



The Grange School

Teaching and Learning Policy

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Applies to:	Staff, Students and Parents/Carers
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VISION

At The Grange School we believe that learning is a lifelong activity. We aim to provide a supportive environment where students and adults learn new things every day.

We seek to provide a range of opportunities for students to demonstrate their ability to be independent learners. We have high expectations of students' engagement and attitudes to learning, whilst supporting their individual learning needs. High quality teaching, based on sound subject knowledge and passion, and a clear understanding of the national curriculum, aims to support all students to improve.

OBJECTIVES

We will achieve our vision by providing a curriculum which is:

- ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND), the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

The curriculum will be delivered through teachers:

- being focused on ensuring that our teaching has a direct impact upon learning and progress
- having good knowledge of the subject(s) and courses they teach. presenting subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.

- using questioning and ‘assessment for learning’ strategies effectively to check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary
- helping students to remember (‘retrieve’) in the long term the content they have been taught and to integrate new knowledge into larger concepts; being taught something does not necessarily mean it has been learnt.
- creating an environment that allows students to focus on learning, insisting on high standards of behaviour
- planning lessons effectively with appropriate pace; activities should be adaptive to ensure all students are challenged and supported to help them reach their full learning potential
- ensuring that students understand the purpose of the lesson and the assessment criteria used to assess their progress.
- utilising support staff, technology and other resources effectively

THE GRANGE SCHOOL ‘DNA’ OF TEACHING & LEARNING

To support the effective delivery of the objectives outlined above, key expectations of our lessons form our T&L DNA. This is based on research of good practice which is shared and developed through CPD with the impact on students’ learning evaluated through Learning Walks.

	Expected in All Lessons:	Evidence can Include:
Clear Routines and Clear Instructions	<ul style="list-style-type: none"> <input type="checkbox"/> Managed entry into and exit from classroom. <input type="checkbox"/> Register taken within 5 minutes. <input type="checkbox"/> Starter task with clear Mode of Learning ready for students at start of lesson. <input type="checkbox"/> Clarity given on the purpose / desired outcome of the lesson. <input type="checkbox"/> Clear instructions given to students on Modes of Learning for all tasks. <input type="checkbox"/> Give praise via achievement points on Satchel One. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Meet and greet (‘half in-half out’); equipment; seating; environment</i> <input type="checkbox"/> <i>‘Do-Now’; Skill and/or knowledge tests or reminders from previous lessons; retrieval activities; skills required for lesson; assess misconceptions; TH</i> <input type="checkbox"/> <i>Via discussion; objectives; enquiry task</i> <input type="checkbox"/> <i>For each task: clarity on timing and on mode of learning; direction on how to make an informed choice of task; context of task; students starting points are clear and inform decision making</i>

	<ul style="list-style-type: none"> □ Lesson plenary. 	<ul style="list-style-type: none"> □ <i>Effective use of school behaviour systems (during the lesson and on Satchel) to promote engagement and effort</i> □ <i>Plenary to assess understanding; next steps; consolidation; identify misconceptions; TH</i>
<p>Pace and Momentum</p>	<ul style="list-style-type: none"> □ Plan lesson timings and resources to support students in accessing/ completing tasks effectively with appropriate pace. □ Clear time frame and instructions are given to students for specific activities which are checked on by the teacher. □ □ Tasks designed so that students can move on without waiting for others to finish. □ Short periods of focused purposeful teacher talk. More STT and less TTT. 	<ul style="list-style-type: none"> □ <i>Know where the lesson fits into the sequence of lessons.</i> □ <i>Plan timings when you plan tasks</i> □ <i>Provide pre-printed resources to avoid copying, and to scaffold where appropriate</i> □ <i>Plan TH tasks that align with the objectives</i> □ <i>Provide model answers so that students' work can be assessed more quickly; this will identify progress/misconceptions and inform next steps.</i> □ <i>A timer is used for tasks. Timings are appropriate for the task</i> □ <i>Give specific instructions which clarify expectations. Check students understand them. Ensure students know how to select a task (when there is a choice) and when to move on.</i> □ <i>Modes of learning are made clear and adhered to, so that students can maintain momentum within a task.</i> □ <i>Lesson tasks are designed with purpose to meet the objectives and outcomes</i> □ <i>Thinking Hard tasks of varying levels is evident. Students can be directed or autonomous. More than one question or outcome available to students throughout the lesson.</i> □ <i>Teacher is circulating and encouraging students. Teacher spotlights good practice and clarifies misconceptions in a timely manner to enable students to move on.</i> □ <i>Teacher talks with purpose and/or to give short instructions. Students are engaged and on task. Teacher drives student discussion.</i>

