

# NEW MILLS SCHOOL & SIXTH FORM

## TEACHING AND LEARNING POLICY

Revision	Authorised by	Date	Adopted by	Date
Draft	A Barker	September 2016	FGB Min No. 15i	19/10/2016

Revision	Date	Description of Changes
Draft	September 2016	New Issue

Signed: .....M Cole.....  
Chair of Governors

Date: .....19/10/2016.....

**Our Vision:**

We aim to empower everyone to be the best that they can be, optimising their future success, well-being and contribution to society. Engagement with our community is at the heart of all that we do, responding to the needs and aspirations of all our stakeholders to create a friendly and inclusive school community that is rich in variety and diversity.

**Our Aims:**

At New Mills School we work with all our students to enable them to :-

- Achieve the highest personal academic standards and progress in all areas of the curriculum.
- Develop outstanding levels of literacy and numeracy.
- Develop high self-esteem and aspirations.
- Respect members of their community and their environment.
- Celebrate diversity.
- Extend themselves academically, physically, spiritually and morally.
- Become life-long learners, flexible and adaptable for the modern world.
- Work both collaboratively and independently as appropriate.
- Acquire employability skills for economic wellbeing.

**Our Values:**

Our values are based on the school motto 'Let **Right** be Done'

- Respect
- Integrity
- Generosity
- Honesty
- Tolerance

### ***Teaching and Learning at New Mills School***

“The bottom line is that to be good at teaching it has to matter to you, properly, right there in your chest”

**John Tomsett,**

***This much I know about love over fear (Creating a culture for truly great teaching)***

## **Introduction**

Teaching and learning is central to the work of the School. It is our core function. This teaching and learning framework reminds us of the reasons for the existence of the School and the criteria by which we are judged. It is focused on the needs of pupils and is based on the 'Teacher Standards' as set out by the DfE as well as the Ofsted framework.

Teachers are expected to meet the 'Teacher Standards' in all aspects of their role, from M1-U3. These are set out in the 'Teacher Appraisal Policy' and in the 2012 Appraisal regulations and supported by professional development.

We expect all teachers to plan and deliver lessons that are at least good by Ofsted criteria.

Our aim is to enable pupils of all abilities to succeed. This success is not accidental but derives from the importance placed by the School on learning, teaching and achievement.

The framework will be revised each year to incorporate newly learnt good practice.

## **Aims**

- Secure high quality teaching and learning throughout the School<sup>1</sup>;
- Establish a consistent framework of expectations in terms of planning and delivering lessons;
- Continuously improve the attainment and experience of pupils through being effective, reflective, evidence-based practitioners who are committed to our own and each other's CPD.

### **Inspiring Teaching at New Mills School**

*We believe inspiring lessons should create a passionate desire for knowledge developing learners who are receptive, responsive and independent and so enabling stretching progress for every child whilst ensuring they enjoy their learning and understand how it fits into a bigger picture.*

*Teaching should combine inspiration and enthusiasm with expert subject knowledge and the skills that make learning accessible to all students whilst remaining underpinned by high expectations.*

*Learning is sensitively paced through skilled questioning and timely intervention ensuring adequate time is given to embedding skills and knowledge but students are effectively moved on to the next challenge as soon as they are ready.*

*Lessons are carefully planned to maximise their impact, variety and not exclusively focused on the confines of the subject or to the allotted hour.*

*Positive relationships facilitate a mutually respectful and productive dialogue between teacher and student that supports children in succeeding academically, socially and morally in the classroom and beyond.*

*Based on Staff Consultation, September 2015*

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<sup>1</sup> More information about the characteristics and judgement of outstanding teaching is detailed in Appendix 1.

## Teaching and Learning Framework

Teaching is a creative activity and therefore lessons will not always follow the same structure but the 'non-negotiables'<sup>2</sup> of New Mills School lessons are:

- Appropriate, rigorous and challenging Schemes of Work;
- A purposeful and stimulating learning environment;
- Pupils' individual needs and prior attainment are recognised and planning offers differentiated support to groups such as PP, EAL, SEN, HA.
- Where a TA is routinely deployed with a specific class, planning opportunities are identified to maximise the impact of that support.
- Achievement is recognised and rewarded;
- Under-achievement is challenged.

