



DEVONPORT HIGH SCHOOL FOR GIRLS

Learning and Teaching POLICY

Named person: Mr A Thomas

Category: School

Review: Annually

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This policy has been reviewed with regard to the work/life balance of staff.

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Learning and Teaching Policy

Policy Rationale

Devonport High School for Girls believes that a relentless and systematic evaluation of every student's progress and a willingness to adapt a lesson in accordance with the latest pedagogy will result in a noticeable impact on learning. This policy is intended to ensure consistency across the school in terms of Learning and Teaching and the use of assessment data to promote outstanding progress in learning.

This consistency should enhance learning through:

- Better student motivation
- Encouraging high aspirations
- Greater sense of student engagement
- Greater academic achievement
- Improved student responsibility through independent learning
- Development of curiosity
- Enhanced reflectivity of the learning experience
- Staff taking an active interest in their professional development and how it impacts on the classroom
- Students taking risks and making mistakes whilst developing resilience

Policy aims

The aims of this policy are to:

- Ensure that students continue to have a desire to learn throughout their life in school and beyond
- Teach learners how to learn and how to safely and successfully access information and knowledge from new technologies *see eSafety Policy*
- Equip students with the skills necessary to positively influence their own lives now and in the future
- Provide appropriate challenge to ensure all learners experience success and enjoy their learning experience
- Ensure that learners are actively engaged in the learning process both individually and co-operatively
- Identify and support learners with additional educational needs - *see Most Able and Talented Policy and Special Educational Needs and Disabilities Policy*
- Ensure the delivery of the requirements of the National Curriculum where appropriate and other entitlements

A high quality learning experience that improves the range, quality and number of learning opportunities, is pivotal to the success of the students and the school. An ill-founded assumption has previously been that good teaching must mean good learning. Research into this hypothesis has clarified the science of learning and has highlighted learning as a process that can be aided by good teaching but that personalising learning, emotional intelligence and preferred learning styles are very influential and have a clear impact on the progress of a learner in a lesson. The development of skills such as thinking, reflectiveness and resilience are also crucial to ensuring we encourage lifelong learners able to deal with the future changes anticipated.

We recognise that successful learners must be provided with the right balance of challenge and support. To achieve their potential, our students need to be exposed to real challenges which require them to think creatively and critically, in ways that allow them to move forward in their learning. A “challenge-less” curriculum and learning experience would mean a student is unable to demonstrate their gifts, talents and abilities and to have them nurtured. (*Further information may be found in our policy for Most Able and Talented students*) Learning how to learn effectively is key and the teacher’s part in developing deep learning cannot be underestimated.

All staff are expected to work at a level that matches the DfE Teachers’ Standards. This represents a minimum level that all entrants to the profession must achieve during training. In addition staff are expected to agree realistic and significant targets for their professional development, appraisal and subsequent UPS progression.

‘The Schools White Paper 2010 – The importance of teaching’.....‘We know that teachers learn best from other professionals and that an ‘open classroom’ culture is vital’

We believe that continued professional coaching, support and mentoring are essential to equip staff to deliver effective learning experiences. We wish to engender a culture where teachers have opportunities to learn from each other to improve their own practice.

Preparation for teaching;

Assessment for Learning

Assessment for learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group 2002)

To ensure learning and teaching addresses AfL, we should be mindful of the principles of AfL and how this guides our classroom practice.

The principles of AfL are that it should:

- Be part of effective planning and central to classroom practice
- Involves sharing learning goals
- Focus on how a student learns
- Aim to help students to know and to recognise the standards they are aiming for
- Feedback will sometimes include written comments which recognise the strengths of a piece of work and identify areas for development in a sensitive, personalised and constructive way
- Create a learning dialogue between teacher and pupil
- Be regular and foster motivation
- Promote understanding of goals and criteria
- Help learners know how to improve
- Develop the capacity for self and peer assessment
- Recognise all educational achievement

Lifelong learning skills and habits

We believe our students deserve the very best learning experiences and in order to provide that we recognise that it is important to revisit our pedagogy and methodologies.

Educational establishments are increasingly more aware of the science behind learning, which includes:

- How the brain works
- Multiple intelligences
- Critical thinking skills
- Gender in education
- Different learning styles and
- How we learn

We believe that for our students to prosper in this learning age, we need to help them develop skills to learn independently and to build self-confidence. Our approach focuses on fourteen key learning attributes. We believe this supports the development and understanding of their own learning power and will help them reflect on what they have learned and how they have learned it. We hope that these skills will prepare students for learning beyond the school day and school life. The following table shows the lifelong learning skills and habits that are well developed in an effective learner. We will be helping students develop these skills in lessons and will at times, ask students to reflect on how they are developing as independent learners.