	<ul style="list-style-type: none"> □ Deliberate variation of tone and delivery for explanations and instruction. 	<ul style="list-style-type: none"> □ <i>Both teacher and students are encouraged to have posture with purpose: teachers will use posture for gravitas and engagement.</i> □ <i>Teacher chooses the right pace of delivery to engage students.</i> □ <i>Teacher's tone changes to demonstrate haste.</i>
Questioning	<ul style="list-style-type: none"> □ Questioning that challenges and fosters deeper thinking. □ Questioning that probes to gauge understanding/uncover misconceptions. □ Questioning that assesses the learning. □ Questioning that promotes purposeful discussion between students in lessons. 	<ul style="list-style-type: none"> □ <i>Use of Scamper Model adapted to dept; cold calling; 'Think, pair, share'; Questioning Matrix.</i> □ <i>Socratic questioning</i> □ <i>No 'opt out'</i> □ <i>Use of Blooms taxonomy to build up to higher order questions - 'Be amazing' resource</i> □ <i>Thinking time for students' responses</i> □ <i>Oracy e.g. 'Say it again, better', voice 21 cards; students are able to give detailed answers, are encouraged to ask their own questions and respond to each other's questions</i>
Stretch and Challenge	<ul style="list-style-type: none"> □ There are clear learning objectives which have outcomes that do not cap students' learning (they increase thinking demand) and reflect high aspirations/expectations. □ There are differentiated tasks, linked to learning outcomes, that progressively challenge thinking. □ 'Thinking Hard' devices are used to challenge students' thinking. 	<ul style="list-style-type: none"> □ <i>Learning objectives/outcomes are discussed so that students make informed decisions and understand how to challenge themselves effectively.</i> □ <i>Using Blooms' effectively</i> □ <i>Student starting points are clear so that challenge can be targeted effectively.</i> □ <i>Choice of task (students are informed how to make their choice); tasks build in complexity; all tasks aimed at all students, with differentiation by outcome; directed or informed choice of task/outcome; 'Pitch it Up'.</i> □ <i>Everyone is supported as necessary: students with SEN/EAL, PP, Most Able are supported and challenged effectively.</i> □ <i>Questions promote deeper thinking.</i> □ <i>Effective use of the thinking Hard devices</i> □ <i>use of subject specific/ academic language in verbal form as well as written</i>
AfL	<ul style="list-style-type: none"> □ There are clear criteria for success in a lesson; students understand these 	<ul style="list-style-type: none"> □ <i>Assessment criteria/learning outcomes; model answers</i>

	<p>criteria and know what success looks like</p> <ul style="list-style-type: none"> □ Progress and understanding is assessed at least once in the lesson (as well as the final plenary) via AfL. □ Feedback from students is used to inform next steps for students and/or teachers so that progress can be made. □ Assessment and feedback are evident in exercise books showing improvements are made in green pen. 	<ul style="list-style-type: none"> □ <i>Assess understanding in all tasks; identify misconceptions through questioning; mini whiteboards; low stake quizzes; self/peer assessment and response to teacher feedback (in green pen); use of PLCs to identify gaps and next steps</i> □ <i>Effective teacher feedback: through marking books/assessments, live in-class verbal feedback and response to teacher feedback in green pen</i> □ <i>Marking/feedback/assessment is in line with department policy and is followed by students' response and progress seen.</i>
Retrieval	<ul style="list-style-type: none"> □ Retrieval practice activity in all lessons 	<ul style="list-style-type: none"> □ <i>Multiple choice questions; daily/ weekly/ monthly/yearly review; Learning journal; Cops and robbers; Keyword spotlight; Models provided; Scaffold for difficult tasks</i>
Subject Knowledge	<ul style="list-style-type: none"> □ Coherent structure of the lesson, with appropriate tasks relating to the lesson objective/outcomes □ Strong subject knowledge is evidenced through questioning 	<ul style="list-style-type: none"> □ <i>Coherent sequencing of tasks</i> □ <i>Appropriate building of skill/knowledge</i> □ <i>Coherent building of complexity</i> □ <i>Tasks meet the needs of the objectives</i> □ <i>Strong subject knowledge enables development and deeper thought driven through questioning; ability to link concepts/skills through questioning</i> □ <i>Strong subject knowledge enables misconceptions to be identified and addressed</i>

Each subject area has a departmental handbook which provides details of how schemes of work are designed to promote effective student learning and progress. Subject specific guidance is given to staff relating to examples of strategies and resources which can be used with classes. The sharing of good practice between subject staff, and across the wider school, is encouraged as an effective way of supporting staff development

A LEARNING CULTURE AT THE GRANGE SCHOOL

"Learning is a unique and personal process through which the individual is able to create knowledge, deeper understanding and so take responsibility for their development." NCSL.

We need to ensure that we support students (and teachers) in creating an environment that recognises and supports the learning of all. We strive to build a learning community where all feel valued and supported in our learning which relies on a community where relationships are built on trust, respect and support.

We all have to take responsibility for our learning and we all have to play a part in encouraging the learning of others.

