



Teaching and Learning Policy

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Appendix 1: Teacher Standards

1. Aims and Objectives

North Chadderton School aims to provide high quality learning experiences for all students. The quality of teaching is vital to ensuring that all students are equipped with the knowledge and skills to succeed both within and beyond an educational setting. Teaching and learning is central to the ethos of the school and we aim to provide students with a commitment to learning through an environment that allows all students to achieve.

We expect that all teachers plan and deliver high quality, dynamic and engaging lessons in which all students are supported and challenged to make good or better progress. The school's principles of the '5 Rs' of Resourcefulness, Resilience, Reasoning, Reflection and Responsibility underpin all aspects of school life, and are integral values and attributes that we aim to foster in all students through effective teaching and learning across all stages of every child's educational experience at North Chadderton School.

In order to ensure that all students experience high quality learning experiences, we aim to:

- ensure that all staff are well informed regarding good practice to improve and enhance teaching and learning through our ethos of **Support, Invest** and **Develop**;
- provide high quality, personalised learning provision for all students;
- ensure that the needs of individual learners are met through rigorous planning and evaluation of Schemes of Learning;
- ensure that all students are highly literate and numerate, and able to apply these core skills in a variety of different contexts;
- ensure that all students have access to regular and meaningful home learning using the Firefly VLE;
- ensure that all students receive high quality, regular feedback to support their progress;
- ensure that students are engaged in learning that builds skills of independence, through the schools '5 Rs';
- equip all students with the skills and values to encourage life-long learning;
- ensure continued evaluation of teaching and learning and the raising of standards in order to secure the best outcomes for all;
- identify and share good practice in teaching and learning within and across curriculum areas;
- develop and foster an exciting and creative learning culture.

2. Core Principles

At North Chadderton School, the quality of teaching and learning is underpinned by the three core principles of **Support**, **Invest** and **Develop**; these principles are key to ensuring that all students have access to consistently high quality teaching and learning at all times, and that staff receive sufficient training, support and development to enable them to deliver teaching and learning to students that secures good progress for all.

Learning is most effective when students have access to a rounded and varied curriculum in a secure and stimulating environment. In order to support and challenge all students across the curriculum, effective learning will:

- ensure that students understand the purpose of the learning and its relevance to their own experiences;
- ensure that students understand the ways in which learning takes place;
- build on prior knowledge, skills and understanding;
- have clear and relevant learning objectives that are shared with students;
- have clear and relevant success criteria which are made explicit to students;
- ensure that independent learning is facilitated;
- be engaging, active and collaborative.

There is no prescribed format to lessons. Rather, they should be determined by the desired learning outcomes and allow for the creativity and craft of the individual teacher. All teachers at North Chadderton School are invested in developing a high quality student learning experience, committed to excellence at all times.

In general:

- the start to a lesson should be prompt, with a 'Do Now' task that immediately engages the students and establishes a focus on learning;
- lesson beginnings and endings should be on time, and structured in a manner that establishes clear and appropriate routines;
- learning objective(s) should be shared with the students and should be visible throughout the lesson. The objectives should be specific and should outline the skills and knowledge to be developed in the lesson and thus should not be task-led;
- success criteria should be evident and explicit in order to enable students to understand the learning process and expected outcomes;
- a variety of learning activities should be planned, taking into account the individual needs of students and the intended learning outcome(s);
- lessons should be engaging, well-paced and challenging;
- resources, including the use of ICT and the Firefly VLE, should be carefully planned to enhance learning;

- a variety of active questioning techniques should be used;
- learning activities should be differentiated to support and challenge all students;
- key subject specific language should be regularly identified and defined;
- high levels of literacy should be promoted, taught and modelled by teachers and support staff at all times;
- teachers should have in-depth knowledge and understanding of the Scheme of Learning, examination specification/assessment criteria they are delivering;
- positive Behaviour for Learning strategies should be used, including praise and encouragement to support pupil engagement and progress.

