

THE MANOR – A FOUNDATION SCHOOL POLICY DOCUMENT

<LEARNING AND TEACHING>
RESPONSIBLE COMMITTEE: <ACADEMIC>

[March 2010]



As an aspiring 'outstanding' school a high quality learning experience for each and every student has to be our ultimate aim.

Therefore our *Learning and Teaching Policy* is the most important of all school policies. It reflects the importance placed by the School on learning, teaching, aspiration and achievement. It focuses on the needs of our students and the criteria by which we are ultimately judged. Our policy also reflects the principles learnt from our work on Assessment for Learning (AFL).

We should also remember our vision, namely:

At The Manor we believe that 'Students Come First'

It is about:

- ◆ raising **Standards**
- ◆ raising **Aspirations**
- ◆ developing a culture of **No excuses**

Equity

Every student matters a great deal to us. We believe every student can achieve their full potential and there is a relentless focus on making this happen. Striving for excellence and improvement is well worth the strenuous efforts of all school staff. We are committed to becoming an "outstanding" school in every respect.

We are dedicated to developing the creative and academic talent of the future using our newfound Creative and Performing Arts specialism as a driver.

We provide a secure, stimulating learning environment and embrace new technologies and qualifications to ensure students of all ability levels are well equipped to meet the challenges of education, work and life in the 21st century.

The Manor is the 'hub' of a vibrant community. We take pride in leading in its development. **The Professional Standards for a qualified teacher set out by the TDA in terms of teaching are:**

- ◆ Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- ◆ Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they: (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion and

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives, (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and Plenaries effectively; (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

- ◆ Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.
- ◆ Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

The professional standards for planning at qualified teacher status are as follows:

- ◆ Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

We expect all of our teaching staff at Manor to demonstrate the professional standards in teaching and planning, and then to demonstrate the standards relevant to their post.

Key Learning Principles for The Manor School

- ◆ There is no known ceiling to achievement – intelligence can be developed, as can aspiration.
- ◆ All staff are leaders of learning in the School - we need to ensure therefore that we are role models for learning and that our classroom environment reflects our professional
- ◆ Each student must know what to do to in order to improve and how to do it. High expectations on their own is not enough.
- ◆ Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts.
- ◆ Every students has the right to be successful and the ability to achieve
- ◆ Our job is to create learning; not process and record what we find
- ◆ The Every Child Matters agenda underpins everything written in this policy
- ◆ Every department meeting must have a teaching and learning agenda item to share best practice or an effective resource.

Learning and Teaching - What are Our Priorities?

- ◆ Students should be taught how to learn and how to reflect on their learning so that they become independent learners
- ◆ Learning objectives must be shared and reviewed with students.
- ◆ Clear, structured lesson plans using the School proforma promote learning
- ◆ Teachers must create and maintain a purposeful and engaging learning environment where students' work is celebrated and displayed.
- ◆ Independence and critical thinking must be fostered
- ◆ Achievement must be recognised and rewarded consistently
- ◆ Underachievement must be challenged, not processed
- ◆ The role of the learning mentor is to facilitate academic achievement, as well as
- ◆ Teachers must show where the attitudes to learning can be demonstrated explicitly

- ◆ Questioning must be planned for and differentiated so that it is challenging and meaningful for all students
- ◆ Punctuality and regular attendance are essential for staff and students- greeting students at the door of your classroom should be current practice
- ◆ Students must understand how the learning fits into other lessons or a scheme of work
- ◆ Marking must be meaningful and monitored.
- ◆ Teaching assistants need to know before the lesson, what the objectives of the lesson are and how they are required to support students.

Key Actions for 2009 - 2010 to Support RAP Plan Priorities:

- ◆ Teaching and learning will be an agenda item for every meeting at the School, from line management meetings, to department meetings, to student voice meetings and parent forums. We ask that minutes be taken for all meetings, we also ask that teaching and learning is linked to the School's current priorities.
- ◆ Formalised opportunities for staff to share best practice. At department meetings, at whole staff and directorate meetings, via involvement in the TLA, via the Teaching Development Group and CPD led by key staff in the School.
- ◆ A coaching programme established by January 2010.
- ◆ A different system of performance management which focuses on teaching and learning targets gained from department reviews and AFL reviews of 2008/2009.
- ◆ CPD programme for 2009/2010 will focus specifically on these teaching and learning targets and will be driven by staff so that we learn from each other and we learn what works.
- ◆ The key principles for effective AFL: objective led learning, questioning, peer marking,
- ◆ Formative assessment, effective use of the plenary, using targets to inform planning will be the focus of the TDG. We begin with objective led learning and questioning for the first term.
- ◆ Members of student voice will become a forum for learning and will provide materials for all students to coincide with our focus.
- ◆ There will be an assessment development group established, to ensure that marking is meaningful and rigorous, and again to celebrate best practice.