Key principles of learning

1. Learning involves making personal sense of information and experiences.
2. We make sense of things by making connections between what we are learning and what we already know.
3. Learning is an active process, done by people and not to them.
4. Learning involves reflection: 'Learning to Learn'

The ability to know how to learn is an essential skill in a rapidly changing world. We strive to develop the attitudes, skills and motivation in students to enable them to become independent, lifelong learners.

HOME LEARNING

A clear and well-structured home learning programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Home learning supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

Home learning can reinforce, embed and extend classroom learning or prepare students for subsequent classroom learning. The tasks set should engage and motivate the students, with an appropriate level of support and challenge to help students progress independently.

More information can be found in the Grange School Homework Policy.

WHOLE-SCHOOL LITERACY

Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of all

learning.

Our aim:

- To ensure that the literacy offering is consistent across the school.
- All teachers should model the importance of good literacy.
- Teachers in every subject will provide explicit vocabulary instruction to help students access and use academic language. They will also consider which words and phrases to teach as part of curriculum planning.
- To provide opportunities for students to read and comprehend complex texts.
- To share effective reading strategies to improve students' comprehension. Reading for pleasure, academic reading and reading aloud are all explicitly used across the curriculum.

PERSONALISED LEARNING

We are committed to meeting the needs of all of our students by responding to the learning requirements of different groups of learners. These groups can be identified as:

- SEN
- More and Most Able
- Ethnicity
- Gender
- English as an Additional Language
- Students with a physical disability

The needs of all students are met in a variety of ways, including:

- Providing an exciting and relevant curriculum
- Planning lessons which are accessible to all students, acknowledging their background, prior attainment and different learning styles
- Creating a climate that is conducive to learning
- Involving relevant outside agencies to support the learning of individuals

Adaptive teaching is concerned with maximising the learning of all students by taking account of individual differences of learning styles, interest, motivation and aptitude. It is the response that teachers make to the circumstances and needs of groups and individuals that they teach.

ASSESSMENT AND MARKING

The assessment of students' progress is one of the key principles of good teaching and is crucial to

developing independent learners. There are three aspects to assessment and marking:

Assessment of Learning

This is also known as summative assessment. The key characteristics of assessment of learning are that it is:

- Carried out at the end of a unit/year/key stage
- Able to provide judgement about a student's progress
- Reported in grades, marks and levels
- Set against national standards
- Able to track progress over a period of time
- Specific, relevant, measurable with appropriately challenging targets which will help students achieve their full potential.

Assessment for Learning

Assessment for Learning describes activities undertaken by teachers and students in order to gather evidence about students' learning and progress. It involves assessing current understanding, where they want to get to and next steps in order to achieve this.

- The key characteristics of assessment for learning are that it: involves clarifying, sharing and understanding learning intentions and success criteria with students
- engineers effective discussions, tasks, and activities that elicit evidence of learning
- provides oral and written feedback which leads to students recognising the next steps in their learning and informing them what to do next to enable them to move forward
- activates students as learning resources for one another
- activates students as owners of their own learning. involves both the teacher and the student, reviewing and reflecting on assessment information

Marking and Feedback

- Marking is central to effective learning and teaching. Marking should be regularly completed as per The Grange School Marking and Feedback Policy and may involve teacher, self or peer marking. Each Subject area has a policy which covers the marking of:
 - classwork
 - homework
 - assessments

It also details how progress is tracked over time.

Marking may include:

- constructive comments based on the evidence of what they have learnt
- reference to grades, where appropriate
- suggested next steps to promote progress

Criteria for marking should be shared with students along with explanations of the progress and effort grades. More detail is given in The Grange School Marking and Feedback Policy, and Assessment Policy.

EVALUATION OF LEARNING AND TEACHING

Teachers are encouraged to reflect on their skills in relation to our 'DNA' and vision. We want our teaching to be effective and this can only happen if we encourage teachers to feel that they can 'try' different ideas, without being judged.

We aim to encourage a climate of support where colleagues are able to share good practice; we need to identify areas for development, outside of the performance management process with actions in place to support development – this is also dependent on staff taking accountability for their development needs.

Subject Leaders, Lead Practitioners and the Senior Leadership Team undertake Learning Walks on a regular basis as a means of evaluating learning and teaching across the school. Feedback from these Learning Walks is reflected upon by each department with actions identified on an individual or department basis, in order to promote student progress and support teachers.

Observation data is centralised by the SLT to evaluate and respond to the training needs of individuals, groups of staff and to inform whole staff INSET.

As part of the performance management process, teachers are observed twice (at least) each year. This plays an important part in self-evaluation and is linked into the performance review and CPD within the school.

REVIEW OF POLICY

The understanding of learning is on-going, therefore, the commitment to development of good practice needs to inform the policy.

The policy will be reviewed on a regular basis by Governors Curriculum Committee.