

Netherhall School

An Ambitious, Caring Community



TEACHING AND LEARNING POLICY

Adopted by Netherhall School Governing Body

On: August 2023

Signed:  **Neil Watt, Chair of Governors**

Date by which the procedure was last reviewed: August 2023

Anticipated review date: August 2024

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning throughout the school. It lays the foundations for the whole curriculum and is a reference point for a number of key school policies (Marking and Feedback, Homework and Behaviour policies.)

Aim/Purpose

Teaching and learning are at the heart of what we do. High quality teaching, learning and subsequently achievement is what we want for every student within the school. We believe that the more we have a shared understanding of what constitutes effective teaching and learning, the greater students' success will be. Sharing good practice is a key mechanism to improve teaching and learning at Netherhall School, leading to effective and bespoke programmes of CPD.

Responsibilities

Teaching and learning is the responsibility of everyone at Netherhall School and we work towards ensuring that we develop high aspirations through an ethos of sharing good practice leading to consistently high-quality teaching and learning.

In line with the *National Teachers' Standards 2012*, all teachers will:

Set high expectations which inspire, motivate and challenge pupils.

Promote good progress and outcomes by pupils.

Demonstrate good subject and curriculum knowledge.

Plan and teach well-structured lessons.

Adapt teaching to respond to the strengths and needs of all pupils.

Make accurate and productive use of assessment.

Manage behaviour effectively to ensure a good and safe learning environment.

Fulfil wider professional responsibilities.

<https://www.gov.uk/government/publications/teachers-standards>

Establishing High Expectations

In order to establish high expectations from the beginning of the lesson, it is required that all teachers meet students at the door of the workspace or classroom (including the PE changing rooms) to greet students on entry (one can ask students to line up outside of the classroom, if appropriate). Before the students enter the classroom, it is imperative that teachers ensure the students have removed their jackets and are not wearing any jewellery. It is the responsibility of the teacher to ensure that there is a seating plan in place and that the seating plan is adhered to. Once in the classroom, students must sit down quietly, with all necessary equipment on the desk so they are ready to learn.

Coats should only be worn in lessons if the teacher is also wearing a coat due to the cold temperature, if the teacher does not deem it necessary that they need to wear a coat due to the cold temperature, then students should not be wearing their coats either. In science, PE, technology and other practical lessons, students must put their bags and coats on the racking / pegs, etc. before sitting at their desks.

Please ensure the class register is taken and sent within the first ten minutes of the lesson- this is a statutory responsibility of the class teacher. If a student is late after this time, please add an L on the register and include the number of minutes. Teachers must also make a colleague support callout if the student appears to have been present the rest of the day to alert Eileen Telford. Students who are persistently late to lessons should be issued with a behaviour point and a detention.

During lesson time, teachers should only let students go to the toilet / leave their classroom during lesson times if they have special permission (a toilet pass / appointment card, etc.) or if there is risk of a serious accident / in an emergency. If the students are in a double lesson, then they should be allowed to attend the toilet during the midpoint/lesson change over. In addition to this, there are to be no drinks bottles / drinking in class by students.

At the end of the lesson, teachers must ask the students to ensure their workspace is tidy. Chairs / stools should be placed under the desk and students are to stand quietly behind the chairs / stools, without their jackets on, and wait to be dismissed by the teacher, row by row. Exercise books, text books and folders must be collected in an orderly fashion; one can ask the students to bring their books on the way out of the lesson or book monitors can be used. As at the start of the lesson, the teacher is required to be present at the door to say goodbye to the students.

Teachers must ensure that they release students at the correct time at the end of the day. These are as follows:

Year 7, 8 and 9: 3pm

Year 10, 11, 12 and 13: 3:05pm

The only exception to this is if students have to catch a school bus. The names of these students will be communicated by the pastoral team at the beginning of each half term.

