training and the school's behaviour policy.
- Self-evaluation of the quality and effectiveness of their own teaching, their classroom management and request coaching on their own accord.
- Seeking professional input and constructive criticism from their head of department.
- Staff to use effective questioning and questioning techniques to stretch and challenge students, via a suitable means of AFL strategies.
- Collaborating with colleagues to moderate pupils' achievement.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Always remain professional.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Pupils are responsible for following the Tibshelf Strong Student strand by:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in behaviour policy

Pupils are responsible for presenting their work by:

- Having the date and title underlined where applicable (books not always used)
- A student's book will have their FULL name, subject and teachers name on the front cover
- Clear titles to remind students what the work was about
- All writing will start next to the margin
- Work must be in black or blue pen
- Work must be of an appropriate size with use of capital letters and full stops
- Word processed work must be done in a appropriate font size 12 and 14 for headings.
- All additional sheets of paper must be trimmed and glued neatly in exercise books with the appropriate title.
- Drawings / diagrams / illustrations to be done in pencil
- Mistakes must be crossed out with a single straight line, no 'tippex' style products to be used or excessive scribbling

- Pages are not to be ripped out of books
- No graffiti / doodling on <u>ANY</u> work
- Must be an economical use of books and paper. No wasted space.

3. **The curriculum**
   - The curriculum is balanced, with proportionate time spent on statutory and non-statutory subjects.
   - The school week is carefully timetabled, and curriculum content is suitable for the age and ability of all pupils.
   - The curriculum is made accessible to all pupils through differentiation and the provision of the necessary resources.
   - Wider aspects of learning, such as the development of social skills and self-esteem, form a significant part of pupils' education.

Lesson planning and delivery

- Lessons are clearly linked to the curriculum, show continuity and are age- appropriate.
- Lessons have clearly identified learning objectives and success criteria – these are made available at the start of the lesson.
- Teachers can show how TAs and Achievement Leads are deployed to enhance learning.
- Lessons are balanced in terms of interactive learning and quiet time, to allow opportunities for both active and passive learners to engage with lesson content.
- Lessons are balanced in terms of teacher-led and pupil-led activities.
- Lessons are delivered with confidence and using good verbal projection.
- A range of lesson types are used, including practical, visual, dramatic, investigative and group work.
- The school gives teachers adequate preparation, planning and assessment (PPA) time, in line with the STPCD.

Resources are:

- Prepared in advance and made readily available to pupils.
- Accessible to all, in line with the Accessibility Plan, and appropriate for the learning objectives of the lesson.
- Suitable for pupils' different learning styles.
- Shared between teachers and departments to facilitate good practice.

TA's and Achievement Leads are:

- Actively involved in the lesson to aid pupils' learning.
- Involved in prior planning and preparation.
- Able to demonstrate that they possess a good knowledge of the needs of individual pupils.
- Expected to support different focus groups, e.g. pupils with SEND and academically more able pupils.
- Utilised on a one-to-one basis with a child in need of additional help, where required.

All pupils are actively involved in lessons through:

- Discussions about the teacher's marking on their work.
- Opportunities to mark their work and that of their peers, under the teacher's direction.
- Discussions about the learning objective of each lesson at the start of the session.
- Being set high expectations and being presented with adequate challenge.

Achievement is recognised in the following ways:

- Praise is given more than criticism, using formal and informal approaches.

Formal approaches, including:

- Giving positives on Arbor
- Nominating students for Student of the week
- Nominating students for student of the half term
- Calling the pupil's parents praising the pupil
- Sending a letter home praising the pupil
- Inviting the pupil to see the headteacher
- Achievement assemblies
- Credits towards the school reward scheme of Stars

Informal approaches, including:

- Congratulating pupils privately or in class
- Saying 'well done' to the whole class
- Writing positive feedback on written work
- Writing positive comments to a student

The teacher manages disruptive behaviour by ensuring they use de-escalation techniques before following the school Behaviour for Learning Policy and avoid 'shot gunning' such as

- Using non-verbal cues, e.g. raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow poor behaviour.
- In exceptional circumstances, calling for support from another member of staff.
- Ensuring the school's Behaviour for Learning Policy is adhered to at all times.
- A more detailed list of de-escalation techniques is found in the Behaviour for Learning Policy.

4. Self-evaluation

Discussion with senior leaders

Senior leaders discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

The following questions are discussed with pupils to assess the quality of teaching at the school and pupil voice sessions are held regularly:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know what your targets are?
- How often do you work on your targets?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are proud of and explain why you are proud of it?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your homework? What do you think the school could do to do homework more enjoyable and interesting for you?
- Which aspect of homework do you find challenging?

