Garth Hill College

LEARNING AND TEACHING POLICY

Policy Owner: A Keen
Amended: September 2017
Ratified by Curriculum and Pupil Development Committee: 21-09-2017
Next Review Date: October 2020
Garth Hill College Learning and Teaching Policy

**Abbreviations used in this Policy**

- CMCD: Consistency Management and Cooperative Discipline
- CPD: Continuing Professional Development
- DUMTUMS: Date, Underline, Miss a line, Title, Underline, Miss a line, Start
- EAL: English as an Additional Language
- LA: Local Authority
- PPG: Pupil Premium Grant
- PPP: Planning and Progress Portfolio
- QUaD: Quality Assurance and Development
- RATL: Raising Attainment Through Literacy
- SEF: Self Evaluation Form
- SEND: Special Educational Needs and Disabilities
- SLT: Senior Leadership Team
- WALT: We Are Learning To (Objective)
- WILF: What I’m Looking For (Outcomes)
Contents

Purpose .................................................................................................................. 4

Scope .................................................................................................................... 4

Core Principles ..................................................................................................... 5

Basic Expectations ............................................................................................... 6

Monitoring, Evaluation and Impact ..................................................................... 6

Expectations of pupils ......................................................................................... 9

Behaviour system ............................................................................................... 9

Consistency Management and Cooperative Discipline ................................. 10

Appendices .......................................................................................................... 11

  1 - Learning and Teaching priorities ......................................................... 11

  2 - Planning and Progress Portfolio ............................................................ 11

  3 - Raising Attainment Through Literacy Mark-scheme ............................ 13

  4 - Teachers’ Standards ............................................................................... 14

Ratification .......................................................................................................... 15
Purpose

This policy sets out the framework for a clear and consistent approach for effective learning and teaching. It ensures that we have common expectations for the teachers and pupils in the College and acts as a tool for self-evaluation and subsequent professional development within the context of the College’s Development Plan for improving education provision and the standards expected of teachers.

We aim to:

- recognise that it is the responsibility of all teachers to provide the highest quality teaching and learning for our pupils.
- share a common meaning of high quality teaching and learning.
- support and facilitate improvements in teaching and learning through appropriate CPD activities.
- monitor the quality of teaching and learning via a cohesive and transparent procedure.

Scope

This policy applies to all GHC teaching staff in line with the Teachers’ Standards (Appendix 4)
Garth Hill College Learning and Teaching Policy

Core Principles
The approach to our teaching and learning framework and quality assurance encourages teaching staff to habitually share best practice and engage in meaningful professional dialogue in context through learning observations and dialogues, coaching and blinks to develop classroom practice and secure excellent learning and progress. (Appendix 1 – Learning and Teaching priorities)

Garth Hill College Teaching and Learning Framework

Pupils First, Always Learning. Feedback should be purposeful and developmental and, whenever possible and appropriate, provided in the instant. Enable colleagues to reflect on how to improve pupils’ learning, trial something new or embrace opportunities to build on the lesson.

Excellence is the standard. Irrespective of career stage, we expect colleagues to take full responsibility for developing their professional practice to become great teachers to all pupils.

Great learning is great teaching. We cannot judge the quality of teaching provision in a snapshot. We do not grade individual lessons, but rather seek substantial evidence of progress and learning over time, taking account of pupils’ views, their written work and their outcomes in tests and examinations.

1. Planning is astute with clear success criteria. Teaching takes account of the differences between learners (ie. PPG, SEND, HAP etc.) and meets their needs and abilities so that they succeed.

2. Teaching adapts to pupils’ needs and responses in the lesson and, over time, capitalising on unintended outcomes and embracing opportunities for digression.

3. Learning is rich, demanding and engaging. Teaching promotes and develops higher order thinking and the challenge and support provided places pupils in their proximal zone of development. Not a moment is wasted.

4. Marking and assessment is robust and helpful, enabling pupils’ learning and progress as well as the teacher’s planning.

5. The teacher’s scholarship and habitual willingness to critically engage and reflect on their own teaching practice develops their expertise and craft as a teacher.

6. Strong relationships and attitudes to learning ensure that pupils are engaged, confident, tenacious and relish their learning.
7. Pupils’ build exceptionally well on prior knowledge, understanding and skills, including crucial skills of literacy and numeracy, evident through the quality and quantity of their extended written work.

8. Pupils articulate well their learning, including the difficulties faced, the support received, their success and what they need to do to improve.

Garth Hill College Classroom Basics and Non-Negotiables

Planning for All Learners’ Needs
1. A single, challenging learning objective for all (WALT and WILF not must, should, could).
2. Keep your ‘Planning and Progress Portfolio’ (Appendix 2) up to date and ready to hand over.
3. Class markbook – record learners’ needs, prior/target data, marks etc.
   - Use ‘Diff Codes’ to record needs and personalised support over time.
4. College standard seating plan (colour coded) in place.
5. Lesson plan – use GHC plan when required (ie. Planning lessons, School Reviews etc.).
   - Share your plan with teaching assistants so they know their role and purpose.