Lifelong learning skills and habits

Effective learners become skilled at developing the following aspects of learning:

Collaboration	working effectively with others building team skills.	Making links	seeing connections between different events and experiences; building patterns and links to further your understanding.
Listening	listening to others to comprehend their views.	Planning	prioritising learning in advance. Where are you going? What actions will you take? What time and resources will you need?
Empathy	getting inside the minds of others to appreciate their circumstances, feelings and views.	Revising ideas	monitoring, reviewing and making changes in the light of further information.
Imitating	adopting good methods, habits and values from others.	Reflecting	talking about how you have been learning and how you can improve.
Interdependence	working with a range of resources and people effectively.	Persevering	sustaining concentration, managing distractions and overcoming frustrations effectively to complete a task.
Questioning	asking questions of yourself and others; delving beneath the surface.	Noticing	paying attention to details and identifying deeper meaning.
Imagination	using your imagination to explore new possibilities and experiences. I wonder if....?	Taking risks	relishing the challenge and not shying away from trying and failing.

In addition to the benefit of planned activities in a classroom we recognise that providing structure that can be used with any academic content ensures that all students are actively engaged in their learning. Cooperative learning structures such as those identified by Dr Spencer Kagan, an expert in the field of education and psychology, can promote responsible behaviours, improve students' social skills, and academic achievement.

Assessment Data

We work in a data-rich environment. When preparing lessons the following sources can provide data to enable the learning objective to match student needs:

- The latest progress review
- The significant groups register (which includes Most Able , EAL, LAC, SC and FSM)
- The PIN list (for SEND)
- Assessment Manager
 - KS2 SATS results
 - FFTD 20 / 5 targets
 - KS3 Teacher assessment
 - SISRA Analytics
 - ALPS data
 - POP Tests
 - on-going assessment data from subjects

It is crucial that targets for achievement and progress are transparent and shared with the students and that students know what steps they must take to achieve those targets.

Effective teaching methods

A variety of teaching methods should be utilised to recognise our students' different learning styles. Departments are charged with developing their own teaching methodology, appropriate to subject, content and age of the students.

Some examples of teaching strategies are:

- Investigation and problem solving
- Group and pair work including cooperative learning activities
- Providing leadership opportunities
- Debate, presentations and role play
- Research using multiple sources and using different technologies
- Independent work and whole group work
- Field studies and educational visits
- Use a variety of questioning techniques to include open ended questions and ensure that it involves all students
- Model activities and processes
- Create, make and design
- Participate in physical activity
- Seek opportunities to praise
- Set Home Learning opportunities that challenge and deepen the students' learning *see Appendix A Home Learning Policy*

Differentiation

In recognition that our students have a range of abilities, staff are asked to employ differentiation to allow each student to learn within their own capabilities.

Differentiation may be achieved by:

- Talking to individuals about their work in context
- Discussing coursework drafts with students
- ICT programmes
- Extended reading
- Using scaffolding techniques to support weaker learners
- Leaving out exercises to allow students to move onto more challenging ones
- By sub-group within class
- Giving additional information when setting a task or in response to a student question
- Setting students different tasks
- Providing a variety of sources
- Engaging in a written dialogue on students' work that supports them in their learning and engages them
- Using AfL
- Careful grouping of students during structured cooperative learning activities
- Using PiXL classroom and/or diagnosis, therapy, testing techniques
- Varying class questioning targeting specific learners (*consider Bloom's taxonomy when asking questions*)

Planning

Planning is essential to ensure learning objectives are relevant for the lesson context and the outcomes expected. All staff are expected to plan their lessons in advance, ensuring they address challenge, assessment for learning and student progress. The school does not require staff to provide details of their daily lesson plans. Each teacher is expected to record lesson objectives, home learning set, marks from book marking and test marks, etc. This data may be required by Heads of Department/SLT for monitoring and evaluation at any time. It is crucial that all lessons have high expectations, are motivating and challenging, and facilitate student progress. Observers of lessons will look for the progress made by students, the marking of books, (i.e. summative and formative feedback), the teacher's use of data and the quality of the learning environment.

The school has invested in a multimedia tool IRIS to provide opportunities for teaching staff to reflect on their own practice or support colleagues through coaching networks.

