

# OUSEDALE SCHOOL

## TEACHING AND LEARNING POLICY

### 1 PRINCIPLES

Enhancing and developing an exceptional learning community is central to Ousedale School's vision. We aim to achieve this by promoting consistently high quality teaching and learning across the curriculum.

We believe that effective learning is the outcome of high quality responsive teaching, delivered in an aspirational and motivational culture, reinforced by consistent routines and behaviours. We recognise that learning can be dependent on students' personal qualities, like their attitude, effort and resilience, but believe that it is within our power as a learning community to develop and nurture those qualities through the culture we create.

This policy is based upon the principles of high quality teaching and learning which form "The Ousedale Standard" (Appendix 1) and which are underpinned by the latest academic research and a recognition of the demands of the changing educational landscape.

### 2 AIMS

2.1 To maximise the learning of all students through consistent high quality teaching;

2.2 To promote an aspirational and motivational culture that supports high quality learning;

2.3 To provide clarity about the key features, routines and behaviours that underpin high quality teaching and learning;

2.4 To support consistently high quality classroom practice.

### 3 HIGH QUALITY TEACHING AND LEARNING

3.1 High quality teaching includes the following features in a responsive cycle which will help to maximise students' learning:

- Clear purpose
- High challenge
- Clear explanations
- Precise modelling
- Rigorous questioning
- Opportunities for students to practise
- Regular assessment
- Focused feedback

3.2 High quality teaching must be responsive to learners' needs. Regular formative assessment, including strategies which check understanding during the course of a

lesson, enables teachers to assess how students' understanding and skills are developing and should inform their subsequent teaching to ensure that learning is consolidated and extended for all students.

3.3 High quality teaching is always underpinned by excellent subject and subject pedagogy knowledge. Detailed knowledge of one's subject, relevant examination specifications and the teaching approaches that best support learning in that subject are all crucial to effective teaching and learning.

3.4 The consistent reinforcement of key routines and the behaviours demonstrated by staff whenever they interact with students are central to creating and maintaining a culture which maximises student learning.

3.5 An aspirational and motivational learning culture which maximises learning is created through:

- High expectations
- Clear routines
- Consistent standards
- Infectious enthusiasm
- Positive relationships
- Sincere praise
- Frequent rewards

3.6 An aspirational and motivational learning culture is always underpinned by excellent knowledge of each student which enables staff to be responsive to individual needs and situations.

3.7 Further guidance for staff on high quality teaching and learning can be found in Appendix 1: "The Ousedale Standard".

## **4 HOMEWORK**

4.1 Homework is an extension of our planned curriculum which supports students in maximising their learning by:

- enabling students to prepare for, apply, consolidate, revise and extend their classroom learning;
- enabling students to develop the independent study skills which support academic achievement;
- Providing opportunities to engage and enthuse students and stimulate a thirst for learning;
- Providing opportunities for personal research and creativity;
- Providing valuable experience of personal organisation, time management and working to deadlines.

4.2 Further guidance for staff on homework, including content, time allocations, responsibilities, deadlines and sanctions can be found in the Staff Handbook (Homework Procedures).

## **5 PROMOTING AND DEVELOPING HIGH QUALITY TEACHING AND LEARNING**

- 5.1 The promotion and development of high quality teaching and learning is key to Ousedale School's vision of creating an exceptional learning community. All staff are expected to uphold "The Ousedale Standard" (Appendix 1) and our professional development focuses on developing the skills and behaviours necessary to do so. In this way, we create an environment where teachers and learners are able to continuously improve.
- 5.2 "The Ousedale Standard" (Appendix 1) provides clarity for staff in relation to the school's high expectations and is a framework which is used to support self-reflection and professional dialogue about how high quality teaching and learning can be achieved. It also underpins effective planning of schemes of work and learning resources.
- 5.3.1 Opportunities for staff to develop and improve the quality of teaching and learning are central to our professional development programme. To support staff in upholding "The Ousedale Standard" (Appendix 1) related professional development sessions are offered as part of the school's IGNITE (internal CPD) programme. Decisions about which sessions to attend are based on self-reflection, discussions with line managers and as part of the appraisal cycle. Additionally, Staff Development Days, subject development meetings and external training courses are focussed on these same features, with the particular focus being identified through whole school and departmental evaluation and identified development priorities.
- 5.3.2 "The Ousedale Standard" (Appendix 1) is a key part of the staff induction programme to ensure that staff joining the school have an understanding of the school's expectations in relation to teaching and learning.
- 5.4 Informal and formal lesson observations, lesson dips and learning walks all provide valuable opportunities to promote and develop high quality teaching and learning. Central to this is the provision of constructive feedback. There is an expectation that feedback should be given in writing and through 1:1 discussion following any formal lesson observation. Feedback for informal lesson observations, lesson dips and learning walks may be provided face to face, by email or postcard and through the strengths and areas for development recorded on Lessons Learned.
- 5.5 Coaching, support and training are integral to the culture of the school and a key part of the professional development programme on offer. Staff who are identified through monitoring and evaluation procedures as not consistently delivering high quality teaching and learning will be expected to engage in support, coaching and training as outlined in Appendix K of the Appraisal Policy.