### **Inspiring Lesson Checklist: *an aide-memoire for planning and self-evaluation***

*Lessons will not always contain every element listed below. However, when you are planning try to integrate these characteristics into your teaching and when you are evaluating reflect on how you might develop them further.*

- A three-part structure<sup>3</sup>.
- Clear learning objectives and outcomes divided into must, should, could.
- Opportunities for involvement of every student.
- A clear lesson trajectory with each activity leading into the next.
- Links to past learning.
- Allusions to future learning.
- Awareness of the 'bigger picture' and the 'direction of travel'.
- Expectation of students demonstrating the '3 Rs': Responsibility, Resilience & Reflection.
- DIRT.
- Constructive and clear feedback.
- Word of the Lesson.
- Explicit Reference to Literacy Skills: reading, writing and oracy<sup>4</sup>.
- Numeracy opportunities exploited<sup>5</sup>.
- SMSC issues highlighted and explored.
- Skilful Questioning.
- Using Bloom's Taxonomy to vary your activities and expectations.
- Clarity of success criteria.
- Variety of learning styles applied appropriately.
- Variety of groupings – mixed ability, achievement, temperament, readiness etc.
- Variety of groupings – individual, pairs, teams.
- Students contributing in a variety of roles.
- Relevant resources – accessible but challenging.
- Creative and engaging use of ICT.
- Skilled Questioning.
- AFL strategies – self, peer and teacher assessment to gauge progress throughout the lesson.
- Relevant, differentiated and challenging homework.

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<sup>2</sup> More information on the Teaching & Learning non-negotiables is included in Appendix 2.

<sup>3</sup> More information on the three part lesson structure is included in Appendix 3

<sup>4</sup> For more information please read the Literacy for Learning Policy.

<sup>5</sup> For more information please read the Numeracy across the Curriculum Policy.

## **Growth Mindset**

*Pupils achieve more highly when their behaviour for learning demonstrates the qualities of Growth Mindset. As well as delivering the curriculum, teachers are expected to support pupils in developing this approach to their learning; encouraging and praising these characteristics and challenging fixed mindset when evident. Growth mindset is epitomised by the following qualities:*

### **RESILIENCE**

- Chooses and enjoys high challenge tasks
- Bounces back from setbacks and understands failure is an opportunity for learning;
- Persists until task is completed to the best of their ability;
- Recognises and celebrates the link between their success and their working habits;
- Expects the most from themselves and doesn't accept less than their best;
- Is motivated by wanting to continuously improve;
- Takes pride in developing their own independence.

### **RESPONSIBILITY**

- Prepares effectively for lessons and loves to learn;
- Identifies the use, relevance and context to them of what they learn;
- Makes links with what they have already learnt and things they would like to learn in the future;
- Identifies their own misunderstandings and asks specific questions or completes activities to address this;
- Takes responsibility for meeting homework deadlines, catching up on missed work and completing to best standard;
- Takes responsibility for the well-being of others.

### **REFLECTION**

- Actively seeks and acts on feedback from teachers, parents, carers and peers even when feedback is challenging;
- Uses feedback to make immediate improvements;
- Edits, checks and redrafts their work, rarely content with their first attempt.
- Celebrates their own strengths and identifies areas for improvement;
- Reflects on their own learning style, the strengths and weaknesses;
- Reflects on their impact on others.

When pupils' behaviour for learning is habitually failing to exhibit the 3Rs despite support in class and through formative assessment, teachers should liaise with Form Tutors, Progress Leaders and Year Managers.

