



## Teaching and Learning Policy

Responsibility	Fiona Finch
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## Contents

Rationale .....	3
Aims.....	3
Expectations.....	3
MONITORING AND EVALUATION – QA Processes .....	8
SUPPORT PROCESS SHS 2019/2020 .....	8
Immediate Support (Period across full QA cycle) .....	8
Subject Leader Support (4 week cycle).....	10
Informal Support (6 week cycle).....	11
Formal Support – Capability .....	11
APPENDICES .....	12
Immediate Support Flowchart .....	15
Action Plan of Support .....	16
EQUALITY IMPACT AUDIT AND ACTION PLAN .....	18



# Stocksbridge High School

## Rationale

We believe that all students deserve the highest quality education; inspiring, engaging and challenging them to make the best possible progress. We strive to create a learning environment where Quality First Teaching is at the centre of everything we do; empowering all members of the school community to strive for excellence through a culture of communication, collaboration, support and celebration. We believe that outstanding teaching and learning is at the heart of the educational process to raise standards and maximise progress.

## Aims

In order to be able to challenge students effectively in every learning experience, every day and maximise progress we aim to:

- Meet the needs and aspirations of all students.
- Establish a teaching and learning culture based on a consistent standard and delivered in a variety of ways.
- For staff to have as their primary target a commitment to provide outstanding standards of teaching.
- Promote the view of learning as a shared responsibility.
- Involve all staff in developing and improving the quality of learning and teaching.
- Provide all staff with developmental opportunities to extend and enhance their range of teaching strategies within a culture of ongoing reflection and support
- Identify students' achievement through rigorous monitoring and plan appropriate interventions to enhance their progress.

## Expectations

**The Headteacher & Senior Leadership Team will:**

- Ensure the Teaching & Learning Policy is implemented
- Create and maintain an environment and code of behaviour which promotes and secures outstanding teaching, effective learning, high standards of achievement and positive behaviour and discipline through development and monitoring 'Culture and Climate' processes – PROUD, starts/end of lessons
- Set out a consistent standard for all lessons – The Stocksbridge Standard - and quality assure the consistency of its implementation.
- Determine, organise and implement a full, broad, personalised and balanced curriculum.
- Ensure that a minimum of two formal lesson observations take place for all teaching staff over the academic year. These will contribute to appraisal evidence and be measured against the Stocksbridge Standard using a 'working towards' or 'working within' judgement.



# Stocksbridge High School

- Ensure that all teachers whose lessons are graded as 'working towards' are given clear targets to help them improve and a programme of support to help them to meet these targets.  
Any teacher graded as 'working towards' and is an ongoing cause for concern based on other evidence (such as departmental typicality tracking, learning walks or work scrutiny exercises) is considered for action under the school's Capability Procedures Policy.
- Ensure that a robust, consistent and standardised system of regular developmental quality assurance is carried out through learning walks and work scrutiny – where evidence shows 'working towards' judgements clear targets and high quality support opportunities are put in place and robustly delivered to quickly improve gaps in practice
- Take responsibility for ensuring Every Lesson Counts visits are completed and that both areas of development and areas of good practice are highlighted and discussed with teaching staff, and shared with SLT via the ELC log book
- Actively participate in training all SLT, Subject Leaders and T&L coaches in observing lessons, learning walks and undertaking work scrutiny using the Stocksbridge Standard to ensure consistent standards are established and maintained
- Develop a high quality and personalised programme of professional development, coaching and mentoring for staff including effective school to school to share and identify good practice.
- Develop a culture of self and peer-observation and support for Teaching and Learning based around openness and ongoing dialogue.
- Ensure that effective and appropriate support is available and planned for all students.
- Monitor and evaluate the quality of teaching, learning and achievement of all students, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the School community and uphold the SHS vision and values.
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives to enhance learning and teaching.
- Create and maintain an effective partnership with parents and carers to support and improve student's achievement, personal development and well-being.
- Ensure regular celebration of student achievement – sporting, cultural and academic.
- Ensure that students are increasingly involved in the design/evaluation of learning experiences as appropriate through regular student voice.

