



SMITHILLS SCHOOL

POLICY:

Teaching and Learning Policy

RATIONALE

Our mission is to improve the quality of teaching and learning so that the progress of pupils is typically good or better across their school experience as a result of teaching which is well planned and appropriately challenging.

This policy sets out our expectations of teaching and learning, with explicit reference to meeting the 8 Teachers' Standards and the Ofsted criteria within "good": i.e.

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.

Written By: Julie Emerson, Vice Principal

Signed: 

Headteacher

Date: November 2016

Approved on behalf of Governing Body:



Date: November 2016

For Review: December 2017

Classroom practice: the basics

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| 1. | Whilst there is no expectation that teachers have a formal lesson plan for all lessons, all lessons should be well planned and structured to ensure engagement and progress for all learners in the class. (ref: planning proforma) |
| 2. | Planning should always take into account prior achievement and address any Wave 1 intervention needs as identified through data scrutiny. |



3.	Planning for learning should be securely rooted in data analysis (ref: SISRA Analytics) and clarity re progression: the needs of different pupils and groups within the class should be addressed.
4.	Learning should be challenging, engaging and promote active participation by all pupils.
5.	Learning objectives- and the success criteria by which learning will be measured- should be explicit and relevant; they should be referenced during the lesson and understood by learners.
6.	Teachers should have clear and high expectations of learning outcomes for each lesson and sequence of lessons which are well matched to pupils' targets and abilities.
7.	Questioning and classroom dialogue should provide for high challenge, low stress learning: a variety of questioning strategies should be used to target different pupils/ groups. Pupils should expect to contribute in every lesson and a "no hands up" approach should be a regular feature.
8.	Feedback from staff or other pupils in class should build on and develop learning using agreed success criteria.
9.	Feedback from learners to teachers should inform classroom planning and learning approaches.
10.	The use of standard English should be encouraged in pupil responses and appropriate and academic language should be modelled by staff wherever possible.
11.	Where written work is set, staff should ensure pupils understand the literacy demands of the task and that these are explicit.
12.	Where reading is part of the lesson, pupils should be encouraged to participate in the reading, following clear guidance as to what sort of reading is needed.
13.	Behaviour management should secure a safe and stimulating classroom experience and expectations of positive learning behaviours should be explicit and consistent.
14.	<p>Monitoring</p> <p>The quality of teaching is monitored throughout the year through the "Monitoring the Typicality of Quality of Teaching" (MTQT) which is rooted in data analysis, work scrutiny, time in classrooms and pupil voice. Subject Leaders and post holders, with quality assurance by Line Management, will lead this cycle and provide clear feedback and direction on the outcomes of each cycle: these should be used to make a judgement on the quality of teaching in each subject area and set targets for improvement. Individual judgements on the quality of teaching will not be given but as part of the MTQT all staff should expect high quality feedback which clearly identifies areas of strength and areas for development. The evidence from each subject area will be used to make a whole school judgement on the quality of teaching and will be further quality assured by the VP Achievement, Teaching and Learning and scrutinised by the Extended Leadership Team and Governors.</p>
	<p><u>Professional Learning for Staff</u></p> <p>Underpinning the high expectations in our move to "good" and beyond, is a range of professional support and development which is focused on improving the typical quality of teaching .</p> <p>Maintaining professional learning in order to meet Teachers' Standards at the appropriate level is the responsibility of each member of staff and will be an intrinsic part of the Performance Management process.</p> <p>There are a wide variety of professional learning opportunities at Smithills School. Each member of staff is encouraged to compile their own log of professional learning as part of the Performance Management process. All professional learning is explicitly referenced to the Teachers' Standards: the selection of professional learning routes will be the decision of each member of staff in discussion with their line manager and should support their professional targets . Staff will be asked to identify particular options for their learning as part of the Performance Management process and the impact of these on professional standards</p>