## APPENDIX 1: CHARACTERISTICS & JUDGEMENT OF OUTSTANDING LESSONS

	Teaching and Assessment for Learning	Behaviour for Learning
<b>Planning</b>	<ul style="list-style-type: none"> <li>✓ Teachers should use pupil's prior attainment data when planning lessons to ensure they include appropriate challenge, pace and support.</li> <li>✓ The teacher works in partnership with Teaching Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Seating plan which encourages pupils to work rather than socialise</li> <li>✓ Appropriate pace</li> <li>✓ Routines and expectations are taught and followed each lesson</li> <li>✓ Staff arrive on time in order to set up, meet and greet pupils</li> <li>✓ Staff smile when welcoming pupils</li> <li>✓ There is a calm and orderly entrance and exit</li> <li>✓ Name and praise is used to promote and reward positive behaviour</li> <li>✓ Teachers and TAs work in partnership to promote positive behaviour for learning</li> <li>✓ Reward system for behaviour is used</li> <li>✓ Postcards are sent home to inform parents of positive behaviour for learning</li> </ul>
<b>Starter Activity</b>	<ul style="list-style-type: none"> <li>✓ Starter activity which is short and engaging and linked to the main learning in the lesson</li> </ul>	
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>✓ Needs of ALL pupils taken into account</li> <li>✓ Teachers and TAs work in partnership to support student learning</li> <li>✓ Stretch and Challenge is planned for</li> </ul>	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>✓ Learning outcomes shared with pupils in pupil friendly language</li> <li>✓ Learning outcomes will be levelled and expressed as ALL, MOST, SOME</li> <li>✓ Learning outcomes are referred to regularly throughout the lesson</li> </ul>	
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>✓ Work is modelled to show pupils the expectations</li> <li>✓ National Curriculum levels &amp; grade descriptors are used regularly in student friendly language</li> </ul>	
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>✓ Key words used and explained during the lesson</li> <li>✓ Varied, active and engaging teaching and learning styles, where pupils are involved and given opportunities to learn independently</li> <li>✓ Learning is chunked into manageable steps for pupils</li> <li>✓ Pupils are encouraged to share their thinking and ways of working with others</li> <li>✓ Homework, if set, is given at an appropriate time in the lesson (not in a rush at the end) and could build on what pupils have learnt in the lesson</li> <li>✓ Pupil conversations are about learning and progress</li> </ul>	
<b>Pupil Progress</b>	<ul style="list-style-type: none"> <li>✓ Assessment opportunities built into the lesson</li> <li>✓ Pupils are given opportunities to apply what they have learnt in their own work</li> <li>✓ "How to improve" comments are used when a piece of work/book is marked, and are part of student teacher conversation</li> <li>✓ AfL strategies are used to gauge progress – thumbs up, mini white boards, traffic lights etc.</li> </ul>	
<b>Plenary</b>	<ul style="list-style-type: none"> <li>✓ Mini plenaries take place throughout the lesson, not just at the end</li> <li>✓ Plenary is related to the learning outcomes, involves ALL pupils and encourages them to reflect on or apply what they have learnt</li> <li>✓ Plenary is used effectively to gauge individual student progress</li> <li>✓ Plenary influences next lesson</li> <li>✓ Plenary allows reflection time</li> <li>✓</li> </ul>	