Schemes of Work

Schemes of work must be reviewed and updated regularly. All teachers have a professional responsibility to contribute to this process within their department, and to ensure that schemes of work are sufficiently detailed to give evidence of learning objectives, learning outcomes, challenge and risk activities and differentiated activities with suggested resources.

Feedback to Students

The marking of students' work and making formative comments with dialogue between student and teacher relating to progress, is an essential part of the learning process. (*See Appendix A Home Learning Policy and Appendix B Marking Policy for details of our marking protocols.*) Formative comments and the confident application of assessment for learning in its widest sense should encourage and motivate. A simple tick and a mark with no explanation falls short of expectations. The quality of marking provides essential information to both students and parents/carers and should recognise, reward and celebrate the achievement of the students.

Departmental schemes of work and teachers' lesson planning should provide opportunities for all of our students to be challenged by:

- adding breadth (providing a broader sense of context, tasks, resources)
- increasing depth (extension through complexity)
- accelerating the pace of learning
- promoting independent thought and learning
- supporting reflection and self-evaluation
- including strategies that ensure all students are actively engaged and making progress
- developing higher order creativity and critical thinking (Blooms Taxonomy)

The Learning Environment

A stimulating learning environment can enhance the learning experience. The use of display can be a powerful tool, particularly when using student work. Good relationships between students and the teacher, and the students with each other, enable very effective learning. All staff will be aware that they are role models for students and that their professional standards, dress code and use of language will influence student attitude, behaviour and motivation.

SMSC and fundamental British values

Through the school's provision of SMSC, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs are actively promoted in lessons to ensure that students develop skills

and attitudes that help allow them to participate and contribute fully to life in Modern Britain.

When delivering lessons staff are asked to ensure that they provide opportunity to:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people; paying particular regard to the protected characteristics set out in the Equality Act 2010, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Rewards and sanctions

We recognise that rewards and sanctions influence the learning experience and we encourage all staff to consistently use the systems in place. The Rewards System can be used to praise and reward any student. The Behaviour for Learning Policy sets out clear protocols for the rewarding of students and is displayed in all form rooms. In terms of sanctions, the Behaviour for Learning Policy sets out clear expectations for student behaviour and how poor behaviour will be dealt with. The DHSG Expectations document is clearly displayed around the school and students are aware of it.

In Conclusion

All staff are encouraged to identify CPD needs in terms of Learning and Teaching Strategies. To that end, a sum of money is identified within the whole school CPD and departmental budgets which has a priority for spending on strategies to enhance learning and teaching at Devonport High School for Girls. In addition, all teaching staff are provided with opportunities to share good practice and are encouraged to undertake at least one 10-15 minute peer observation each term.

DHSG HOME LEARNING POLICY

It is school policy that Home Learning is set and marked regularly, as Home Learning is an essential part of a student's education. General guidance for the amount of Home Learning that should be set is given in the school prospectus and parents/carers are asked for their support in ensuring it is done adequately. We encourage parents/carers to check that learning has been completed before signing the planner.

- It is imperative that students use their planners to record Home Learning assignments fully and in particular, fill in the “date due” column.
- Planners are one of the main means of communication between staff and parents/carers and ~~still~~ need to be signed each week by the student, parents/carers and Form Tutor.
- Planners should be treated with respect by students, who should not add pictures, photographs or graffiti to them.
- On some evenings and some weeks, the workload will be heavier than at other times and thus it is important that students plan ahead.
- Guidance about time management will be given through the tutor programme.
- Students need to take responsibility for handing assignments in on time and should never leave for a friend to hand in nor leave on tables for staff to find.
- If students are experiencing difficulties with their workload, it is important that they let their Form Tutor or subject teacher know as soon as possible – they must not let the situation escalate.

Years 7 - 8

Students should expect a 30 minute task to be set per subject each week and this should provide about an hour of Home Learning every weekday evening. Subject teachers where possible should allow students at least two nights to complete a Home Learning task. It is essential that students complete their Home Learning tasks by the due date and ensure that when necessary they seek support with planning and organisation from their Form Tutor.

Student Planners should be used to record Home Learning assignments and tasks in lessons and can be used as a means of communication with parents/carers if the need arises. When marking Home Learning tasks teachers will focus on content rather than the quantity or presentation of the work (occasionally skills such as presentation will be assessed but this will be made clear to the students when the task is set).

