



TEACHING AND LEARNING POLICY

This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school is outstanding, and matches Ofsted's evaluation criteria.

Our whole school approach: consistency and high expectations

We believe that children learn best when there is consistent and continuous high quality planning, teaching, assessment and intervention. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high standard. We expect each teacher to take a full and determined responsibility for the progress of all of the students in their class. We expect teachers to have consistently high expectations of all students in all areas of their learning and school life.

The purpose of our teaching and learning: student progress

We teach for progress. This means that we work to ensure that all students are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

Nine core elements of our provision

1. Curriculum Design

We recognise the centrality to learning of the core basic skills of reading, writing, communication and mathematics. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of students at every stage and a rigorous assessment of students' learning and progress.

We design our whole curriculum to afford every opportunity for students to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons. We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills. In order to achieve the above we adhere to the following non-negotiables:

- Planning of SoL, a series of lessons and individual lessons includes the core basic skills of reading, writing, communication and mathematics.
- Lesson delivery practises the core basic skills of reading, writing, communication and mathematics.
- Faculties develop cross-curricular projects to consolidate the core basic skills.
- All staff are familiar with each child's best writing and demand this quality of work at all times.
- All staff use the school's marking scheme to assess literacy
- All staff implement strategies to improve literacy skills e.g. the VCOP (vocabulary, connectives, openers and punctuation), as per literacy CPD.
- Tutor periods include literacy, numeracy, SMSC and careers activities.

2. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge. In order to achieve the above we adhere to the following non-negotiables:

- Performance Management interviews, identify areas of weakness and gaps in subject knowledge amongst individual staff and identify appropriate CPD.
- SLT and Subject Leaders identify areas of weakness and gaps in subject knowledge through conducting learning walks, work scrutiny and data analysis.
- SLT and Subject Leaders ensure that opportunities to develop subject knowledge are created through the use of in-house training, mentoring, coaching and external providers.
- Subject Leaders identify gaps in knowledge and/or weakness in the delivery of content in topics at a whole-faculty level and ensure that time is allocated in faculty meetings and collaborative planning sessions for staff to have the opportunity to address these areas through sharing good practice.
- Each year at least one teacher within the faculty will attend exam board training and where possible they will become a marker or assessor for GCSE and share their expertise with the remainder of the faculty.
- Where schemes of learning incorporate specific ICT software, teachers receive training on how to use these programmes.
- Subject Leaders feed back key messages and materials from all sources, to ensure all members of the faculty are kept up-to-date with curriculum changes.
- Faculties engage in Luton Futures Improvement Groups and Joint Practice Development (JPD).

3. Planning

Our planning is based on systematic and accurate assessment of our students' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our students' needs. We choose, design and adapt tasks that will challenge all students, whatever the level at which they are working. In order to achieve the above we adhere to the following non-negotiables:

- Seating plans including photographs/ current attainment/target grades /SEN/LAC/G&T/EAL/FSM/Ever 6 are in place for every lesson.
- All lessons being formally observed are planned using the agreed Ashcroft planning sheet. This can be adapted to a different format but must contain the non-negotiables which include core basic skills.
- Lesson planning is moderated in faculties to ensure quality.
- All lessons are planned as a unit topic.
- Faculty SoL incorporate lesson plans.
- Lesson planning recognises the presence of other adults in the lesson and the opportunity for appropriate communication and collaboration should be taken.
- Teachers work with TAs and provide TAs with SoL to support TAs own subject knowledge.
- TAs are involved in differentiating students' work according to their ability.
- Faculties are familiar with students' prior learning before teaching new tasks.
- Lesson plans are differentiated to challenge all groups of students within the class.
- Key questions and statements are explicit in the planning in line with Bloom Taxonomy, which provoke higher order thinking.
- Lesson plans require students to work both independently and collaboratively and contribute to one another's learning.
- Lesson planning makes use of and is informed by evaluation of previous lessons and performance data.
- Lesson planning uses stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the students and provide pace and challenge for all students.

- Teaching ensures that all students are challenged and that a minimum of good progress is made by every student.
- Planning allows individual students to excel, be creative and develop a passion for the subject.
- Variety within and across lessons, makes use of a range of resources and exposes students to a range of activities that support and enhance motivation.
- Cross curricular projects are planned.
- The aim is for students to take responsibility for their own learning. It is suggested that the following relationship exists between Teaching and Learning:

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When teachers:	Learners are:
INSTRUCT	DEPENDENT
GUIDE	INTERESTED
FACILITATE	INVOLVED
CONSULT	SELF DIRECTED

4. Behaviour for learning

As teachers we take responsibility for behaviour in the classroom. Through careful and imaginative planning, our high-quality teaching and good relationships, we generate high levels of enthusiasm from our students. We expect students to be active participants in their learning and we structure routines and rewards to support them. We want our students to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent. In order to achieve the above we adhere to the following non-negotiables:

- Teachers manage behaviour in the classroom and around the school skillfully and consistently; this is to create a positive learning environment for all students.
- Teachers set the seating plan for each class, based on students' learning needs and behaviour support needs.
- Teachers adhere strictly to the classroom routine set out in this policy.
- Teachers share and revisit their expectations for behaviour with their classes at the start of each new term.
- All teachers adopt a 'discipline with dignity' approach when reprimanding individuals. This includes no shouting and no belittling of students.
- Teachers 'catch students being good' and praise the behaviour they want 3 times more than they sanction negative behaviour.
- Teachers manage challenging behaviour skillfully and de-escalate conflict by remaining calm
- Teachers model the polite, respectful behaviour they want from the students.
- Teachers treat every lesson as a fresh start; they repair damaged relationships with students and expect students to do their best.
- Teachers reward students who are being good with house points, student of the lesson, student of the week, student of the month.
- Teachers follow the 5 stage positive behaviour strategy for the classroom consistently and apply it equally to all students.

5. Assessment for Learning

Teachers are to use a range of techniques to systematically check students' understanding throughout lessons and units of work. Whilst we will anticipate the most likely areas of misunderstanding and prepare planned interventions and supports to address these, we are also ready to spontaneously adapt our approaches when unexpected misconceptions or difficulties arise. In order to achieve the above we adhere to the following non-negotiables:

- Teachers assess students' knowledge and understanding regularly throughout lessons and not just at the end.
- Teachers refer back to the Learning objective and success criteria at relevant points during lessons

- Teachers use a wide range of techniques to gain both individual and whole class feedback such as true/ false cards, mini whiteboards, presentations, traffic light cards in student planner and directive questioning.
- Teachers use active questioning techniques to support differentiation and address misconceptions
- Teachers ensure summative assessments are carried out on a half termly basis for KS3 using tasks which reflect the APP criteria in booklets and exam style questions for KS4.
- Teachers give clear next steps on how to improve assessment levels/grades when marking summative assessments.
- Teachers ensure students have the opportunity to act on written feedback given.

6. Marking and feedback

We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for students to respond to marking within the lesson or at home, so that it improves their learning. We give ongoing oral feedback to individuals and to groups of students throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve. The purpose of all our feedback, in marking, in target-setting and orally, is to give students precise and motivating information about how well they are doing and what they should do next to improve. In order to achieve the above we adhere to the following non-negotiables:

In depth marking is carried out for each extended piece of work, KS4 exam questions and KS3 APP assessments. This should take place at least each half term.

- Students receive feedback on marking within 2 weeks.
- Clear next steps are given in the feedback. These are often in the form of a question, and help students to improve their work.
- Students' notes in exercise books are checked periodically for factual accuracy and the quality of presentation. Feedback is given to students as to whether these are of a high standard or whether they need to be improved.
- Time is given to students to read and respond to teachers' comments during the lesson.
- Comments let students know how well they have met the success criteria for the learning objective.
- Teachers' assessment feedback prompts thought and reflection within students.
- Each student is set a termly literacy target relevant to their year group.
- Peer assessment is encouraged and students are taught how to carry out peer assessments effectively.
- Faculties moderate their marking as a team during faculty time and after school to ensure a consistent approach.
- Teachers do not award grades when carrying out formative assessments.

PRESENTATION

All students' written work in exercise books must begin with a date and title, both underlined with a ruler or the straight edge of the planner's plastic cover.

All final pieces of work must be written in black or blue ink. Drawings and diagrams are completed in pencil with a ruler as far as possible, unless ICT is used. Diagrams must be clearly labeled as appropriate.

MARKING SCHEME

When assessing written work, the teacher's annotations are made in the margin or within the written passage as appropriate. The following simple annotations are used when marking students' writing:

√	Well-written section
√√	Striking or imaginative writing
X	This is incorrect
?	This does not make sense
Sp	Try this spelling again (underline misspelt work)
•	Put in the full stops
//	This needs to be the start of a new paragraph
C	Find the missing or misplaced capital letters
^	Insert missing word/connective

GCSE GRADES

- For KS3 & KS4 **summative** assessments use GCSE A* - G grades.

FEEDBACK COMMENTS

- ↑ For all **formative** assessments, **use feedback comments only** and include: an upward arrow to indicate that the quality of work is an improvement on the previous piece of work
- ↓ a downward arrow to indicate that the quality of work is of a lower standard than the previous piece of work.
- = an equals sign to indicate that the quality of work is of the same standard as the previous piece of work

7. Interventions

We plan interventions that will support students, will remove barriers to learning, and will move them on in their learning. These are determined by our accurate knowledge of students' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to students' learning. In order to achieve the above we adhere to the following non-negotiables:

- All teachers have a data folder for each class, outlining each student's baseline data, subject AM target, seating position and level of support. Data is supported with a photo of the child.
- Teacher analyses assessment data for each teaching group and student. Students failing to make progress are identified and appropriate intervention put in place. (Wave 1 intervention).