Judging lessons based on Ofsted criteria - adapted and augmented for observing single lessons (Health Warning: this is not an Ofsted doc.)					
<i>Italicised text is not in the Evaluation Schedule and has been added by me.</i> <span style="color: red;">Red text: changes in the September 2013 criteria;</span> <span style="color: green;">green text January 2014.</span>					
		Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
<b>Pupils</b>	<b>Progress</b>	Almost all pupils <sup>1</sup> make rapid and sustained progress (esp. groups in footnote 1 below)	Most pupils <sup>1</sup> make good progress <sup>4</sup> and achieve well over time.	<i>Progress is broadly in line with, or marginally below, national from similar starting points (inc groups)<sup>1</sup>.</i>	Some, or all pupils <sup>1</sup> are making inadequate progress as a result of weak teaching over time.
	<b>Learning</b>	Pupils learn exceptionally well. <span style="color: red;">They acquire knowledge &amp; develop understanding rapidly.</span>	Pupils learn well. <span style="color: red;">They acquire knowledge and develop understanding. (well?)</span>	<i>A few pupils do not learn well.</i>	<i>Learning is limited; pupils underachieve.</i>
	<b>Engagement in Learning</b>	Pupils display 'a thirst for knowledge and a love of learning'. Attitudes to learning are 'of a high standard'.	Pupils are well prepared for lessons and interested and engaged. Attitudes to learning are consistently positive. <span style="color: green;">Pupils take a pride in their work.</span>	<i>Most pupils want to work hard and to improve but a few do not. Some pupils do not take a pride in their work.</i>	Teaching over time fails to engage or interest pupils, or specific groups (inc D&SEN).
<b>Behaviour &amp; Safety</b>	<b>Disruption to learning</b>	<i>Lesson proceeds without interruption.</i>	<span style="color: red;">The lesson 'flows smoothly'.</span> Low level disruption to lesson is 'uncommon'.	<i>Some off-task behaviour, but major issues are rare. Disruption is not endemic.</i>	Pupils' lack of engagement/low-level disruption reduce learning &/or lead to a disorderly classroom environment.
	<b>Behaviour</b>	Teacher/other adults manage behaviour skilfully and highly consistently. Behaviour improves/is outstanding) in the lesson as a result. <span style="color: red;">Ps' conduct/manners are excellent.</span>	Behaviour is managed consistently well. <span style="color: red;">Behaviour improves (or is outstanding) in the lesson as a result. Pupils behave well.</span>	<i>Clear procedures for managing behaviour, but not always used consistently. Nearly all pupils respond promptly to the teacher.</i>	<i>Procedures for managing behaviour are not clear or are not used consistently or a significant minority of pupils do not respond to them.</i>
	<b>Safety</b>	Pupils are safe, understand unsafe situations well, are highly aware how to keep 'selves and others safe (inc e-safety).	Pupils are safe and understand how to keep themselves safe.	<i>Pupils are safe. They know the major risks they face and reflect this in their behaviour.</i>	<i>Pupils do not understand risk and may endanger themselves or others.</i>
<b>Quality of Teaching</b>	<b>Planning</b>	<i>Excellent.</i> Enables pupils to learn exceptionally well.	<i>Good.</i> Deepens pupils' K&U, developing their skills.	<i>Adequate, but does not develop all pupils' K&amp;U/skills.</i>	<i>Fails to take sufficient account of needs.</i>
	<b>Activities</b>	Well-judged and often <span style="color: red;">imaginative. Teachers impart knowledge 'authoritatively'.</span> <i>Time is used very well.</i>	'Effective' strategies used. Tasks are matched well to most pupils' needs inc. least and most able. <i>Time is used well.</i>	<i>Activities are mostly appropriate, but do not meet all needs. Time is mainly used well.</i>	Activities are not sufficiently well matched to pupils' needs. <i>Time is wasted by some or all pupils.</i>
	<b>Expectations</b>	Consistently high.... of all pupils.	High.	<i>Sufficient for reasonable progress.</i>	<i>Not high enough: progress is limited.</i>
	<b>Interventions</b>	<span style="color: red;">Clearly directed</span> and timely. Match individual needs accurately. 'Notable impact'.	'Appropriate'. <i>Good impact on learning.</i>	<i>Some impact, but not always timely or consistent in meeting individual needs.</i>	<i>Additional support has little or no impact on learning – it fails to narrow gaps.</i>
	<b>of RWCM<sup>2</sup></b>	'Highly effective' and well-planned.	Effective.	<i>Some support for RWCM skills, but provided inconsistently.</i>	Pupils cannot use RWCM skills as well as they should.
	<b>of SMSC<sup>3</sup> &amp; Physical Wellbeing</b>	<i>Every opportunity is taken to develop skills, knowledge and understanding.</i>	<span style="color: red;">Opportunities are taken to develop SMSC and physical wellbeing.</span>	<i>SMSC and PW are promoted inconsistently.</i>	<i>SMSC and PW opportunities are ignored or overlooked.</i>
<b>Assessment</b>	<b>During the lesson</b>	Understanding is checked systematically and effectively, anticipating interventions.	Progress is assessed regularly and accurately. Ts listen to, carefully observe and skilfully question Ps... to reshape tasks & explanations to improve learning.	<i>Work is monitored in the lesson. General misconceptions are picked up. Plans are adapted, but this is not always timely or well-judged.</i>	<i>Assessment is not used effectively to help pupils improve.</i>
	<b>Homework</b>	Appropriate homework is set which matches individual needs accurately.	Appropriate homework set. It matches nearly all pupils' needs.	<i>Appropriate homework is usually set. It matches most pupils' needs.</i>	<i>Homework is not set regularly or it does not contribute to learning.</i>
	<b>Feedback and marking</b>	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.	Pupils know how well they have done and how to improve. <i>Marking is regular.</i>	<i>Marking is inconsistent. Some pupils do not know how well they have done and/or how to improve.</i>	<i>Pupils are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal or unhelpful.</i>

## **APPENDIX 2:**

### ***The Non-negotiables of New Mills Lessons***

#### **1. Teachers should ensure a purposeful learning environment is maintained**

*The way in which teachers manage the classroom will have a significant effect on pupils' learning and behaviour. Pupils learn and progress in a structured and stimulating environment.*

