



**POLICIES AND PROCEDURES**

**Teaching and Learning Policy**

**“It is the supreme art of the teacher to awaken joy in creative  
expression and knowledge.”**

**-- Albert Einstein**

# Teaching and Learning Policy for North Huddersfield Trust School

## ***Teach with P.R.I.D.E***

### **Introduction**

North Huddersfield Trust School is aspiring to be outstanding in Teaching and Learning in order to provide the highest quality learning experience possible for all students. We aim to become a centre of best practice that allows all students, regardless of their additional or specific learning needs, to achieve their potential. All staff have consistently high expectations of students and a sound knowledge of how to develop their talents through diverse, challenging and differentiated teaching and learning strategies. We aim to narrow the gap for all learners.

What happens in classrooms has a fundamental impact on the life chances of children and it is our responsibility to get this right.

The Teaching and Learning Policy sets out clear expectations and entitlements. It identifies the areas and criteria against which we will be evaluated. There should be ongoing discussion around teaching and learning in departments with constant review, reflection and development of policy and practice.

*This policy and all linked policies must be rigorously adhered to by staff*

### **P.R.I.D.E. Teacher Charter**

All staff are committed to delivering the highest quality teaching, in accordance with the P.R.I.D.E Teacher Charter and the expectations outlined below. (See Appendix A)

The Charter is displayed in all non-teaching staff areas around school. It can be found in every teacher's planner. It is also part of the documentation provided to potential new staff in their application packs.

At North Huddersfield Trust School we believe that high standards of behaviour are fundamental to students being able to take full advantage of their learning opportunities. Therefore, all staff are responsible for ensuring the P.R.I.D.E Student charter and expectations are communicated and practiced within the school. All behaviours, positive and negative, should be recorded using the Sleuth reporting system as per the school's behaviour policy.

### **Consistent Expectations**

**All teaching staff are expected to:**

**Create a positive learning environment by –**

- Developing and maintaining excellent professional relationships with students that are warm, supportive and based on mutual respect.
- Providing stimulating use of display which includes: key words, regularly updated for each topic; images; colour; grade/level descriptors in student friendly language; and student work that not only

celebrates achievement but provides model answers and opportunities for AFL.

- Using their classroom as a multifunctional space, adapting the layout to the needs of the learners and requirements of lessons that cover a range of learning styles.
- Ensuring a positive and focused start to every lesson, with clear routines and an activity to engage the students immediately with the learning.
- Ensuring that the classroom arrangements allow every student to have a positive, meaningful learning experience.

### **Plan lessons that**

- Differentiated, by task as well as outcome, to meet the needs of all learners in the class.
- Regularly include a specific 'Challenge Time' activity that allows students to work independently on a task that is designed to stretch.
- Three differentiated outcomes are in place demonstrating high expectations of learners and challenge at all levels.
- Annotated seating plan, colour coded and with student progression data (Green = HAP, Yellow = SEN learning, Blue = SEN behaviour, Pink = EAL, Purple = PP) through the Classcharts system.
- Provide opportunities for outcomes that students have worked on independently.
- Use a range of strategies to build resilience when tackling activities.
- Help to develop student leadership.
- Adapt teaching to reflect student voice.
- Offer opportunities for 'flip' learning.
- Incorporate technology to enhance learning and communication.
- Ensure that IWBs are used as a tool for AFL. Plan for the use of these within the lesson.
- Use summative and formative assessment to inform planning.
- Allow for reflection, response and improvement time where students actively engage with feedback, immediately improving their work as a result. (See marking policy.)
- Make use of recommendations made in EHCPs to personalise the learning experiences for all students.
- Provide opportunities to reflect on and develop their awareness of SMSC (*see linked policy.*)
- Provide opportunities to develop their RWCM (*see linked policy.*)
- Include provision for ERIC as appropriate during the last 15 minutes of the designated period.

### **Adopt a format for lessons that includes –**

- A prompt start to the lesson which engages the class with a starter.

- A clear learning objective.
- Stepped learning outcomes, levelled where appropriate, that include specific learning verbs. When planning, objectives should be linked to skills to ensure appropriate challenge is set.
- Objectives and outcomes must be shared with students and referred to throughout the lesson to monitor progress. They should be shared in an engaging way that allows for students to interact with them.
- A period of 'challenge time' within the lesson. This is a 10min period, where students should be working on a task, in silence that makes them think.
- Appropriate levels of pace and challenge through activities to ensure maximum engagement of all students as well as outstanding progress.
- Are flexible and actively seek to include innovative teaching and learning strategies. Risk taking is encouraged.
- Encouraging functionality in their classroom, consistently linking learning to real life contexts.

**Ensure that Assessment for Learning is embedded within every lesson by –**

- Referencing progress made towards objectives and outcomes by using mini-plenaries throughout the lesson.
- Modelling high level answers to encourage students to raise the standard of their outcomes.
- Using student led AFL strategies to increase engagement
- Using numerical grade descriptors or assessment objectives with students as success criteria.
- Facilitating students to track, reflect and comment on their own progress in their books (RRI).
- Adhering to the marking policy.
- Encouraging students to also follow success criteria when peer and self-assessing.
- Word feedback in such a way where a response is encouraged e.g. questions or specific instructions designed to help students improve in that skill.
- Effectively intervening with students, as early as possible, to ensure progress and engagement are sustained.
- Ensuring students can explain how to improve their own work and demonstrate where they have done so
- Using 3 way marking frequently (peer, self and teacher) or 4 way marking if there is an ETA in support.