Years 9 - 11

- Home Learning will be set regularly throughout the school year as well as controlled assessments and it is important to balance all.
- Due to the nature of GCSEs it may mean that subjects set elongated Home Learning tasks and therefore students have the responsibility of organising their own workload at home.

- With so many differing combinations of subjects, there is no set timetable. However the following are guidelines for the amount of Home Learning for each subject:

English and Maths	4 hours a fortnight
Science: Double Award Science	4 hours a fortnight
Each Single Science	2 hours a fortnight
All other subjects	2 hours a fortnight

Key Stage 5

Due to the nature of Sixth Form study it is difficult to say exactly what a Year 12/13 student will have each evening, but they certainly should not be completing any less Home Learning than they did in Years 7 - 11. On some evenings and in some weeks the load will be heavier than at other times but please stress the importance of completing assignments on time and thoroughly. On average each student should expect to do about three hours Home Learning per evening.

Staff Implementation of the Home Learning Policy

1. Home Learning should be built into Schemes of Work and should be in accordance with the Home Learning Policy.
2. Home Learning can consist of a variety of tasks. In some instances no Home Learning can be set as long as this is recorded in student planners.
3. Staff should insist all Home Learning is completed.
4. Failure to complete Home Learning tasks will in the first instance be dealt with by the classroom teacher and referred to the Head of Department if the issue continues.
5. Tasks should be marked promptly in line with the school marking policy.
6. Staff should use professional judgement with regard to late marking.
7. Sanctions for continued failure to engage in Home Learning should be in line with the Behaviour for Learning policy.

All members of a department should follow agreed Departmental Policy.

DHSB Marking Policy

This policy is intended to ensure consistency across the school in terms of marking practice and should be read alongside the Learning and Teaching policy and the Assessment policy.

Marking should enhance learning through:

- Drawing attention to what students need to do to improve their performance
- Providing feedback on the learning they have undertaken to date.
- Checking and ‘ticking/signing’ note taking is a legitimate process but is not seen as formative marking for the purpose of this policy.

Our agreed procedure:

1. The recommended marking expectation over an academic year is that all teachers will mark or check students work at least once every three weeks and mark formatively at least once every half term.
2. Learning objectives and success criteria are shared with the students and are central to the marking process including drawing attention to examples of success/modelling.
3. All marked work will have a focus on providing ‘formative commentary’ to give students the support they need to improve their practice in a subject i.e. to know where they are heading and how to get there – the ‘next step’. Comments guide learning towards expected outcomes.
4. Time is given for students to read comments and make a response, including corrections. This should lead to a written dialogue between the teacher and the student that demonstrates improvement over time.
5. Work is graded in all key stages using the appropriate GCSE / A level grading structure with fine grades used where ever possible (see table below) For subjects where grades are not applicable the use of formative commentary only is appropriate. The marking criteria of graded work for peer/self assessment is shared with students.

Current GCSE/AS/A2	New GCSE*	Descriptor
A1	7a	Grade A/7 – with the potential to be a A*/8
A2	7b	Grade A/7 – a secure grade
A3	7c	Grade A/7 – without consistent effort could drop to a B/6

6. Individual departments will indicate which work will be marked formatively as time progresses, so that teachers are not overloaded.

7. Departments should indicate where in the SoW, peer and self-assessment opportunities can be found to ensure that teachers are not overloaded. (ref Dylan Wiliam recommendations: 25%:75% split i.e. 25% teacher marking, 75% self/peer assessment. Research indicates this has the biggest impact on raising attainment).
8. Individual departments are able to adapt the policy to suit their context and qualitative/quantitative feedback on their practices are collated as a part of the whole school self-evaluation /quality assurance process.
9. Wherever possible, the teacher will indicate common literacy mistakes and check that appropriate progress is made over time to learn from these. Please see the Literacy across the Curriculum posters on display for details of the strands that should be developed in learners. For example, spelling errors should be highlighted when marking and students should be allowed time to make corrections. Where there are significant concerns please refer to the Student Support Team by completing the appropriate referral form.

How will we know this approach is working?

- Rigorous work sampling through the department self-evaluation process: recorded in the dSER.
- Rigorous evaluation through the whole school quality assurance process: evidenced in the pSER/dSER.
- SLT sampling and line management meetings-will provide important information about the quality of Learning and Teaching and action points through departments and pastoral areas set.
- Students make expected or better progress towards targets: evidenced through data capture, the drop-in process and teacher appraisal lesson observations.