Classroom Climate - a safe, caring, inclusive, ordered and stimulating classroom
1. Meet and greet at the door. Ensure prompt starts to learning. Dismiss on time.
2. Do not let pupils leave your class unless essential. Always issue a lanyard if you do.
3. Inspiring displays that model excellence to pupils.
4. Floor, desks and work tops clear of clutter.
5. CMCD in all lessons.

Marking, Assessment and Home Learning
1. ‘Excellence as Standard’ and tracking sheets in pupils’ books. DUMTUMS for all.
2. Pupils’ work should be marked within two working weeks in subjects timetabled more than two lessons per fortnight, within four weeks in other cases. Be strategic about what is checked, what is marked and what is milestone assessed:
   - All work (Y7-13) must at least be ticked/initialled as checked.
   - Specific work marked formatively so that it is helpful to pupils.
   - Milestone assessment recorded using the department ‘3-part’ template.
3. GO GREEN: Build in pupil response and dedicated improvement and reflection time. Pupils use green pen for this purpose. Challenge sub-quality or incomplete work - set GO GREEN to re-draft/upgrade.
5. Set home learning in Frog. Home Learning Managers must check pupils record in planners.
Monitoring, Evaluation and Impact

Teaching and learning provision over time is evaluated by the College’s Leadership Team with support from the Teaching and Learning Team. Provision is monitored through:

- Five calendared Planning, Progress and Portfolio (PPP) lessons per year (Appendix 11)
- Learning walks
- School reviews led by Heads of School
- Subject Leaders carry out Quality Assurance and Development Work (QuAD); this includes curriculum monitoring using:
  - Learning observations
  - Learner Questionnaire
  - Learning Walk Checklist
  - Book Scrutiny
  - Pupil and parent voice
- Subject Leaders complete a Departmental Self Evaluation Form, a Department Development Plan and line reports
- Newly Qualified Teachers and Initial Teacher Trainees are observed as part of their development programme
- External verification is used to benchmark and quality assure with external advisers supporting self-evaluation and/or carry out mock inspections

The College will evaluate the effectiveness of this policy through:

- Teaching and Learning provision over time (discussed at the Teaching and Learning Council)
- QuAD work as detailed above
- Department self-evaluation and Department development plans
- Examination results
- Assessment of external verifiers
- Progress against learning and teaching priorities (Appendix 1)
Garth Hill College Learning and Teaching Policy

Reviewing Performance

Excellence is the standard in our new framework irrespective of career stage. It is important that we spend time sharing practice, engaging in meaningful professional dialogue and observing each other within a coaching culture of collaboration, support and professional integrity. We believe the most accurate assessment of the quality of teaching provision is pupils’ progress over time. We do not grade individual observations, nor are they individually used as a measure of teaching provision, rather we seek substantial evidence of progress and learning over time including observation (Planning and Progress Portfolio lessons, learning walks, as well as more formal written feedback), scrutinising pupils’ written work, listening to their views and explanations of their learning and analysing and reviewing their outcomes in tests and examinations; all these inform assessments of the quality of teaching and learning and professional development needs.

Professional Practice

High quality teaching, with sustained improvements in pupil progress, is intrinsically linked to staff taking full responsibility for their professional practice and development, growing through collaboration with and learning from others, both within the College and outside. Throughout the year, verbal feedback will identify areas for development and strengths in teaching and learning provision; support and further development interventions may include voluntary or directed engagement in coaching and/or attendance to identified training sessions. Teachers may request written feedback to add to their professional development portfolios.

Performance and professional development needs will be discussed regularly with line managers and shared with appropriate members of the CPD team to inform assessment of the quality of provision and target support to facilitate rapid, sustained improvements to secure excellence as standard.
Garth Hill College Learning and Teaching Policy

**Expectations of Pupils**

We expect all pupils to adopt the Seven Habits of Highly Effective Garth Hill College Pupils. These expectations will apply to all areas of the College including classrooms.

**7 Habits of Highly Effective GHC Pupils**

1. Attend and be punctual.
2. Wear your uniform correctly.
5. Follow instructions and rules - disruption free learning.
6. Be kind and helpful to others.
7. Always try your very best.

**Behaviour System**

The behaviour system ensures disruption free learning.

Teachers may issue reminders to the class or redirect individuals during the lesson. If this does not have the desired effect, and behaviour continues to be disruptive, then teachers will operate a '3 step warning system' in their classrooms as follows:

**First instance of disruptive behaviour:**
A first verbal warning will be issued. The pupil's name will be recorded on the bottom right hand corner of the white board. The teacher should clearly explain what the consequences of continuing poor behaviour will be.