## **Middle Leaders and Subject Leaders will:**

- Set priorities and targets for the department within the context of the School Improvement Plan.
- Implement a departmental QA monitoring and evaluation programme within their subject area and be accountable for the standards of Teaching and Learning within their subject area based on whole school QA processes and department typicality.
- Lead robustly on Subject Leader Informal support processes for identified staff
- Lead the subject area by example and set high standards; ensuring they are clear about the narrative



# Stocksbridge High School

for T&L based on the Stocksbridge Standard and articulate this regularly with departments.

- Participate positively and actively in appropriate CPD opportunities ensuring this is cascaded into classroom practice consistently across their department and disseminate information to staff efficiently, effectively and promptly.
- Ensure provision is made to support all groups of students through effective use of PLAN meetings, STEP information and quality first teaching.
- Support professional development activities within their subject areas and facilitate the regular sharing of good practice through use of department time, development of effective models of typicality tracking and a culture of subject leader mentoring.
- Engage with SLT link and T&L lead to improve quality first teaching, promote and support T&L initiatives such as coaching as a way to improve practice
- Have a clear 7-11 Curriculum vision which is regularly reviewed and have in place long, medium and short term plans which will ensure progression based on key knowledge, skills and concepts. Ensure formative and summative assessment procedures are in line with School expectations and strategically inform future planning and intervention.
- Ensure that time is built into long and medium term planning to assess student progress, review learning and re-teach misconceptions each half term.
- Following data collection points ensure targeted support and intervention is in place for any students falling behind in consultation with classroom teachers.
- Create and maintain links with parents and carers to inform them about their child's progress and approach to learning and hold department accountable for doing the same.
- Use and promote within the department networking opportunities, both within the Minerva Trust and outside, to provide quality CPD for both themselves and the department.

## **Classroom Teachers will:**

- Plan effectively and deliver lessons appropriate to each individual within the teaching group, providing a suitable level of challenge for all learners in line with the Stocksbridge Standard.
- Demonstrate through effective planning and preparation how lessons build on students' current knowledge, understanding and skills so that sustained progress can be made by all students regardless of their background, circumstances, individual needs or prior attainment.
- Ensure there is an increased focus on and understanding of students in vulnerable groups; particularly those making less than expected progress.
- Ensure all students are aware of current attainment levels and know how to achieve target level through consistent use of target grades, assessment ladders and graded success criteria.
- Make effective use of assessment data and assessment for learning opportunities to address misconceptions, rapidly close gaps, extend and support.
- Monitor students' progress through frequent informal opportunities for verbal feedback, live marking, against graded success criteria to bridge gaps in formal assessment.
- Drive progress through effective and robust use of the schools agreed feedback policy at agreed formative and summative assessment points; ensuring feedback, re-teaching and student response



# Stocksbridge High School

drives progress.

- Support students in their learning through the development of positive relationships and consistent application of the schools climate and culture processes and behaviour system.
- Track and monitor the progress of all students and ensure support and intervention is put in place for all students falling behind.
- Ensure that prior attainment data, SEND information, attendance and cohort information is accessed and used to inform lesson planning; including regular use of MINT.
- Ensure that there is a positive learning environment characterised by high teacher and learner expectations.
- Make sure the classroom is well organised and tidy.
- Have cohesive seating plans for all teaching groups utilising the MINT seating plan system, reviewed regularly and linked to supporting student progress.
- Participate actively in CPD opportunities and ensure strategies around key school CPD priorities are embedded into classroom practice.
- Use feedback from QA processes to reflect on and engage in professional dialogue to improve practice; actively engaging with support processes and opportunities given to support and extend identified areas of development