- Punctuality and regular attendance are essential.
- Pupils should arrive promptly, line up outside the classroom, where possible and wait to be asked to enter by the teacher.
- Teachers arrive promptly, greet pupils outside the class and give a reminder that school dress needs to be correct by the time they are seated in the room.
- Pupils enter classroom in an orderly fashion, sitting where they are told to sit. The seating of pupils is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning for all pupils, but particularly for boys. Teachers should have a seating plan for every class
- Pupils quickly remove outdoor coats and get out the equipment needed for the lesson while waiting quietly for the register to be taken.
- A register should be taken every lesson.
- Teachers use the behaviour policy to ensure consistency of response to behaviour issues.
- Lessons must last the full duration and pupils dismissed on the bell.
- Teachers ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage should be reported to the caretaker and appropriate sanctions used.
- Teachers are responsible for managing the provision of stimulating and relevant displays.

#### **2. Achievement must be recognised and rewarded**

*The celebration and reinforcement of student achievement is an essential part of teaching and learning.*

*This can be done in a number of ways:*

- using praise frequently but meaningfully during lessons.
- using the school's reward system.
- displaying pupils' work (in the classroom or on the corridors).
- sending pupils to the SLT to show good work or using other mechanisms to celebrate achievement.

#### **3. Identifying and Challenging under achievement**

*Identifying and challenging underachievement is the responsibility of all teachers. High expectations are not enough on their own; action is needed to ensure they are met.*

- Teachers should familiarise themselves with relevant data as it becomes available (for example, KS2 outcomes, Cognitive Ability Test levels, target grades) and use this to inform expectations and monitor progress
- Target Grades will be shared with pupils.
- Teachers are expected to identify and address barriers to learning which may prevent pupils from achieving, such as disruptive, passive behaviour or lack of confidence.
- Teachers are expected to seek support from FTLs, PLs and YMs as appropriate when classroom interventions have not impacted positively in a timely way.
- Faculty Team Leaders will monitor and track the progress of individuals and groups of pupils against relevant data, liaising with Class Teacher, Progress Leaders, SENCO, Year Managers as appropriate to identify appropriate action and support in its provision.

### **APPENDIX 3:**

## ***A three part lesson structure***

### **1. Introduction and starter activity**

- The lesson is introduced clearly, sharing the intended **learning objectives/outcomes** with pupils.
- These will usually be written on the board or in the PowerPoint at the start of the lesson.
- Pupils should be encouraged to engage/interact with the objectives/outcomes for the lesson.
- In most subjects a starter activity will take place in the first 5 – 10 minutes of the lesson.

**Learning objectives** should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general.

#### **Learning objectives could begin with:**

- To understand ....
- To be able to ..... evaluate/identify/describe/justify/explain/apply
- To use confidently ....
- To develop ....
- To know how to ....
- To think about ....
- To be aware of ....
- To confidently use ....
- To understand ....
- To explain/justify ....

**Learning outcomes** will specify what is expected from the student as the result of a task or an episode within a lesson. It will explain the criteria for success and are levelled/graded.

#### **Learning outcomes should be expressed as:**

- All (What everyone should achieve)
- Most (What the majority should achieve)
- Some (What the few should achieve e.g. G&T)

**Success criteria** need to be specific and related to the learning objectives and the tasks set by the teacher.

- Clearly Communicate success criteria to students before the task
- Decide how you are going to assess the success criteria during the lesson
- Plan the plenary to review all of the success criteria

#### **Examples of Success Criteria:**

You can / I can .....

- Give 2 advantages of using renewable energy resources
- Draw an accurate pie chart by using the correct angles
- Write a poem containing 2 verses
- Use the 5 key words when writing the introduction
- Demonstrate a forward and backward roll
- Peer assess your partners work by giving a point for improvement
- Label a graph with the correct axis
- Describe 2 key features of a Monet painting
- Give 2 ways in which you could improve your work
- Work independently to produce
- Use the verb \_\_\_\_?\_\_\_\_ to describe my daily routine
- Cut out your wood template using the saw safely
- To be able to use scientific equipment to a high degree of accuracy
- Use a level ladder to self assess your work

- Search a database to find 5 pieces of information

## **2. The Main Activity**

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with Teaching Assistants.

### **Tasks set will:**

- Be matched to pupils needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupil skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

### **The teacher will:**

- Give clear instructions
- Link work clearly to learning objectives and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress

## **3. The Plenary**

- The teacher will return to the learning objectives/success criteria and encourage all pupils to evaluate the progress they have made during the lesson.
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and pupils may be told about work to be covered next lesson