**Second instance of disruptive behaviour:**
A second verbal warning will be issued. The teacher will denote this by writing 'x2' next to their name on the whiteboard. The pupil will be instructed to remain behind at the end of the lesson. Teachers should again remind pupils of the consequences of failing to correct their behaviour.

**Third instance of disruptive behaviour/extreme behaviour:**
If poor behaviour persists, the pupil will be sent to the Behaviour Support Centre so they no longer disrupt the learning of others. Their teacher will email the Behaviour Support Centre (behaviour@garthhillcollege.com) to ensure they are expected. Pupils will have a maximum of five minutes to arrive at the Behaviour Support Centre from the time of the email being sent.

*See Behaviour Policy for full details.*
Consistency Management Cooperative Discipline

Garth Hill College is committed to the principles of Consistency Management & Cooperative Discipline (CMCD). The CMCD programme creates the climate for learning. It is designed to help pupils and students prepare for individual success, develop self-discipline, and become good citizens. This is accomplished through an emphasis on prevention rather than intervention, shared responsibilities between teacher and pupil, value-based discipline, increased communication with parents, and effective pedagogy. It recognises that pupils learn well when the environment in which they find themselves is well ordered and well managed, where there is understood discipline and clarity of expectations. In addition, there are five supporting themes - Prevention, Caring, Cooperation, Organisation and Community.

12 CMCD Strategies in place in each class

1. Go Around Cup
2. Managers
3. Seven Habits of Effective Garth Hill Pupils
4. Focus Signs
    WALT: WILF- A single, challenging learning Objective for all
5. Tools for Learning
    Equipment to borrow/materials neatly organised/accessible
6. Vine of kindness
7. Hand signal
8. Rewards and praise- VIVOs
9. Cover teacher folder/Class folder (PPP)
    Seating Plans
10. Lanyards
11. My time/ Your time
12. Library/ 6 inch voice
Appendices

Appendix 1 - Learning and Teaching Priorities

Our priorities to improve teaching and learning that lead to improved pupil outcomes include:

- secure consistency in good teaching provision for all
- developing teachers' understanding of pupils' prior knowledge, skills and understanding, including age-related expectations in year 6, so that we can build on them more fully. High expectations of standards and challenging learning.
- impactful assessment and feedback, enabling pupils to extend their knowledge, evaluate their skills, and develop a greater understanding of how to approach examination questions.
- further embedding work to improve pupils' literacy (through our Raising Attainment Through Literacy (RATL) programme) specifically their ability to articulate their thoughts and ideas in writing in a range of contexts.

Appendix 2 - Planning and Progress Portfolio Lessons

At Garth Hill College we use our Planning and Progress Portfolio to efficiently share the story of our classes with visitors to our classrooms without interrupting the normal flow of the lesson.

The Planning and Progress portfolio consists of 4 class-specific documents: the lesson plan, seating plan, class mark-book and optional matrix; as well as the differentiation directory. All 5 parts of the planning and progress portfolio work together to evidence how you are meeting the needs of all learners over time as well as in that specific lesson, and how well particular learners are responding to this.

Lesson Plan

The lesson plan enables teachers to explain their best practice through sharing their planning for all pupils, without interrupting the flow of learning. It works with the other parts of the planning portfolio work to avoid data duplication: mark-book, seating plans, matrix and differentiation directory.
Garth Hill College Learning and Teaching Policy

Sections:

- **Starting point/prior learning, present point of topic and end point of topic** – this is to help visitors understand where the lesson fits in the scheme of learning.

- **The learning objective** should be a singular challenging objective (we use the acronym WALT – We Are Learning To …); this may be further detailed through success criteria (we use the acronym WILF – What I Am Looking For …).

- **Learning Personalisation** - differentiation codes (we call them “diff codes”) detail the differentiation strategies planned to be applied for specific pupils in that lesson; typically we would expect to see diff codes and pupil initials so we can cross reference with the seating plan and mark-book. Diff codes are the basics – you can add further detail to the learning personalisation strategies. There will be further diff codes evident in the mark-book to show the strategies to meet the abilities and/or needs of all pupils over time.

- **Teaching, Learning and Assessment Activities** – these detail the learning journey during the lesson rather than a list of tasks; some colleagues (particularly those at the beginning of their teaching experience) may detail the tasks as they find this supports their planning needs, the language of these should evidence a progression in the learning (teachers are encouraged to use language from Blooms taxonomy). Planned opportunities for formative and summative assessment of learning should also be detailed in this section.

Teachers are encouraged to change and adapt their teaching according to their assessment for learning whilst seizing opportunities to digress to capture and capitalise on unintended outcomes, to maximise learning, engagement and progress.