## **Support Staff will:**

- Support with the running of breakfast club from starting time.
- Supervise, deliver and monitor Lexia/ Reading Leader Programmes during registration.
- Supervise unstructured times for vulnerable students within Paragon (subject to a rota for lunchtime).
- Oversee Paragon for vulnerable students using exit pass (timetabled).
- Keep registers/ log on provision map students accessing Paragon as an exit tool for support/ during unstructured times.
- Support students in crisis through de-escalating/ reflecting/ restoring.
- Support a small number of students within identified lessons where additional adult support is non-negotiable (timetabled).
- Deliver time limited interventions as identified by OA, EHCP or in-house assessments/data (timetabled) – to be directed by GFE dependent on skill set.
- Check in regularly with key students (allocated by GFE) - communicate where necessary with their teachers and regularly update parents on progress.
- Contribute to support plans/ annual reviews/ QRS for most vulnerable students.
- Supervise and support students within homework club after school (subject to a rota).
- Contribute to provision map for any new provisions delivered/ distributed.
- Communicate observations/ concerns to GFE through department time/ email if more urgent.
- Liaise with OAs where directed – especially if keyworker to individual or leading intervention.
- Support GFE with moderation of SEND register and SSGe twice annually.



# Stocksbridge High School

- Undertake extra responsibilities as written in the TA roles and responsibility document.

## **Students will:**

- Attend lessons regularly and on time
- Come well prepared for lessons with appropriate books, planner and equipment.
- Aim to achieve goals and meet targets and respect the right of others to do the same, demonstrating the school values in everything they do.
- Take responsibility for their own learning and be proactive in using feedback to aid their own progress.
- Meet deadlines for completing work.
- Prepare appropriately for each lesson and assessment maintaining high expectations of themselves.
- Follow the school rules and non-negotiables for classroom behaviour.
- Follow the PROUD guidelines.

## **Parents and Carers will:**

- Work in partnership with the school in all aspects of their child's education.
- Support school initiatives that involve collaborative working to raise student achievement.
- Encourage and support their child to work to meet their potential.
- Attend consultation evenings and/or meetings to discuss student progress.



# Stocksbridge High School

## MONITORING AND EVALUATION – QA Processes

- Subject Leaders will conduct ongoing departmental QA processes monitoring typicality of their departments against the school whole school CPD focus on a termly basis; using information gained to support developments of teaching and learning at department level
- All teaching staff will have two full lesson observations of 30 minutes each using The Stocksbridge Standard criteria over the course of an academic year.
- All teaching staff will also have 3 x 20 minutes short notice Learning Walks throughout the academic year
- Focused Work Scrutiny Exercises will also be used to monitor the typicality of teaching and learning of individual staff each term; this will be a collaborative and developmental process in conjunction with another named department
- Following all QA processes feedback will be provided to the member of staff, with individual areas of development, targets and support structures put in place
- Staff who are graded as consistently 'working towards' during formal QA processes and informal typicality procedures will be placed on an Individual Support Programmes. Failure to meet set targets, and to demonstrate improvement, will result in either an extension of the Individual Support Programme or a move to formal Capability Proceedings.

## SUPPORT PROCESS SHS 2019/2020

Measured against learner's attainment and progress nationally, the quality of teaching and learning at Stocksbridge High School is not yet good. Senior leaders have therefore developed a quality assurance process that enables areas of development to be identified quickly and robustly addressed through the following support processes.

### Immediate Support (Period across full QA cycle)

Follows directly after QA procedures to identify areas of development and evidence from previous QA procedures, SL typicality, progress data and ELC supports findings. This is offered to anyone who receives a Working Towards judgement and who needs significant support to make improvements.

Immediate support involves support for improvement and development in specifically identified areas through SL support, coaching, peer observation and CPD engagement.



# Stocksbridge High School

Support will be offered through Subject Leaders, Senior leaders for T&L or the coaching team via a combination of the following:

- Co-planning
- Team teaching
- Observations of other staff
- Development of focused TLA strategies
- Personalised CPD

Improvements in identified areas will be assessed through coaching records, subsequent QA procedures, SL typicality evidence, ELC and agreed between T&L leads, SLT links and SL at calendared meetings following each QA cycle.