## 6 QUALITY ASSURANCE

6.1 Ousedale School is committed to ensuring that teaching and learning is rigorously monitored and evaluated to ensure that it is consistently of a high quality.

We will use our monitoring and evaluation of teaching and learning to:

- Improve the quality of teaching and learning throughout the school;
- Provide evidence to inform school, departmental and individual development priorities;
- Identify, promote and share good practice;
- Provide evidence to inform professional development priorities

6.2 The following methods will be used to monitor and evaluate teaching and learning:

- Examination and performance data reviews and analysis, including national data comparisons
- Progress review analysis
- Formal lesson observations with feedback
- Lesson Dips
- Learning Walks
- Book scrutinies
- Student panel interviews
- Student and parent questionnaires
- The TBP (Towards Best Practice) appraisal review against the Teachers' Standards
- Academic reviews of subject areas

6.2.1 These methods will be employed as part of the appraisal cycle, the school and departmental self-evaluation cycle, and according to whole school, departmental and pastoral annual monitoring and evaluation schedules.

6.2.2 The data collected through the monitoring of teaching – including formal lesson observations, lesson dips, learning walks and book scrutinies – will be entered on Lessons Learned to allow for analysis at a whole school, departmental and individual level.

6.2.3 The appraisal process is key to the monitoring and evaluation of the quality of teaching and learning at an individual level. The appraisal process draws on a broad range of evidence to assess staff performance, identify professional development priorities and support continuous improvement as detailed in the Ousedale School's Appraisal Policy.

6.2.4 Further guidance for staff on monitoring and evaluation protocols, including Lessons Learned, can be found in the Staff Handbook (Monitoring and Evaluation and Lessons Learned Protocols).

6.2.5 Role of the Governing Body

The Governing Body will monitor the quality of teaching and learning via:

- A termly report to the full governing body, which evaluates progress with SDP
- The annual analysis of student performance
- The annual analysis of parent/student questionnaires
- Visits to Departments

## **7 POLICY REVIEW**

This policy will be reviewed triennially by the Governors' Learning and Curriculum Committee.

Approved by Learning and Curriculum Committee: February 2018

Ratified by Full Governing Body: April 2018

Date of next Review: February 2021

## APPENDIX 1: "THE OUSEDALE STANDARD"

### High Quality Teaching and Learning: The Ousedale Standard

Teachers who provide a responsive cycle of:	In a culture of:
<ul style="list-style-type: none"> <li>• Clear Purpose</li> <li>• High Challenge</li> <li>• Clear Explanation</li> <li>• Precise Modelling</li> <li>• Rigorous Questioning</li> <li>• Opportunities to practise</li> <li>• Regular Assessment</li> <li>• Focused Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Clear Routines</li> <li>• Consistent Standards</li> <li>• Infectious Enthusiasm</li> <li>• Positive Relationships</li> <li>• Sincere Praise</li> <li>• Frequent Rewards</li> </ul>
<p><b>Underpinned by:</b>            Excellent Subject Knowledge            Excellent Student Knowledge            A Carefully Structured and Cohesive Curriculum</p>	

#### Responsive Teaching: The "4:2" Cycle



**4**

- Plan and deliver small topic area
- Assess the learning achieved in small topic area
- Review and evaluate

**2**

- Plan and deliver intervention lessons
- Reassess
- Identify and implement additional intervention for individuals