*For additional guidance please see the Marking Policy*

**Be organised to make full use of resources and facilities such as –**

- ICT rooms or I pads to be booked in advance in line with schemes of work.
- Interactive whiteboards are to be used kinaesthetically, not just to display PowerPoints or flipcharts.
- Sharing of high quality resources within and between departments
- Striving to incorporate new technologies into lesson delivery whenever possible

- Utilising the schools current on-line learning platforms such as GCSEpod and SAM Learning.

### **Plan for the use of additional adults to assist in learning that ensures –**

- Communication regarding the progress of students to ensure that all students make progress, regardless of their circumstance or learning needs.
- Liaison whenever possible regarding the planned sequence of lessons and the material being taught, including sharing schemes of work and resources to be used.
- Similarly, provide the EMA Department with resources in advance to allow them to work with their students in prior of the lesson.

### **Be a professional who teaches with P.R.I.D.E by –**

- Adhering to the P.R.I.D.E Teacher Charter.
- Taking pride in all areas of their professional conduct.
- Actively seeking continual professional development from their colleagues as well as external sources.

### **All students are expected to:**

#### **Be prepared by –**

- Being ready to learn with the correct equipment.
- Arriving punctually to all lessons.
- Using their planner effectively.
- Meeting deadlines with home learning that has been completed to a high standard.
- Being given advanced notice of new topics and any special requirements for individual lessons.
- Keep mobile phones and other devices away – unless specifically required for the lesson and used as a T&L tool.

#### **Take responsibility for themselves by –**

- Being responsible for their own attitude to learning.
- Adhering to the classroom expectations and the P.R.I.D.E student charter
- Developing and exhibiting resilience.
- Increasingly developing their levels of independence eg tackling the most appropriate challenge task for their needs.

#### **Contribute to a positive learning environment by –**

- Demonstrating good listening skills.
- Engaging with the learning process, trying hard and asking for help when needed.

- Taking opportunities to provide feedback on the way they are being taught – student voice.
- Making use of leadership opportunities within lessons.
- Expecting challenge, challenging themselves and others.
- Remaining focused during lessons on the learning taking place.
- Supporting and encouraging other learners.
- Making positive contributions to learning that are recognised and celebrated.

### **All parents are expected to:**

- Take an active interest in their child's learning and progress for example by attending parents' evenings where possible.
- Support their child in homework and other opportunities for home learning.
- Ensure their child attends school regularly, on time, properly equipped and in full school uniform.
- Communicate any concerns or problems that may affect their child's learning.
- Create a positive learning environment in the home where possible.

### **Monitoring and Evaluation**

All staff are responsible for monitoring and evaluating their own teaching on a day-to-day basis as well as be accountable for the progression of the students they teach. Curriculum Area Leaders and Seconds where applicable are responsible for a rigorous evaluation and management of the standard of teaching and learning within their department, identifying strategies for development. The linked member of Senior Leadership Team is responsible for assisting the CAL in their monitoring and strategic overview of Teaching and Learning. Additionally, they will provide quality assurance.

#### *Role of the Teacher*

- To be a reflective practitioner, evaluating their own teaching and adopting different methods to meet the needs of all learners.
- To research and implement innovative teaching methods for the delivery of particular skills and share this in department forums.
- To review student progress regularly, allowing intervention to be carried out effectively.
- To seek out and implement strategies to support underperforming learners and groups of learners whom they teach.
- To learn from others, sharing and developing outstanding ideas and practice.
- To undertake departmental moderation and standardisation activities.
- To support planning, organisation and evaluation of schemes of work as departments.
- To support professional development of others by using coaching.

#### *Roles of CALS*

- To carry out informal learning walks and lesson observations as well as work scrutiny examining learning over time to ascertain standards of teaching and learning within the department, identifying CPD needs (see Appraisal Policy.)
- Ensure accuracy of assessment through regular moderation, standardisation and cross checking of data.
- To review, monitor and quality assure lesson planning and resources created, ensuring the needs of all learners are met.
- To monitor data using SISRA Analytics and SIMS supporting staff in moving learners forward.
- To collect student, staff and, where possible, parental feedback regarding standards of teaching and learning.
- To annually carry out the appraisal process with their department, identifying targets and CPD needs.
- Work with individual members of their department who require support in their teaching and learning, in the first instance.
- Develop and review Departmental Action Plans with colleagues and relevant Line Managers.

#### *Roles of SLT*

- To support the CAL wherever possible in the strategic leadership, management and development of the department.
- To oversee MER as part of the progress review cycle including work sampling.
- To provide quality assurance of lesson observations as required.
- To meet regularly to discuss progress and issues.
- To support any work with teachers experiencing difficulties.
- To undertake departmental reviews in accordance with the published timetable.
- To proactively encourage discussion, reflection and progress regarding teaching and learning.
- 'To ensure the level and standard of appraisal objectives in relation to T&L are consistently high and provide sufficient challenge across all curriculum areas in order to drive continual improvement.'
- To facilitate having teaching and learning strategies as a regular slot in any CPD event.

*For Role of the Form Tutor please refer to the School's Behaviour Policy*

#### **Appendices**

- A. Teacher's P.R.I.D.E Charter
- B. Support Strategies for Requiring Improvement Staff
- C. ASCL criteria for lesson observations

#### **Related Documents**

1. Behaviour Policy
2. RWCM Policy (Reading, Writing, Communication and Mathematics)
3. Marking and Feedback Policy
4. CPD Policy
5. SEND Policy

6. Home Learning Policy
7. MER Policy