Where it is decided, following a full QA cycle, there is no significant or sustained improvement in areas identified the informal support period will be triggered. The full QA cycle will consist of one learning walk, one work scrutiny and one lesson observation. If two out of three are not at Stocksbridge Standard, and evidence from SL and SLT links support that judgement, the informal support period will be triggered.

[See 'Immediate' Support Flowchart \(Appendix\)](#)



# Stocksbridge High School

## Subject Leader Support (4 week cycle)

**\*\* During this 4 week process Subject Leaders must keep a log of all meetings, lesson drop-in/observation feedback and lesson planning seen as evidence of improvement or continued concerns.**

### Initial Meeting

- Vocalise the concerns you have around current practice following recent QA judgements and your own Subject Leader evidence
- Explicitly outline the key areas of development
- Outline any support measures that are in place, and that will continue, so they understand the process is about support - ask whether they feel they would benefit from any additional support
- Ensure that you have acknowledged what they are doing/have done to support the department and improvements in practice

### Meeting 2 (this could form part of the initial meeting)

#### Outlining the 4 week SL support process

- Set two simple, clear targets around areas of development (over the next 2 weeks there needs to be evidence of sustained improvement against these targets in all lessons, consistently embedding ideas)
- Explain that these will be monitored through:
  - SL to complete unannounced drop-ins to see evidence against targets, these should be scheduled and sent to FF – evidence from each one of these should be recorded
  - Share planning for 3 x key lessons per week (decided by SL) using either 5 minute lesson plan, Department format or PowerPoint
  - At the end of the 2 week period FF/SL will complete a lesson observation, teacher can decide the class in discussion with you, to assess progress against the two targets given (outcome will be recorded)
- This cycle will then be repeated and following this a decision made about next steps based on evidence gathered – continued SL support or entry into the 'informal support' period

Following these meetings the support process as outlined above will begin immediately, support from the list below will also be arranged and occur throughout the 4 week period

### Support

- Coaching support around identified areas of development
- Joint observations between staff member and SL/FF/Coach to see good practice around identified areas of development – use of non-contact time to enable this will be avoided to reduce stress
- Weekly 'mentor' meeting with Subject Leader



# Stocksbridge High School

- Observations of Subject Leader teaching (focused on target areas)
- Opportunities for team teaching with Subject Leader
- Other support as relevant to individual staff member
- Capacity provided where possible to implement ideas/strategies seen/given

## Informal Support (6 week cycle)

Initial performance meeting led by senior leaders for T&L to identify clear, targeted areas of improvement, agreed targets and timescales. Areas of concern will be recorded and evidence will be provided which supports that concern. Clear targets will be set with agreement from teacher, SL and SLT lead. \*\* See attached pro-forma

Weekly coaching support from identified coach or Senior T&L leads. This will be a personalised programme driving improvements towards agreed targets through a combination of:

- Co-planning
- Team teaching
- Observations of other staff
- Development of focused TLA strategies
- Personalised CPD

Progress against targets will be monitored at fortnightly meetings with evidence gained through a combination of:

- Work Scrutiny
- Lesson Observation/Learning Walks
- Coaching notes

At the end of the 6 week cycle (or minimum of 4 if rapid progress is evident) during a meeting with the Senior Leader for T&L, coach, SL and SLT link evidence will be shared that will indicate next steps.

- If there is evidence of robust improvement, then staff will be referred for a further 6 week coaching cycle (Immediate support programme) to help sustain improvements.
- If there is limited or no evidence of improvement, then the formal support period will be triggered.

## Formal Support – Capability

Following the informal support period outlined above if there is still no evidence of sustained improvements the 'capability' process will begin.

In order to provide a fair and consistent formal support process the Minerva Trust Capability Policy will be used. Please see this document for further guidance and clarification.



# Stocksbridge High School

## APPENDICES



# The 'Stocksbridge Standard'

## 1. Lesson Purpose (WALT/graded WILF)

Lesson has a **clear focus** linked to LTP and department assessment ladders; **explicitly shared** with students and **referenced throughout** the lesson to drive progress, monitor and secure learning.