Teaching and Learning

	<p>will be part of the criteria against which their performance will be reviewed at the end of the year. Staff will be responsible for ensuring their attendance and engagement with their chosen route and having any designated paperwork signed off to verify attendance. For each aspect of training provision, there is a half termly or weekly focus which is directly linked to the school priorities</p>
	<p>Subject Leaders and those in leadership posts within subject areas are responsible for maintaining a focus on the quality of learning in their area: where the need for subject specific training is identified, this should be planned through departmental time.</p>
	<p>The Extended Leadership Team has been established to enable dialogue and sharing of practice within the school at middle leadership level. Fortnightly meetings are designed to support and challenge Middle Leadership and secure their involvement in strategic decision making.</p> <p>A Subject Leader briefing is held every week to allow feedback on MTQT and Teaching and Learning within their areas and to address areas they wish to explore further.</p>
	<p>MTQT feedback will be used to identify whole school foci on particular areas of Teaching and Learning. These will be addressed through the existing provision as outlined below:</p>
	<p>1) Coherent whole school training on key areas for development is provided in Visible Learning Monday training. This is research based professional development. All staff are required to engage with the projects with engagement directly linked to appraisal. Departmental time is allocated to facilitate this discussion and embedding of the research projects so that it can impact on pupils' progress and learning. There are planned opportunities for staff to share good practice through termly Teach Meets so that practice across the school can be disseminated.</p>
	<p>2) Optional training sessions "Teaching Thursdays" also provide a forum for staff training and professional dialogue: these are required for Entry Level staff but optional for all others. Subject leaders may also signpost staff to attend particular sessions following MTQT cycles. The focus is explicitly on Teachers' Standards, pedagogy and accelerating pupil progress. (ref TT materials).</p>
	<p>3) The Professional Studies Programme provides a third level of training and development for entry level staff, particularly Teach first, Schools Direct and NQTs. Whilst a requirement for these groups, any member of staff may choose to attend – in particular, those returning from longer absence, maternity leave or secondment. Subject leaders may also signpost staff to attend particular sessions following MTQT cycles. (ref programme outlines).</p>
	<p>4) The "Good in 10" coaching programme is provided for those teachers where the range of data indicates that teaching is not yet securing sufficient progress, and where department support strategies have not resulted in improvement. (ref Good in 10 appendix). The programme is strongly recommended in these instances, but If staff choose not to take the opportunity, there must be clear evidence of alternative provision for which they are responsible. Where concerns are more serious- and likely to indicate that progress is inadequate- the coaching programme is a requirement of the improvement plan before any move to capability procedures.</p>
	<p>5) We have invested in the IRIS professional learning equipment and software to facilitate professional learning through the use of self reflection and shared perception. The equipment can be booked by all staff and all leading practitioners and subject mentors/coaches have passwords to allow shared reflection and professional dialogue.</p>



Teaching and Learning

	6) Leading Practitioners have been identified to provide a range of good models of practice across a range of subjects and skills and to contribute to the coaching and training provision within departments and across the curriculum.
	7) All staff can request a diagnostic observation through VP Achievement, teaching and learning and an appropriately skilled colleague will be asked to support this: these will be peer-peer observations and no judgements on the quality of teaching will be made in these instances: rather, high quality feedback should inform areas for development.
	8) We have a commitment that staff who undertake a full half term cycle of optional professional learning through Teaching Thursdays or optional attendance at Professional Studies are entitled to a half day off timetable in order to develop their learning: this should be done in conjunction with their line manager and be aligned with Performance Management targets. The allocation of this time will depend on the cover situation and cannot be in the first or last week of any term. (NB: this provision is not available to Trainee Teachers who already have study days through their University courses)
	External Professional Learning 1) We support staff accessing externally sourced professional learning: we are a member of the PiXL club and participate in Bolton Learning Alliance subject Hubs which provides a range of school to school support and conferences. We use examining boards and Local Authority Networks for training.
	2) Applications for externally provided professional learning are considered according to their relevance and likely impact on our teaching and learning priorities, subject knowledge and pupil achievement. Staff should apply using the correct proforma, which should be countersigned by their subject lead/ Line Manager.
	New Professionals In addition to the provision outlined above, new entrants to the profession at Smithills should expect:
	1) A well- planned induction programme which equips them to meet classroom expectations with a focus on learning.
	2) Weekly meetings with a well- informed subject mentor to map progress against clear targets and discuss issues and progress.
	3) Regular classroom support, including: <ul style="list-style-type: none"> a. Team teaching b. Collaborative planning c. Assessment guidance d. Behaviour management guidance e. Focused observation of colleagues both within and out with the department they work in f. Frequent, structured and relevant feedback on their progress
	4) Planned opportunities to meet and share experience with other new entrants