3. Responsibilities

As part of North Chadderton School's dedication to outstanding teaching and learning, **teachers should:**

- provide the highest quality teaching for our students;
- articulate high expectations of work, learning and participation;
- plan to build on students' prior knowledge and experience based on clear progression and direction;
- be aware of and plan for the learning needs of individual students, for example learners with EAL, SEND or other discrete groups as informed by whole school or national priorities;
- focus their teaching so that students are clear about what is to be learned, how this builds on prior knowledge, skills and understanding and express this in terms of the Learning Objectives and the Success Criteria;
- use effective Assessment for Learning to help students reflect on what their next learning steps will be, check progress and to intervene where necessary;
- deliver Reading, Writing, Communication and Mathematics (RWCM) skills effectively;
- deploy any support staff appropriately so that they are fully engaged in the lesson delivery;
- provide high-quality marking, offering constructive feedback that enables students to make progress in their learning;
- maintain strong subject knowledge and to keep up to date with current practice, by attending relevant internal and external professional development sessions;
- set purposeful, high-quality home learning in line with the school's policy on homework;
- model the respectful behaviour expected of students and secure positive attitudes to learning within classes;
- create positive relationships with all students, so that a positive climate for learning is sustained;

- create a positive learning environment, including the physical environment of the classroom, which should reflect the high expectations of the teacher in terms of organisation and display;
- ensure they are aware of their personal strengths and areas for development, seeking to reflect upon and refine their own practice.

Curriculum Leaders should:

- inspire teachers within their curriculum area(s), supporting and leading high quality professional development for staff;
- lead regular discussion of and reflection on the quality of teaching and learning within their curriculum area(s), ensuring that all staff are up to date with new developments and engaged in the sharing of good practice;
- ensure that teaching and learning is an item on the agenda at all departmental meetings;
- evaluate the quality teaching of their curriculum area(s) and the planning of lessons;
- ensure curriculum coverage, continuity and progress for all students;
- administer, monitor and evaluate the work of their curriculum area(s) through documents such as Schemes of Learning and Departmental Improvement Plans;
- lead on the development of high quality Schemes of Learning, involving all members of their curriculum area(s), and ensuring that those Schemes enable the progression of skills, the development of good literacy, and which enable the students to build independent learning skills;
- ensure that procedures for assessing, marking, recording and reporting on student progress are implemented consistently in line with school policy;
- analyse and interpret student performance and progress data, responding accordingly using effective and strategic interventions;
- quality assure the work of their curriculum area(s) by monitoring and evaluating teaching and learning through lesson observations, learning walks, work scrutiny and student voice exercises.

Senior Progress Leaders should:

- support the monitoring of the quality of teaching and learning, by analysing the achievement/attitude to learning and climate data to identify where any students have barriers to their learning;
- lead academic tutors to deliver effective form time provision, including supporting tutors in accessing data and intervention and/or mentoring programmes and processes regarding the students in their form;
- support the quality assurance of the delivery of SMSC through whole school learning walks, work scrutiny and student voice activities;
- ensure that learning is a frequent feature of dialogue with students during form time and through assemblies;

- work with classroom teachers, support staff, parents and external agencies to put whole school intervention strategies in place as necessary and to monitor the effectiveness of those strategies.

Senior Leaders should:

- strategically plan teaching and learning priorities for the school (in liaison with Middle Leaders);
- communicate a clear vision for whole school teaching and learning priorities;
- ensure that teaching and learning is an item on the agenda at all Curriculum Leader meetings;
- support individual curriculum areas through curriculum mentor meetings;
- ensure that the plan for school improvement places a high priority on teaching and learning and that structures are in place to support these priorities;
- rigorously monitor the quality of teaching and learning across the school and to provide the appropriate support and challenge in response to findings;
- lead activities such as lesson observations, learning walks, work scrutiny and student voice, providing feedback that supports development and improvement;
- provide high quality professional development, tailored to meet the needs of the individuals and the school;
- secure an aspirational learning culture in which all staff and students are engaged in consistently high quality teaching and learning.

4. Monitoring and Evaluating teaching and learning

North Chadderton School aims to support staff in providing high quality teaching and learning to all students through the application of our core principles of **Support**, **Invest** and **Develop**. To ensure that we are able to form accurate, rigorous judgements regarding the quality of provision that we provide to students, teaching and learning will be monitored and evaluated in a variety of ways, in order to:

- secure an accurate picture of the quality of provision and of teaching and learning across the school;
- monitor and evaluate the progress of students during a lesson and over time;
- evaluate teaching against the Teacher Standards to ensure that high standards of professional performance are established and maintained;
- identify group and individual training needs across the teaching and support staff.

At North Chadderton School, all teachers are responsible for the progress of all students in their classes and for evaluating their own teaching and professional development. We aim to

maintain a culture of ongoing discourse regarding teaching and learning, enabling teachers and support staff to be reflective practitioners through:

- regular self-evaluation of the quality and effectiveness of their own teaching and classroom management (including the use of IRIS Connect);
- regular self-evaluation of their own subject knowledge and understanding of changing educational initiatives;
- regular monitoring of student progress in order to ensure good or better progress against prior achievement and when compared with similar groups nationally.