## 2. Starter

Lesson has a **swift start** linked to **new learning** or retrieval of **prior knowledge**; ensuring student engagement, a purposeful start to lessons with no lost learning time.

## 3. Development of learning

Lesson has a **range of strategies** used to develop student understanding of the WALT and demonstration or application of the WILF; including **Think Harder** and **Language for Learning**. Opportunities to **practice and apply** learning are given. Expectations of **classroom climate** ensure that tasks are undertaken purposefully and drive progress.

## 4. Differentiation and personalisation

Lesson will take into account the **needs of all students** informed by teacher knowledge of students; **stretch and challenge** should be applied for all, with use of **SEND non-negotiables** applied to support specific students.

## 5. Assessment for Learning

Lesson includes opportunities to **measure learning** through peer, self or teacher evaluation and **address misconceptions to quickly close gaps**; including **extended questioning and live marking**.

## 6. Plenary

Lesson finishes with an opportunity to **consolidate** the learning, ensuring students are clear about progress **linked to WILF** and **key skills/knowledge**. This should form a key driver of the lesson and **prepare** students for **future learning**.

**Be positive**

**Be caring**

**Be courageous**

**Be reflective**

# I AM PROUD

## PREPARED

I have my pen, pencil, ruler, planner and calculator.

## RESILIENT

I make sure the presentation in my book maintains the highest standards.

## ORGANISED

I keep my handwriting neat, my book tidy and the learning in my book organised. I cross out mistakes neatly with a single line.

## UNDERLINE

I write down and underline with a ruler, the date, title (and WALT if instructed by the teacher).

## DEDICATED

I dedicate time and effort to completing all work set to the best of my ability, I do not leave work unfinished.

Be Positive

Be Caring

Be Courageous

Be Reflective







## 'Climate and Culture'

### The START of our lessons

#### A calm and focussed start:

- Our students line up silently on the corridor in a single straight line.
- Our teachers are ready at the door to greet students with a smile.

#### A calm and orderly entrance:

- Our teachers welcome students and check uniform upon entering the classroom.
- Our students enter the room calmly, sensibly and respectfully. They stand behind chairs before being asked to sit down by the teacher.

#### A ready to learn environment:

- Our correct equipment for each lesson (eg a pen, pencil, ruler and calculator when in Maths) is placed on the table. Our coats are off and on backs of chairs, our bags are on the floor.
- Our starter activity is on the board and our students are immediately engaged – there is no lost learning time.
- Our teachers tackle lateness to lessons and deal with this by following the whole school policy.

#### A safe learning environment:

- Our teachers accurately take the register within the first five minutes of the lesson and report any anomalies.
- Our students are encouraged to use the toilets during break and lunchtime only, unless they have a toilet pass – there is no lost learning time.

### The END of our lessons

#### Lock in learning:

- Our teachers ensure we consolidate the learning, make progress visible to students and prepare them for future learning.

#### A tidy classroom:

- Our classrooms are tidy, litter is in the bin, our whiteboards are clean, equipment, furniture and resources have been put away.

#### A calm and focussed exit:

- Our students stand in silence behind their chairs and leave the room in a calm and orderly fashion once dismissed.
- Our teachers ensure students leave the room wearing the correct uniform; with coats off unless it is the end of the day.

#### A prompt finish:

- Our teachers dismiss the class on the bell. Not early and not late.

### 'Our Values are lived not laminated'

We demonstrate the school values in everything we do; modelling the behaviour, attitudes and language we expect to see in our classrooms.



## EQUALITY IMPACT AUDIT AND ACTION PLAN

- Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.
- Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.
- Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.
- In making a judgement *due regard* has been paid to the requirement to:
  - Eliminate unlawful discrimination, harassment and victimization
  - Advance equality of opportunity
  - Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		x		
2	Disability	x			
3	Gender Reassignment		x		
4	Marriage and Civil Partnership		x		
5	Pregnancy and Maternity		x		
6	Race	x			
7	Religion or Belief	x			
8	Gender	x			
9	Sexual Orientation		x		
Other					