Key principles of Teaching and Learning:

To ensure consistency and high quality, effective teaching and learning, we have identified the following 4 dimensions as the main principles of teaching and learning at Netherhall School:

- Understanding the content
- Creating a supportive environment
- Maximising opportunity to learn
- Activating hard thinking

(Great Teaching Toolkit Evidence Review, June 2020, Coe.R, Rauch. CJ, Kime S, Singleton. D)
[Evidence Review](#)

By effectively planning for the 4 dimensions, all students should subsequently be **actively engaged** and make **good progress** in the lesson.

Prior Knowledge

As part of every lesson, teachers must ensure they are activating students' prior knowledge, (including vocabulary) through recall and retrieval activities, as part of daily and monthly reviews (see [Rosenshine's Principles of Instruction/GTT Evidence Review](#)).

Disciplinary Literacy

All teachers are teachers of literacy through their subjects; disciplinary literacy is evident in **every** lesson in **every** subject. Disciplinary literacy is important as it helps us to support all students to access the curriculum; it also helps to develop students' ability to speak confidently, read fluently, and write well in the discipline of each subject. Research tells us that vocabulary learning is most effective when it entails active engagement; repetition and multiple exposure to vocabulary items are also important. Dependence on a single vocabulary instruction method (relying on NHTW) will not result in optimal learning. The use of 'Plickers' <https://get.plickers.com/> is the chosen method recommended by the school; although this does not have to feature in every lesson, a 'Plickers' card is part of the academic standards policy and must be evident in every student's book.

Please see the Literacy Policy for further information.

Observations

Lesson observations will take place twice a year, with the first observation completed before December. The focus, class, curriculum/subject area and observer must be chosen by the person being observed. The purpose of a lesson observation is developmental and should therefore support the area of focus chosen by the person being observed. Observations can also be used to support the completion of the enquiry question.

Learning walks will take place a maximum of five times across the academic year. The focus for the learning walks will be decided through line management and conducted by HOD and/or SLT line managers. Visits to lessons will last no longer than 10 minutes, and only a summary of findings will be recorded as part of line management minutes. Verbal feedback will be provided through department meetings.

Informal lesson drop ins can take place at any time and are encouraged to support CPD. Informal drop ins can be organised by colleagues or by the AHT for teaching and learning. Where appropriate, learning walks can be organised to focus on one key principle of teaching and learning and can be undertaken by a number of teachers to support their professional development. Open classrooms will take place at various times throughout the year to further enhance CPD opportunities.

A learning plan, using the pro-forma (see appendix 1) must be completed prior to any observation. There must be clear evidence of planning for the 4 principles detailed above. Learning objectives must focus on the students' learning and not on tasks to be completed; a questioning plan can be used if necessary; all using prior knowledge of the student(s) understanding.

During lesson observations, evidence of the 4 principles will be recorded on the observation pro-forma (See appendix 2) using BlueSky. During lesson observations the observer should speak to students, observe teaching and look at students' books or folders. The observer will make a comment on each of the key principles and summarise their feedback, with a focus on developing pedagogy.

Student voice is an integral part to the lesson observation process and provides an opportunity to gain an understanding of students' learning, the impact of curriculum intent and the sequencing of the curriculum. Questions are provided on the observation pro forma to help frame conversations. However, it is not expected that the observer asks all of the questions – they are there as a resource.

As a minimum, observers should speak to three students and where possible, try to indicate whether they are PP, LPA, MPA, HPA, SEND.

When giving feedback on the lesson, observers should follow the coaching framework as outlined below:

- **Praise:** -Make it specific, not lavish. Link it to the impact on the pupils. Reference previous targets and progress towards them: *"I noticed you did.../I noticed when..."*
- **Prompt:** Pose questions that will help to identify an area of development. Reference data and evidence: *"What were you wanting to develop... How could you approach this differently...? What did you notice when...?"*

- **Precise actions:** 1-3 Highest leverage actions. Actionable actions. Precise actions. Consider 'how' as well as the 'what'.

One should endeavour to give verbal feedback within 24 hours of the observation and written feedback should then be submitted onto BlueSky following the initial discussion.