	within the school.
	5) Where new entrants are also undertaking PGCE qualification, they should take opportunities to share their academic work with other staff and contribute to a culture of classroom based research.
	<p>TRAINEE TEACHERS</p> <p>We support our local Universities/Institutes of Higher Education by providing places for trainee teachers.</p> <p>We benefit from such placements because, not only do such trainees inject new ideas into a subject area, but frequently they cause us to examine our own teaching approaches.</p>
	1) The school is in partnership with two training Universities - Manchester and Manchester Metropolitan
	2) Placements are arranged through our Professional Mentor, Ms J. Johnson
	3) The subject mentor acts as the main focal point of the support and guidance programme. Most subject areas have trained subject mentors.
	4) The number of trainee teachers' placements offered depends on the number of NQTs the school has on its staff.
	5) The school receives funding for the ITT partnership. This in the main is devolved to participating subject areas.
	6) We also offer "school experience" placements for people who are applying for ITT(ref web site)



Appendix 1

1. Good in Ten Coaching at Smithills: Supporting Learning, Supporting Progress
What is Good in Ten?

Our 10 week coaching support plan is intended to ensure that members of staff whose pupils are not making good or better progress consistently, receive the professional support and training they need to secure good practice: this will usually be the result of the MTQT cycle and work scrutiny. Members of staff may request Coaching as a professional learning route.

In advising that a member of staff take part in our coaching programme, it is likely that Subject Leaders and Line Managers will already have advocated a number of other strategies but without clear evidence of consequent progress: thus Good in Ten is an opportunity to benefit from a more structured approach.

The basics:

Before beginning the Good in Ten programme, it should be understood by all parties that the responsibility for making progress to Good lies with the teacher: Subject Leads and Coaches are there to support that progress. Within the context of the Teachers standards and Performance Management, each teacher must ensure that their professional growth is a priority.

1. Good in Ten begins with a coaching conversation between the teacher, their Subject Leader and their designated coach. The purpose of this is to agree up to 3 targets for the first round of coaching. These will be based on areas for development identified as part of the MTQT feedback process. These targets will also, ideally, underpin the teacher's Performance Management targets.
2. The coach and the teacher will then work together to meet these targets: this **may** take the form of any or some of the following:
 - a. Collaborative planning
 - b. Peer-peer observations between coach and teacher
 - c. Supported observations of other teachers
 - d. Support with providing effective written feedback
 - e. Team teaching of specific groups
 - f. Collecting and reviewing pupil voice
 - g. Joint attendance at Teaching Thursdays to identify and trial some of the focus ideas.

However, this is not an exhaustive or prescriptive list: the coaching activities will be bespoke and match the teacher's targeted needs. Where there is a need for cover to facilitate an observation or team teaching session, this will be considered but not guaranteed.