Role of the Learning Mentor

To support students' learning, personal development and achievement in all areas of the school.

Mentors:

- ◆ Have an integral role in supporting students' learning and personal development.
- ◆ Sets the standards and expectations of students and monitors the academic and personal development.
- ◆ Will undertake the tasks outlined in the academic mentors calendar – this will include SEAL and IAG work. Resources will be provided.
- ◆ Are responsible for liaising with parents re concerns over uniform, attendance (in conjunction with the attendance officers), academic achievement (after each half term progress report).
- ◆ Are responsible for showing students how to complete the 'attitudes to learning' self assessment per term.
- ◆ Are responsible for one to one parent consultations during academic target setting interview days.

Helping Our Students to Learn

It must be made explicit to students what they need to do to be successful in their learning. This could include:

- ◆ Discussions with students about learning.
- ◆ Explanation of topic/task e.g. by teacher, between students, by students to whole group, and students to the teacher.
- ◆ Reading and thinking time.
- ◆ Scaffolding (writing frames and sentence starters).
- ◆ Modelling (sharing students' work, working through examples, guided writing, sharing planning and demonstrations).
- ◆ Developing effective learning and study skills (e.g. revision techniques, recording notes, summarising) and sharing of good practice.
- ◆ Formative feedback (oral and written) and continual target setting on how to improve by teacher and/or student.
- ◆ Regular reviews of progress toward set targets.

Learning Objectives must be Shared and Reviewed

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning, but students must understand them.

Teachers must make the learning objectives explicit to all students. This will usually happen at the start of the lesson but could happen at other stages and could take the form of a key question.

We expect that learning objectives will be:

- ◆ Written or projected onto the board
- ◆ Shared orally (explicitly and overtly)
- ◆ Written by students in their books, then reviewed by traffic lighting in the plenary of the lesson (best practice seen in maths)
- ◆ Set by students themselves in some lessons using objective stems where appropriate.

Longer term objectives across a topic unit or series of lessons should be made clear and reviewed. These could include:

- ◆ Learning logs
- ◆ Concept tick sheets (what I know, what I have learned)
- ◆ Debates
- ◆ On-going mind maps

The Structure of Lessons

Clearly structured lessons promote learning:

- ◆ Lessons must have a clear start. This could include starter activities or demonstrations or a review/recap of previous learning.
- ◆ Lessons must have a clear finish which will usually include a review of learning objectives but may also include quick fire questioning to correct misapprehensions and a preview of the next lesson
- ◆ Longer-term objectives can also be reviewed in this section of the lesson making reference to final assessment outcome.
- ◆ The Plenaries should be planned for and used at appropriate points in the lesson to review learning
- ◆ The setting and recording of homework should take place in the first part of the lesson and could be revisited or fully explained at an appropriate time in the lesson if necessary.
- ◆ Research shows that setting homework at the end of the lesson discriminates against students with learning difficulties.
- ◆ Activities should be varied, engaging and appropriate to meet the needs of all students.

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive:

- ◆ Differentiation by questioning - which questions are you asking to which students?
- ◆ Differentiation by task.
- ◆ Differentiation by outcome.
- ◆ Developing and adapting resources to both support and extend students taking into account all students' needs.
- ◆ The use of student groupings.

Achievement must be recognised and rewarded by using your department's reward system and by using the whole school reward system for attitudes to learning.

If a student is absent from your class - please follow the guidance given by Mrs Collings.

Homework

Learning takes place inside and outside the classroom. To support students, homework must be planned, differentiated, meaningful, clear and set regularly:

- ◆ Students must be clear about the purpose of homework and how it will be assessed.
- ◆ It is the responsibility of teachers to ensure that homework is written in students' planners.
- ◆ Where appropriate, the previous homework should be reviewed in the lesson, clarifying misunderstandings and giving feedback upon positive aspects and how to improve if applicable.

A variety of homework tasks can be set, such as:

- ◆ Questions
- ◆ Research
- ◆ Thinking
- ◆ Reading
- ◆ Extended writing or projects
- ◆ Notes
- ◆ Writing materials for starter activities
- ◆ Presentations
- ◆ The new 'Stephen Hawking Library and Study Zone' will be open at lunchtime and after school and will be staffed to support students who find it difficult to complete homework at home.
- ◆ Homework should be assessed either by the teacher or other students.