- The teacher feeds back to the students on a regular basis, following summative assessments. Students are given positive feedback and their next steps. Intervention is explained to students, parents and the house team.
- The teacher provides time in lessons for students to read through assessment feedback, and carry out next steps.
- TAs are effectively employed to intervene with individuals and groups of students. TAs do not work exclusively with any one child.
- Intervention is tracked and impact measured regularly to judge its effectiveness and value for money
- Wave 1 intervention is carried out by the classroom teacher in lessons
- Wave 2 intervention is carried out across the faculty, co-ordinated by the subject leader, and agreed by SLT
- Wave 3 Intervention is managed coherently across the school by SLT

8. Independent Study and Skills Practice

We recognise the importance of students learning independently both at school and at home. We believe it helps them to practise, consolidate and extend their skills as well as helping to involve families.

Our independent study policy outlines the arrangements that we make to plan appropriate skills practice, at each stage of our school. We evaluate the effectiveness of our independent study by the impact that it is having on students' learning.

Consequently we do not set skills practice for the sake of it, and only when we are confident that it will enhance learning. In order to achieve the above we adhere to the following non-negotiables:

- All students are expected to carry out 2 hours of independent study per evening.
- Students must write their independent study timetable in the planners (page 3) in pencil
- Feedback on skills practice is provided within two weeks and may be via peer marking.
- KS3 extended tasks carried out at home are set every half term, marked and feedback provided to students as part of the overall assessment for learning process.
- All skills practice set is recorded at the start of lessons in planners by students.
- skills practice involves a variety of appropriate tasks and skills to engage students in independent learning eg preparation for groupwork, presenting, research, learning, mind maps.
- Impact of skills practice is evaluated as part of attainment and achievement evaluation.
- Rewards / Achievement points and praise are provided for students who complete skills practice tasks well.
- Self -marking or peer marking is developed to make the skills practice marking load reasonable / manageable. Electronic self -marking eg Sam Learning and My Maths is used where appropriate.
- Family supervised reading for EAL/SEN is encouraged. Talking/ reading groups with support staff or volunteers take place.
- The LRC is open for independent study between 2.45 – 5 p.m. and tutors/teachers encourage students to attend.

9. Student attitudes

We are developing the aptitudes of resilience, confidence, independence and interdependence. We ensure that the tasks we choose give regular opportunities for students to develop these aptitudes. We explain their importance to learning. We notice and comment positively when students demonstrate these aptitudes and we model them in our own actions. We work with individual students and groups to build these aptitudes where they are lacking. In order to achieve the above we adhere to the following non-negotiables:

- We encourage students to work collaboratively and support each other in all situations eg during lessons, house group activities, house events, and assemblies.
- Teachers give students the skills to learn independently.
- Teachers teach self- help strategies to students, so that students are able to work independently and use a model of being resourceful, for example before asking the teacher or teaching assistant for help, students should think for themselves, (4 B's before me, brain, buddy, book board) ask another student, use the text book and look at displays on walls/boards
- Teachers teach students to use the traffic light pages in planners
GREEN = I'm ok to work unaided
AMBER = I'm unsure but think I may be able to figure it out
RED = I require some help
- Teachers encourage positive attitudes particularly when students are in challenging situations.
- All staff provide students with regular praise: verbal, written, through the rewards system and via the TV screens.
- Teachers model the polite, respectful and resourceful behaviour they want from students.
- We give students the opportunity to carry out roles of responsibility eg: Student Council, Class Monitors and Prefects.
- We encourage students in house groups to mentor other students.

Classroom routine

All staff adhere to the following classroom routines. This consistent approach creates a positive learning environment in our classrooms, which engages students, maximises learning and accelerates attainment.

The following routines also teach our students the values, attitudes, and aptitudes that we wish to instill in them:

- Punctuality is essential for both the teacher and students
- The teacher greets students at the door and manages behaviour in the corridor and in the classroom. This includes checking uniform as students enter the room.
- Students remove bags (headphones, phones, electronic devices are banned in school.)
- Students place planners on the desk, open at the correct page at the start of every lesson without being prompted.
- The teacher provides an engagement activity for students at the start of each lesson.
- Students and the teacher stand to greet each other at the start of the lesson.
- Any skills practice set is displayed on the board, copied into planners, and explained to students at the **start** of the lesson.
- The learning objective and success criteria are displayed on the board but **not** copied (this is a waste of learning time).
- All teachers employ a '**no hands up**' strategy; individuals and groups of students are selected to respond to questions at a level of difficulty that will challenge them appropriately (using Blooms Taxonomy).
- Classroom monitors are selected to distribute and collect work and resources at the start and end of the lesson.
- Students and their teacher stand to say goodbye to each other at the end of the lesson.
- The teacher ensures that students tidy the room before leaving; rubbish is cleared away and furniture is put back in place.
- Any graffiti or damage is dealt with immediately and the student is sanctioned appropriately
- Students are dismissed on time; the lesson is not terminated early or carried on into another teacher's lesson time.

- Students are dismissed one row/table at a time in silence.
- The teacher stands at the door to manage behaviour in the corridor and in the classroom.

Approved by Governing Body of Ashcroft High School:	June 2017
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Governors' Committee:	Full Governing Body
SLT staff responsible:	
Statutory Policy: Yes / No	