Teaching and Learning

3. The coach and teacher will focus on these first targets for 3 weeks: in the 3rd week there will be a second meeting with the Subject Leader to review progress and agree the next set of up to 3 targets for the next 3 week block. This will be repeated for one final 3 week cycle. In the 10th week, there will be a formal observation with the coach and AVP T&L to review progress to Good.
4. The coach and teacher will meet for a minimum of one hour per week to plan and discuss progress. This could be in a shared non- contact time but is more likely to be before or after school. It is essential that this time together is protected and that both parties commit to it.
5. At least once in each 3 week cycle the coach should work in the classroom with the teacher they are coaching and that teacher's class. This might be a coaching observation, but could also be "coach as TA" or a team teaching opportunity.
6. It is also expected that at least once in each 3 week cycle, the teacher will visit the coach's classroom practice or that of others in the Teaching and Learning Group to observe good practice in the targeted areas: this need not be for a full lesson but after these visits, it is important to have a dialogue about what has been noticed and what could be tried.
7. It is strongly recommended that anyone on Good in Ten attend Teaching Thursday training: in addition or where this is not possible, the use of online resources, blogs and training should be a priority. A list of recommended websites, online resources and helpful books is provided as an appendix. The Teaching and Learning library in the CPD room should also be used to develop or consolidate improving practice.
8. At the end of the 10 week coaching plan, it is anticipated that the teacher concerned will have made sufficient progress to be secure in their classroom and assessment practice: if progress is not made this will have been flagged up at the 3 weekly review meeting and action discussed to address any issues. If this is still the case after 2 review meetings, the coaching programme will be discontinued.
9. Once the coaching plan is complete, support will continue for a further 10 week period, but on a "light touch" basis to ensure that progress is maintained: the Subject Leader will oversee this "follow up" phase.
10. The Good in Ten programme is available for all staff with the exception of NQTs and Teach First trainees: equally, staff returning from maternity leave, extended sickness absence or secondment should not be considered for Good in Ten in the first term of their return.
11. Only one coaching cycle per member of staff can be completed in any 2 year period. Once the cycle and the follow-up period are completed, should there be further concerns about pupil progress, a further cycle cannot be undertaken: other strategies will then be considered.



Teaching and Learning

12. It is important that if anyone involved in the coaching programme has concerns about the progress or commitment of those concerned, that these concerns are raised with the Subject Leader where possible and with the AVP with responsibility for Teaching and Learning.

Documentation you will both need

- 1) Good in Ten: initial discussion and target sheet for all parties
- 2) Record of coaching meeting
- 3) Lesson visit record
- 4) Interim review record
- 5) Record of training and personal research/development
- 6) Week 10 observation record (school observation pro-forma)
- 7) Support agreement for 10 week follow up support
- 8) Professional development reading and website list

Lesson observations during the coaching cycle should be based on focus areas identified, using sections of the school pro-forma: however, it is not until the final observation that this should be used in entirety to make a formal judgement on the quality of teaching.

The school planning pro-forma should be used for any collaborative or formal lesson planning.

Guidance for coaches

Thank you for agreeing to be a professional coach for a colleague who wants to improve their practice. In acting as a coach I hope you will also be able to develop your own skills and take much satisfaction in seeing the impact of your support.

The commitment in being a coach is as follows over the Good in Ten process.

- 1) An initial meeting with the Subject Lead and teacher concerned to agree targets and priorities. These will be drawn from MTQT outcomes and should underpin the teacher's Performance Management targets as far as possible.
- 2) A weekly meeting with the teacher you are coaching to discuss progress and next steps. Whilst it is important that you both attend this weekly meeting, the teacher is responsible for making the arrangements and securing the time necessary.
- 3) At least once in each 3 week coaching cycle undertake a shared lesson observation of another teacher **or** a teacher visit to your classroom to share practice.
- 4) At least once in each 3 week cycle you should visit the teacher's classroom- either for a coaching observation or to support through team teaching, acting as TA support, or looking at a focus group of learners.
- 5) Support professional research and training: encourage attendance at Teaching Thursdays; share professional reading and research; promote use of high quality web based resources.
- 6) Meet with the teacher and Subject Leader to review progress at 3 weekly intervals to track progress.
- 7) Undertake the final observation with AVP T&L and contribute to the feedback.



Teaching and Learning

- 8) Support the teacher and subject Leader in developing the follow up plan and provide light touch support where appropriate. However, at this stage it is very much the responsibility of the teacher to maintain progress.