At North Chadderton School, we encourage an 'open door' approach to teaching and learning in order to encourage the regular sharing of ideas and good practice that is integral to a 'learning' culture of coaching and reflection. As a part of this ethos, all teachers are encouraged to share and discuss their ideas, strategies and practice, and observe each other's teaching on an informal basis as regularly as possible, in order to facilitate frequent dialogue regarding teaching and learning. As part of the process of the school's quality assurance, reviews of the quality of teaching and learning will take place on an on-going basis and will involve:

- management of performance over time in line with the Teacher Standards, by their Line Managers (Curriculum Leaders, Senior Leaders and Senior Progress Leaders) as part of the appraisal cycle;
- lesson observations conducted by members of the Senior Leadership Board and/or line manager/appraiser;
- learning walks conducted by Senior Leaders, Middle Leaders, Senior Progress Leaders or peers (dependent on focus);
- work scrutiny within lessons, samples requested for monitoring within the guidance of the whole school Marking and Feedback Policy;
- student voice within lessons or as part of a discrete group to capture voice and provide evaluations of student experiences of teaching and learning.

The format for monitoring and evaluating teaching and learning for the management of performance over time, in line with the Teacher Standards will consist of the following classroom visits per academic year:

- **Three** formal lesson observations: **one full hour** and **two half hour** observations, as part of ongoing quality assurance and individual staff development;
- **Three learning walks**, each no more than 15 minutes, that will focus on an aspect of whole school or departmental improvement plans;
- Senior Leader **drop-ins** as part of whole school priority evaluation and planning, which will involve visits to form time sessions and SMSC lessons.

a. Formal Observations

All observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy. Observations will not be graded, but rather will focus on development by identifying areas of strength to share with colleagues and areas for development. The observation process will inform individual development, the provision of whole school and Departmental CPD and possible foci for the coaching programme.

i. One Hour Observations

A one hour observation will take place over the course of the academic year. These observations will be ungraded. The class observed for this observation will be elected by the class teacher in order to ensure that this process informs personal targets and reflection, alongside facilitating an opportunity for formal feedback.

All observations will be carried out, where possible, by two members of staff, who are either a Senior Leader, the Curriculum Leader or a post holder. The Headteacher will form part of this team. In the case of the observation of a Curriculum Leader, the observer will always be a Senior Leader and, where appropriate, a post-holder. We promote dual observations for the purposes of staff development and for quality assurance purposes.

Staff (both observers and those being observed) will have access to the lesson observation template to be used for each observation in advance, through SISRA Observe. Staff observing should also make reference to class data and context prior to the observation taking place.

ii. 30 Minute Observations

Two 30 minute observations (also ungraded) will take place during the year as part of the whole school quality assurance process. The classes observed will be selected through reference to whole school or departmental priorities. Teachers will be given a 'window' for when the observation will take place. The same process will be followed as for the hour long observation with regard to observers and protocols.

iii. Observation Protocols

All staff observing lessons will be trained and familiar with the school policy and procedures for classroom observation. If a member of staff is absent, the observation will be re-scheduled giving the member of staff a window of 5 days in which the observation will take place.

In all observations the observer will look at students' work and talk to students about their learning; this will allow the school to focus on typicality in lessons. The observer will aim to be unobtrusive and will not act in such a way that it detracts from learning in the room.

A time and place to provide verbal feedback will be agreed with the member of staff being observed. Feedback will be honest and clear, setting out strengths and areas for development. Verbal feedback should be given within 24 hours of the observation (unless in case of an emergency) and written feedback should be provided, using SISRA Observe, within 5 working days. Access to the lesson observation record will be given to the member of staff, the Curriculum Leader, the Director of teaching and learning and the Senior Director for Curriculum and Standards.

Observations of NQTs and ITTs will be in accordance with their induction programme. Observations will be normally carried out by their subject Mentor, the School's Professional Mentor or any member of the Senior Leadership Board. These will be reviewed by the Director of teaching and learning and the Director of Post-16 education and Wider Partnerships. Any support in addition to that stated within the NQT Policy will be provided as necessary.