**Seating Plan**

Seating plans should be colour-coded as followed

### Pupil Premium
- S, K, GAT or EAL

### SEN

### Upper

### Middle

### Lower

### Medical

**Matrix**

The Matrix (optional in class folders) provides a useful overview, is dynamic and will help focus specific provision on the right pupils.

Plans and class folder should evidence how the needs of key learners are being met (ie. differentiating for individual PP, SEN, any underachieving boys etc.) and how well particular learners are responding to this.
## RATL Mark-scheme 2017

<table>
<thead>
<tr>
<th>Structure and Style</th>
<th>Paragraph cohesion</th>
<th>Sentences</th>
<th>Punctuation</th>
<th>Vocabulary</th>
<th>Spelling</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KS4 ready</strong></td>
<td>Assuredly and consistently matches purpose. Convincing and compelling writing to suit intended audience and text type.</td>
<td>Paragraphs are fluently linked, varied in length and embedded into writing.</td>
<td>Sentences are structured coherently, in a sophisticated manner for effect. A range of structures are used to engage the reader. (e.g. Simple/compound/s range of complex for effect. A variety of conjunctions &amp; sentence starters.)</td>
<td>Punctuation is used precisely to manipulate pace, tone and meaning, for effect.</td>
<td>Compelling and sophisticated use of ambitious language. Uses complex subject terminology assuredly.</td>
<td>High level of accuracy in spelling, including ambitious vocabulary.</td>
</tr>
<tr>
<td><strong>Working towards KS4 ready (KS2 of greater depth)</strong></td>
<td>Style matches specific purposes and is aimed at the correct audience and task. Grammatical structures are manipulated, reflecting the level of formality required mostly correctly</td>
<td>Texts are structured for deliberate effect, showing clear control of writing, using a range of cohesive devices to link ideas together.</td>
<td>Demonstrates assured control of simple, compound and complex sentences, deliberately using different structures for effect. Uses a range of conjunctions. Selecting verb forms for meaning and effect</td>
<td>Using the full range of punctuation taught at KS2 including colons and semi-colons to mark the boundary between independent clauses, mostly correctly (with control to guide and affect the reader).</td>
<td>Deliberate and accurate use of specialist and nursing vocabulary. Vocabulary chosen carefully to meet the requirements of the task and audience and purpose.</td>
<td>Generally accurate spelling, including complex and irregular words.</td>
</tr>
<tr>
<td><strong>Secondary ready (KS2 at the expected standard)</strong></td>
<td>Creating atmosphere, and integrating dialogue to convey character and advance the action. Selecting grammatical structures that reflect the level of formality required mostly correctly</td>
<td>Using a range of cohesive devices (FANBOYS) including adverbials, within and across sentences and paragraphs</td>
<td>Using passive and modal verbs mostly appropriately. Using a wide range of clause structures; sometimes varying their position within the sentence. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</td>
<td>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly and making some correct use of semi-colons, dashes, colons and hyphens.</td>
<td>Selecting vocabulary structures that reflect the level of formality required mostly correctly</td>
<td>Spelling most words correctly (year 5 &amp; 6)</td>
</tr>
<tr>
<td><strong>KS2 Working towards the expected standard</strong></td>
<td>Write for a range of purposes and audiences</td>
<td>Use paragraphs to organise ideas. Use some cohesive devices within and across sentences &amp; paragraphs</td>
<td>Use different verb forms mostly accurately. Uses co-ordinating and subordinating conjunctions</td>
<td>Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</td>
<td>Spelling some words correctly (year 5 &amp; 6)</td>
<td>Produce legible, joined handwriting: accurate and consistent letter formation, with words finger-spaced and sitting on the line.</td>
</tr>
</tbody>
</table>
Appendix 4 -
The Teachers’ Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Teachers’ Standards

PREAMBLE
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
   - establish a safe and stimulating environment for pupils, rooted in mutual respect
   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
   - be accountable for pupils’ attainment, progress and outcomes
   - be aware of pupils capacities and their prior knowledge, and plan teaching to build on these
   - guide pupils to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
   - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misconceptions
   - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and the correct use of standard English, whatever the teacher’s specialist subject
   - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons
   - impart knowledge and develop understanding through effective use of lesson time
   - promote a love of learning and children’s intellectual curiosity
   - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   - reflect systematically on the effectiveness of lessons and approaches to teaching
   - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils
   - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   - have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
   - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
   - have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
   - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   - make use of formative and summative assessment to secure pupils’ progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
   - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
   - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
   - manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
   - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities
   - make a positive contribution to the wider life and ethos of the school
   - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
   - deploy support staff effectively
   - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   - communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
Ratification:

[Signature]

Chair of Curriculum & Pupil Development Committee

10/10/17

Date