5. Learning environment

The learning environment at our school will follow the Tibshelf standard which is:

- Any display will be on a display board, not on the walls or doors of the classrooms.
- The teacher's desk is a workspace for any staff member, and therefore will be clutter free.
- The wall around the whiteboard will be free of any information
- There will be common themes in faculty classrooms
- Any display board will have a black background and red border
- The teacher sets the formal tone for lessons at the beginning of the session and indicates that the lesson has started.
- The teacher decides and plans the seating arrangements for pupils to maximise educational attainment.
- Seating arrangements are changed to suit different activities, e.g. group work.
- Seating plans are made available for those providing cover when the teacher is absent.
- The learning environment is designed to maximise pupils' opportunities to learn, e.g. forward-facing desks.
- Displays are changed on a termly basis and geared towards aiding learning – displays do not facilitate distraction.
- Rooms are free from clutter and arranged in a manner that provides suitable space. Desks must be neat, tidy, and free from clutter so all teachers can use them.
- The room is well-ventilated, well-lit, and maintained at a suitable temperature.
- Pupils are encouraged to drink water during lessons, except in science laboratories where water could create a risk.
- Teaching strategies

Pupils with SEND

- Pupils with SEND are supported through effective teaching and learning by being:
- Treated as individuals.
- Provided with the appropriate support.
- Provided with additional professional support, where necessary.
- Asked for feedback (or their parents' feedback) on the effectiveness of the support they receive.
- Supported in line with procedures and strategies set out in the SEND Policy.
- Teachers discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils who require support.
- Individual learning

Passports and EHC plans

- Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and other specialists are sought. Based on these views, and in collaboration with the pupil, an EHC plan is sought.
- Students who are SEN K and have an EHCP will have a passport both written and through a 5 min video to summarise for staff the reasonable adjustments they will need in a classroom.

6. Assessment

GCSEs

Pupils in Year 9 will be provided with adequate guidance when choosing their GCSE options in preparation for KS4 and will be encouraged to choose subjects that challenge and interest them.

The selection and assessment of GCSE subjects will be undertaken in line with the Curriculum Policy and the Assessment Policy.

Baseline assessment

- Pupils joining the school will receive a baseline assessment when they start.
- Strategies for baseline assessment include:
- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.
- Cognitive ability tests which test verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

Formative assessment

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills and knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.

- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Formative assessment is not included as part of a pupil's final grade but is recorded as part of individual learning plans (ILPs).

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

Summative assessment

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End of year exams.
- Projects which contribute to a final grade.
- External examinations such as the national curriculum tests.

Use of ongoing assessments

Teachers use ongoing assessments in the form of:

- Focussed marking on pupils' work, including feedback.
- Observations of pupils' work against learning objectives and success criteria.
- Assessing pupils' ability to meet success criteria and progress to the next step in their learning.
- Annotated plans and planning notes made by class teachers and other personnel involved with each pupil.
- Termly tests to identify progress and gaps in learning.
- Termly pupil progress reviews to identify and analyse progress and set targets.
- Verbal feedback on a pupil's progress on a half-termly basis.

Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil.

All assessments are appropriate to each pupil's needs and level of ability.

Teachers use a range of assessment tools and materials, such as:

- Analysis of pupils' work in books.
- Reading records.
- The results of class tests and published tests.
- On-going marking.
- Making notes on pupil observations.

The results of published tests are used to contribute to overall teacher assessments.

7. Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities, and future targets. Reports are written so that they have a positive effect on pupils' attitudes, motivation, and self-esteem.

We provide opportunities for parents' evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

Detailed explanation of our Policy is found in the Assessment Policy

Moderation

Regular moderation of levelling takes place on a regular basis to ensure consistency.

Teachers meet in phase groups or in cross-phase groups to analyse pupils' work against curriculum requirements.

Homework

Homework is set and collected on a regular basis, in accordance with the Homework Policy and is designed to:

- Encourage independent learning and skill development.
- Encourage pupils to take ownership of their education.
- Be meaningful, age- and ability-appropriate, and linked to the curriculum.
- Enable pupils to explore their own learning style.
- Enable pupils to develop a home-learning routine.

Monitoring and reporting

External monitoring

The support of leaders from local schools is sought to help evaluate the school through professional discussion and joint lesson observations.

Ofsted inspections are used to identify strengths and weaknesses, and to develop an action plan for improvement.

This policy is reviewed on an annual basis by the curriculum committee.

The governors' annual report contains updates and analysis regarding teaching and learning at the school.

The chair of governors ensures any changes to this policy are communicated to all relevant staff members.

The next scheduled review date for this policy is date.