No member of staff will be formally observed more than three times during the year, unless a cause for concern is expressed regarding a member of staff's performance. In this case a package of support will be put in place in line with the whole school Informal Support Policy and/or Capability Policy. Any member of staff may request further observations as part of their Continuing Professional Development at any time.

b. Learning Walks and Senior Leader Drop-Ins

Additional informal learning walks will be conducted during the academic year. The sole purpose of learning walks is to allow senior and middle leaders to evaluate the performance of their teams and monitor the progress of students within their charge for review, audit and planning purposes. The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on a specific teaching and learning focus. Learning walks and drop-ins are powerful tools used to observe and develop common trends in classrooms and to audit typicality.

The protocols regarding learning walks are:

- there will be three learning walks each academic year;
- senior and middle leaders will conduct walks as part of the self-evaluation process;
- learning walks will be used to quality assure school and department policies and will be recorded in self-evaluation documents (SEFs) and on SISRA Observe;
- learning walks will not result in lessons being graded;
- visits to lessons will last no longer than 15 minutes;
- feedback will be departmental or whole school (dependent on the focus);
- an individual professional discussion to support personal professional development can be made available following a learning walk and will be provided on request;
- there will be short notice of learning walks (typically in the week prior to the learning walk), via whole staff briefing;

- the outcome of learning walks will be tracked by coverage: staff, subject, year group, cohort, sub-group and will be stored centrally to inform the quality assurance teaching and learning (using SISRA Observe);
- learning walks will have a focus which will be given in advance via whole staff briefing;
- there will be no written record for individual members of staff following learning walks; learning walks will not be used as an individual observation.

The protocols regarding Senior Leader drop-ins are:

- drop ins will take place in form time/SMSC sessions only;
- senior leaders will conduct drop-ins as part of the self-evaluation process;
- drop-ins will be used to quality assure school and department policies and will be recorded in self-evaluation documents (SEF) and on SISRA Observe;
- drop-ins will not result in lessons being graded;
- visits to lessons will last no longer than 10 minutes;
- feedback will be whole school or by year group (dependent on the focus);
- an individual professional discussion to support personal professional development can be made available following a drop in and will be provided on request;
- there will be short notice of drop-ins (typically on the same morning), via whole staff briefing;
- drop-ins will have a focus which will be given in advance via whole staff briefing;
- there will be no written record for individual members of staff following drop ins; drop ins will not be used as an individual observation.

c. Work Scrutiny:

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub-group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment and feedback.

The protocols regarding work scrutiny are:

- senior and middle leaders will conduct work scrutiny as part of the self-evaluation process. This may occur within lessons or as a sample requested for monitoring within the guidance of the whole school Marking and Feedback Policy and home learning framework;
- work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded using SISRA Observe;
- written or verbal feedback will be given;
- work scrutiny will be conducted either through the collection of students' work or through work scrutiny walks. In the case of work scrutiny walks, no observation of

- teaching will take place; students will be taken out of classes for the scrutiny to be conducted and student voice may also take place as part of the process;
- there will be short notice of work scrutiny (typically in the week prior to the learning walk), via whole staff briefing;
- the outcome of work scrutiny will be tracked by coverage: staff, subject, year group, cohort, sub-group and will be stored centrally to inform the quality assurance of teaching and learning (using SISRA Observe);
- feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the work scrutiny form via SISRA Observe;
- feedback will be honest and clear, setting out strengths and areas for development.

d. Student Voice

Student voice information will be used to capture feedback from our school community and inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at North Chadderton School. The regularity and foci of student voice activities will vary dependent on school and departmental priorities.

5. Continuous Professional Development

North Chadderton School is committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar. CPD will respond to national, whole school, departmental and individual needs, ensuring that all staff have access to support, investment and development as necessary.

Outcomes of lesson observations, work scrutiny, learning walks, senior leader drop-ins, student voice and progress data will all contribute to informing CPD priorities at a whole school and departmental level. Members of staff should use IRIS Connect to self-reflect and/or share with colleagues in order to enhance their practice and identify areas for development as part of the CPD programme.

As part of the CPD programme, staff will have the opportunity to be part of the whole school coaching programme, which is fundamental to our belief that teachers have the capacity to support their own improvement, as well as the improvement of others.

The role of accredited Specialist Leaders of Education (SLEs) within the school will include leading and supporting aspects of the whole school CPD and coaching provision in order to ensure that expertise are shared and utilised to develop and enhance the quality of teaching and learning.

The CPD programme will be published each term, thus allowing the school to react to emerging needs.

As part of the CPD Programme, teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning in curriculum development time in order to share good practice;
- plan their own CPD programme in conjunction with their Line Manager as a result of the self-evaluation process and by reflecting on the Teacher's Standards document as part of the appraisal process.