

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.

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

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. The key learner qualities we seek to develop and nurture are identified in The Outstanding Ousedale Learner (Appendix 2).

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, behaviours and qualities 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. The characteristics of a responsive teacher are identified as part of the Ousedale Standard to provide further clarification of this key element. Regular formative assessment, including strategies which check understanding during the course of a lesson,

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

3.3 The expectations of staff in relation to responsive marking and feedback procedures are outlined in detail in Appendix 3: Responsive Teaching: Marking and Feedback. Middle Leaders (curriculum) are responsible for creating subject specific marking policies to detail how these procedures are enacted in their subject areas.

3.4 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.

3.5 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.

3.6 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

3.7 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.

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

3.9 The key learner qualities we seek to nurture and develop in students are: being collaborative; being determined; being engaged and being organised. These are characteristics that enable students to fully embrace their learning and prepare for their futures as life-long learners.

3.10 Further guidance for staff on these key learner qualities can be found in Appendix 2: The Outstanding Ousedale Learner

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. Students are supported and encouraged in developing the learning qualities outlined in The Outstanding Ousedale Learner (Appendix 2). 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.

5.6 “The Outstanding Ousedale Learner” (Appendix 2) provides clarity for staff and students in relation to the school’s high expectations of learners and is a framework which is used to support assessment and reporting, student self-reflection and target-setting.

5.7 Students learn about the qualities of The Outstanding Ousedale Learner in assemblies, tutor time activities and PSHE. They are also reinforced in lessons by staff modelling how these qualities can be demonstrated in the different subject areas and encouraging students to demonstrate the qualities in lessons.

5.8 When students are identified as struggling to demonstrate these qualities the class teacher will intervene in the first instance to provide support and guidance, taking account of each student’s context and educational needs. This will include identifying specific action points for improvement. If necessary, departmental TLR holders and PALs will provide additional support to enable students to improve.

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
- Provide evidence to identify students in need of additional support to develop their learning skills

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 including analysis of attitude to learning
- Formal lesson observations with feedback
- Lesson Dips
- Learning Walks
- Work scrutinies
- Student panel interviews

- Student and parent questionnaires
- The TBP (Towards Best Practice) appraisal review against the Teachers' Standards
- The appraisal review against the Ousedale Standard
- 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 work 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 Board

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

- A termly report to the full governing board, 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: 25th November 2019

Ratified by Full Governing Board: 9th December 2019

Date of next Review: November 2022

High Quality Teaching: The Ousedale Standard

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

The Characteristics of a Responsive Teacher

- Anticipates barriers and seeks solutions
- Identifies and builds on prior knowledge
- Reads the room and responds to students' verbal and non-verbal signals
- Regularly checks for understanding
- Identifies and addresses misconceptions
- Adapts teaching in response to emerging needs
- Gives focused feedback
- Helps learners to engage with and act on feedback
- Uses assessment to inform planning
- Seeks and listens to students', parents' and colleagues' feedback

High Quality Teaching: The Ousedale Standard

Questions to consider when assessing the quality of your responsive teaching against the Ousedale Standard:

<p>Clear Purpose:</p> <p>Do students know:</p> <ul style="list-style-type: none"> • What they are learning • Why it is important • How it connects to their prior learning • How it will connect to future learning • How it will help them to improve • How will it be assessed 	<p>High Challenge:</p> <p>Are the content, resources, questions and tasks:</p> <ul style="list-style-type: none"> • Ambitious • Challenging • Responsive to different and emerging needs • Scaffolding, where appropriate to remove barriers • Encouraging students to think hard and grapple
<p>Clear Explanation:</p> <p>Do your explanations:</p> <ul style="list-style-type: none"> • Use relevant and engaging examples • Make the learning accessible • Build on prior knowledge • Stage and sequence the learning effectively • Appeal to different ways of thinking • Demonstrate secure and confident subject knowledge 	<p>Precise Modelling:</p> <p>Does your modelling:</p> <ul style="list-style-type: none"> • Demonstrate what students need to do • Demonstrate how students need to do it? • Demonstrate what an excellent example of the task looks like • Verbalise the thinking behind an activity • Demonstrate secure and confident subject knowledge
<p>Rigorous Questioning:</p> <p>Do your questions:</p> <ul style="list-style-type: none"> • systematically check understanding • draw out and address misconceptions • identify prior knowledge • systematically engage all students • challenge all students • demonstrate secure and confident subject knowledge 	<p>Opportunities To Practise:</p> <p>Do you give opportunities for:</p> <ul style="list-style-type: none"> • students to discuss and debate their learning • students to apply their learning • students to complete tasks which draw out the misconceptions and misunderstandings • guided and independent practice • carefully sequenced practice which builds confidence and gradually increases challenge
<p>Regular Assessment:</p> <p>Do your assessment tasks:</p> <ul style="list-style-type: none"> • effectively test students' learning at an appropriate point • draw out the misconceptions and misunderstandings • support long-term knowledge retention • Identify prior knowledge • inform planning 	<p>Focused Feedback:</p> <p>Does your feedback:</p> <ul style="list-style-type: none"> • identify the key knowledge / skills that students need to improve • Provide students with the knowledge / skills they need to improve, through additional teaching if required <p>Are your students:</p> <ul style="list-style-type: none"> • Supported in engaging with and acting on feedback

Questions to consider when assessing the culture of your classroom against the Ousedale Standard

<p>Do you create a culture of high expectations and consistent standards, reinforced by the following routines:</p> <ul style="list-style-type: none"> • Arriving on time to the lesson and meeting and greeting students at the door; • Taking the register on lesson monitor, and challenging late arrivals; • Managing students' entry into the classroom in an orderly fashion; • Ensuring students settle quickly in their seating plan and prepare themselves for work; • Challenging students who are not wearing uniform correctly or are lacking basic equipment; • Setting appropriate homework, checking that homework has been completed and following departmental procedures where necessary; • Ensuring that students do not eat, wear headphones or any outdoor clothing; • Ensuring that mobile phones are on silent and put away, unless express permission for use is given; • Insisting on silence when the teacher and other students are talking during whole class teaching episodes; 	<ul style="list-style-type: none"> • Ensuring that students take care over the presentation of their work; • Maintaining a tidy and vibrant classroom environment; • Managing the end of the lesson so that chairs are in / up and students leave in an orderly fashion when the bell goes; • Following procedures consistently and clearly when students do not meet the standard and your expectations <p>Do you create a positive, aspirational and motivational culture, by demonstrating the following behaviours:</p> <ul style="list-style-type: none"> • Managing students consistently and fairly; • Sharing your love of and passion for your subject; • Taking an interest in students and getting to know them; • Showing students that you believe in them and can see their potential; • Remaining good-humoured and even-tempered even in difficult circumstances; • Being generous with your praise and positive attention; • Rewarding all the behaviours you want to see – effort, achievement, resilience, politeness, helpfulness and cooperation.
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Appendix 2

The Outstanding Ousedale Learner

QUALITY	DEFINITION
COLLABORATIVE	<ol style="list-style-type: none">1) You always work co-operatively with the class.2) You always display active listening.3) You always participate enthusiastically, productively and appropriately in class activities.
DETERMINED	<ol style="list-style-type: none">1) You always strive to be the best you can be.2) You are always willing to seek the advice of your teacher on how to improve.3) You respond positively to all feedback, showing you are committed to improve.
ENGAGED	<ol style="list-style-type: none">1) You display consistently positive behaviour.2) You display a thirst for knowledge.3) You can work independently in class and at home.
ORGANISED	<ol style="list-style-type: none">1) You are always well-equipped to learn.2) You are always on time to lessons.3) You always strive to present work well showing you take pride in your work.