## High Quality Teaching and Learning: The Ousedale Standard

<p><b>Teachers who provide a responsive cycle of:</b></p> <p><b>Clear Purpose:</b></p> <ul style="list-style-type: none"> <li>• What are students learning?</li> <li>• Why is it important?</li> <li>• How does it connect to prior learning?</li> <li>• How will it connect to future learning?</li> <li>• How will it be assessed?</li> <li>• How and when will you share this with the students?</li> </ul>
<p><b>High Challenge:</b></p> <ul style="list-style-type: none"> <li>• How and when will you stretch students?</li> <li>• How and when will you make them think harder and deeper?</li> </ul>
<p><b>Clear Explanation:</b></p> <ul style="list-style-type: none"> <li>• What is the most accessible way to explain the learning?</li> <li>• Are your explanations carefully staged and sequenced?</li> <li>• Are you explaining in a variety of ways to appeal to different ways of thinking?</li> </ul>
<p><b>Precise Modelling:</b></p> <ul style="list-style-type: none"> <li>• Have you demonstrated <b>what</b> you want students to do?</li> <li>• Have you modelled <b>how</b> to do it?</li> <li>• Do they know what an excellent example of the task looks like?</li> <li>• Do you need to do one example together?</li> </ul>
<p><b>Rigorous Questioning:</b></p> <ul style="list-style-type: none"> <li>• Are you using questions to systematically check understanding?</li> <li>• Are you using questions to draw out and address misconceptions?</li> <li>• Are you using questions to systematically engage all students?</li> <li>• Are you using questions to challenge all students?</li> </ul>
<p><b>Opportunities To Practise:</b></p> <ul style="list-style-type: none"> <li>• Are you giving students the chance to apply their learning?</li> <li>• Are you giving students a range of tasks which draw out the misconceptions and misunderstandings?</li> <li>• Is some of the practice guided and some independent?</li> <li>• Is the practice carefully sequenced to build confidence and gradually increase challenge?</li> </ul>
<p><b>Regular Assessment:</b></p> <ul style="list-style-type: none"> <li>• Are you building in regular opportunities to test knowledge and skills?</li> <li>• Will the assessment effectively test their learning?</li> <li>• Is this the best way to test what they've learned?</li> </ul>
<p><b>Focused Feedback:</b></p> <ul style="list-style-type: none"> <li>• Have you picked out the key knowledge and skills that each student needs to improve?</li> <li>• What would be the most effective way to give that feedback?</li> <li>• When and how will students respond to that feedback?</li> <li>• What more do the students need from you to be able to improve in their responses?</li> </ul>
<p><b>In a culture of high expectations and consistent standards, reinforced by the following routines:</b></p> <ul style="list-style-type: none"> <li>• Arriving on time to the lesson and meeting and greeting students at the door;</li> <li>• Taking the register on lesson monitor, and challenging late arrivals;</li> <li>• Managing students' entry into the classroom in an orderly fashion;</li> <li>• Ensuring students settle quickly in their seating plan and prepare themselves for work;</li> <li>• Challenging students who are not wearing uniform correctly or are lacking basic equipment;</li> <li>• Checking that homework has been completed and following departmental procedures where necessary;</li> <li>• Ensuring that students do not eat, wear headphones or any outdoor clothing;</li> <li>• Ensuring that mobile phones are on silent and put away, unless express permission for use is given;</li> <li>• Insisting on silence when the teacher and other students are talking during whole class teaching episodes;</li> <li>• Ensuring that students take care over the presentation of their work;</li> <li>• Maintaining a tidy and vibrant classroom environment;</li> <li>• Managing the end of the lesson so that chairs are in / up and students leave in an orderly fashion when the bell goes;</li> <li>• Following procedures consistently and clearly when students do not meet the standard and your expectations.</li> </ul>
<p><b>In a positive and motivational culture, reinforced by the following behaviours:</b></p> <ul style="list-style-type: none"> <li>• Managing students consistently and fairly;</li> <li>• Sharing your love of and passion for your subject;</li> <li>• Taking an interest in students and getting to know them;</li> <li>• Showing students that you believe in them and can see their potential;</li> <li>• Remaining good-humoured and even-tempered even in difficult circumstances;</li> <li>• Being generous with your praise and positive attention;</li> <li>• Rewarding all the behaviours you want to see – effort, achievement, resilience, politeness, helpfulness and cooperation.</li> </ul>