ECTs (Early Career Teachers) will be observed following the process set out here [Induction for Early Career Teachers](#). ECTs will be observed by their Early Career Mentor (ECM) regularly and, if necessary, either the HOD or another colleague. The focus of ECT observations follow the Teach First guidance and will be discussed with the ECM prior to the observation.

It is imperative that all observations are recorded on BlueSky to enable colleagues to keep an accurate record of feedback they have been given and to monitor their own progress.

Supporting colleagues

Where a concern is raised about teaching and learning, a follow up observation must be arranged, in consultation with the teacher, HOD/observer and AHT for T&L; this is in addition to the two formal lesson observations per academic year. The follow-up observation must be with the same class as previously observed and a clear set of success criteria/actions must be put in to place, prior to the observation. Any CPD put in place to support the area(s) of development must also be arranged prior to the follow-up observation.

Where there are still areas of concern following two observations, a bespoke programme of CPD will be put in place through collaboration between the teacher, HoD and AHT for teaching and learning to support improvement and to help the teacher achieve consistency within their teaching. A further follow-up observation will be scheduled to ensure teaching has improved.

Following line management and whole school work samples, support or increased monitoring may be offered to individuals to ensure marking and feedback is of a consistently high standard throughout the school.

CPD – a professional learning community

Core Values

- CPD is in place to enable developments in four areas; whole school, departmental, pastoral and the individual.
- CPD should be student centred and have an impact on student outcomes.
- CPD should be bespoke.
- CPD is a constant and ongoing process.
- Sharing good practice is an integral part of CPD at Netherhall School.
- There is already a significant level of expertise amongst staff within the school. CPD should function effectively to spread and share this practice.
- We recognise the need to learn from effective practice from outside Netherhall School.
- Ultimately, any development must have an impact on student learning. However, it is recognised that some CPD will have an indirect effect by improving efficiency and working procedures.

With these principles in mind:

- There are 20 hours of disaggregated CPD time, in addition to the 3 days of LA centrally set INSET days.

- All teachers, including ECTs identify and engage in an enquiry question as part of performance management.
- A programme of suggested CPD opportunities will be shared at the beginning of the academic year with the expectation that colleagues participate in CPD which is relevant to their classes, pedagogical need, subject knowledge or role.
- All teaching staff participate in or lead teaching and learning briefings which take place on designated days; part-time staff participate on a pro-rata basis. Teaching and learning briefings take place every Monday and are linked to school improvement priorities.
- Observations with a specific focus take place at the frequency of two per year and are a central part of maintaining the momentum of CPD.
- Teachers who are on UPS+ are expected to support others by coaching, mentoring or leading training sessions.
- All CPD must be recorded on BlueSky (Appendix 3).
- Participation in external courses is dependent upon the principles outlined below:
 - A CPD request is completed on BlueSky and approved by AHT for T&L **before** booking any external courses. (Appendix 3)
 - Cover must be checked prior to booking an external course.
 - Requests for external CPD will only be granted once it has been confirmed that this training cannot be provided by Netherhall School.
 - The training must represent good value for money in terms of the cost of training, the cost of supply cover and the loss of teaching time for affected students.
 - All activities that require staff to be away from their teaching groups will be authorised on the principle of students first.
- Attendance at exam courses is a priority:
 - Where a new specification is in place, one member of staff will be able to attend and will be expected to cascade training through departmental time.
 - Where a specification is already running in school, a new member of staff would be expected to be trained within school.
- It is the responsibility of individual staff to keep CPD activities up to date on BlueSky.
- Additional opportunities are given to specific groups, such as ECTs, new staff and staff new to role, acknowledging that they may have particular needs.
- Support staff are given opportunities to receive necessary training by their line manager. This may be provided in-house or by external bodies as appropriate.
- Observation of best practice from within the school and elsewhere is encouraged.
- Opportunities are provided for applications to NPQ programmes.