Students must meet 8 aspects across all four qualities to be awarded an outstanding for ATL

Appendix 3

Responsive Teaching: Marking and Feedback

Responsive teachers understand the crucial role that feedback and marking play in the teaching and learning cycle and understand why they are doing it. They don't mark or read or look at students' work to please any external forces or to feed their own sense of self-worth but do so to hold their students accountable and enforce standards, to work out how they need to adapt their teaching, to work out what students need to do to improve and to let them know.

Because of this understanding, responsive teachers approach marking and feedback in a way that is both **meaningful** - it helps students to improve - and **manageable** – it does not become overly burdensome.

The purpose of marking and feedback within the responsive teaching cycle is to ensure that:

- Students' work meets required standards
- Students recognise that their work is valued by their teachers
- Students are aware of their own strengths and weaknesses and know how to improve
- Students are given the opportunity to address their gaps in knowledge, misconceptions and to improve their work, thus making progress
- Teachers are engaged with the learning and progress of the students they teach
- Teachers are aware of and can then respond to students' areas of strength and weakness, in terms of knowledge and skills

At Ousedale School, the way in which teachers mark and give feedback is decided at department level and Curriculum Leaders develop their own policies underpinned by a shared recognition of the purpose of marking and feedback, outlined above, and in line with certain guiding principles relating to the different types of 'work' students typically do outline below:

Classwork

Work completed as a whole class, such as note-taking or questions completed together, **does not** need marking.

Opportunities to practise and apply the knowledge and skills they have been taught will be a dominant feature in lessons. These opportunities will take different forms depending on the curriculum area. Regular and timely feedback on these tasks will help students to progress.

Short answer / practical development tasks

- These tasks can often be marked effectively through peer, electronic or self-assessment during the lesson providing immediate feedback for students
- Students will often receive immediate verbal feedback on these tasks from the teacher during the lesson
- During the lesson the teacher should be carefully monitoring patterns / trends developing in the feedback and adapting the lesson to address these

Longer answer / extended practical tasks

- Clear guidance, models and success criteria should be used to support students in self-assessing as they work on these longer tasks
- These tasks require feedback during completion and as soon as possible after completion to have the most impact
- Wherever possible feedback should occur verbally during the lesson, with the teacher helping students to develop and improve their work as they complete it
- Where this is not possible, the teacher should collect in the work to review it and identify patterns and trends for feedback for the following lesson
- In some circumstances, these tasks could form a star / next step / response opportunity and students would be given individual written feedback

Homework

- All homework should be checked as this encourages a strong work ethic and reinforces the importance of independent study
- Some short homework tasks such as quizzes and short answer questions can be marked effectively using peer, electronic and self-assessment
- Lengthier homework tasks including extended writing, practice exam questions and projects should be marked by the teacher. In some circumstances, these tasks could form a star / next step / response opportunity
- Key gaps in knowledge and skills and common misconceptions arising in homework should be identified and addressed by the teacher in the lesson / subsequent lessons

Trial Exams / End of Year Tests / Assessment Point Tasks

- All trial exam papers / EOY tests / assessment point tasks should be marked and awarded a level / grade based on agreed departmental grade boundaries according to the ARR schedule
- Internal standardisation and moderation procedures must take place to ensure parity and accuracy of marking
- When marking a set of trial exams / EOY tests / Assessment Point tasks, the class teacher should identify common misconceptions and areas of weakness and use these to inform planning for future lessons

- In some circumstances, trial exams / EOY tests / Assessment Point tasks could form a star / next step / response opportunity
- Completed and marked examination papers / assessment tasks should be kept by students (stuck in books / filed in folders) to inform their revision

Practice Papers

- KS4 and 5 students should have regular access to practice papers to develop their knowledge fluency and exam technique
- Where students are required to complete a full paper as homework or in class then it should be marked according to examination criteria and awarded a level / grade by the teacher based on agreed departmental grade boundaries
- Where students are required to complete particular questions, then those individual questions should be marked according to examination criteria
- Where any sections of practice papers are marked through peer or self-assessment then these marks must be reviewed by the class teacher
- When marking a set of practice papers, the class teacher should identify common misconceptions and areas of weakness and use these to inform planning for future lessons
- In some circumstances, marking of practice papers could form a star / next step / response opportunity
- Completed and marked practice papers should be kept by students (stuck in books / filed in folders) to inform their revision

Star / Next Step / Response

The Star / Next Step / Response process is central to the responsive teaching cycle and the Ousedale Standard.

The purpose of the star / next step / response approach is to ensure that students have a clear understanding of their **personal** strengths and weaknesses in a subject or a specific aspect of a subject and have the **opportunity to improve** by responding to their feedback.

The next step should not relate to effort or presentation but to learning and progress.

- Teachers should avoid generic stars and next-steps and aim to make them as personal as possible
- When deciding which pieces of work to mark with a star and next step, departments should give careful thought to the purpose and ensure that the timing enables this to be achieved
- In some instances, the most appropriate point to provide a star and next step might be in the middle of a longer piece of work, thus providing students with the opportunity to improve as they continue
- It might be appropriate for students to practise some questions in the run up to a formal assessment and then have the chance to respond to feedback by demonstrating their improvements in that formal assessment
- It might be appropriate for a star and next step to be given following a summative assessment. In these circumstances it is vital that students have

the opportunity to respond to their feedback in a meaningful way. This could take various forms but is likely to include redrafting answers, correcting answers and practising answers to similar questions

- Curriculum Leads should identify within their policies and schemes of work at what point the star / next step / responses would be most impactful and how often they should be completed, ensuring a minimum of:
 - ❖ **once** per half term for subjects where the class have **one hour** per week
 - ❖ **twice** per half term for **2-5 hours** a week

For the star / next step / response process to have impact on student progress then it is vital that students receive sufficient support and guidance to be able to achieve their next step in their response successfully. Often this will require additional teacher input alongside the written feedback given.

- This could take the form of reteaching knowledge, modelling the application of that knowledge and skills and addressing misconceptions
- Modelling will take various forms but is likely to include the teacher sharing excellent examples of student work, deconstructing 'model' work produced by the teacher themselves, or the teacher demonstrating the work to the students

Literacy:

In the marking of work, a combination of the following approaches should be used across the curriculum at KS3, KS4 and KS5 as appropriate:-

- When identifying common misconceptions / knowledge and skills gaps to be addressed, all teaching staff should include a focus on common spelling mistakes/subject specific vocabulary mistakes as part of their feedback
- When marking work in detail:
 - ❖ Spelling errors should be circled with 'sp' in the margin and the correct spelling written in. This should be for up to 3 spellings per page, where appropriate
 - ❖ When marking work in detail, punctuation errors should be circled with 'p' written in the margin
 - ❖ Issues with clarity of written expression should be identified by underlining the section and '?' written in the margin
 - ❖ New paragraphs should be indicated by '/' written in where the new paragraph should start

Book / Folder Teacher Reviews:

As part of the feedback process, work books /folders should be reviewed regularly to ensure that:

- Students are meeting the required standard in terms of presentation, quality of work etc
- Students know that their work is valued and to encourage a strong work ethic
- Key misconceptions have been picked up and addressed

As a minimum, we would expect a class set of books / folders to be reviewed **every 3 weeks** so that any issues can be quickly identified and any successes can be promptly rewarded. Where appropriate, this could take place within the lesson.

At key stages 3 and 4, a signature and/or a comment to acknowledge students who are meeting the required standard and a target for improvement for those who are not would be appropriate. At Key stage 5 verbal feedback is likely to be more appropriate and should be accompanied by additional support and guidance for any students who are not meeting the standard.

Marking Records

Teachers should keep a record of the books they have checked to ensure that:

- No students “slip through the net”
- They can make informed decisions about attitude to learning grades for reporting purposes

Teachers should keep a record of homework completion to ensure that

- They follow school procedures for failure to complete homework accurately
- They can make informed decisions about homework grades for reporting purposes