OLDFIELD SCHOOL

TEACHING AND LEARNING POLICY

Last Review:	July 2020
Committee:	CC
Date Ratified:	2/07/2020
Next Review:	April 2022

1. Rationale
1.1. The purpose of this policy is to provide guidance on teaching and learning at Oldfield School.
1.2. Teaching and learning is at the heart of Oldfield School. Oldfield School believes that all students, whatever their ability, should receive high quality teaching throughout the curriculum so they can achieve their maximum potential.

2. Content
2.1. This policy consists of a series of core principles which should be adhered to across the curriculum. Learning Areas and departments are encouraged to apply these principles in a way which will most benefit students in their subject(s).

3. Application of the Policy

3.1. The policy applies to all teachers at Oldfield School, including ITT teachers.
3.2. Learning Areas and Departments decide how to best apply this policy in their subjects.

4. Core Principles
The core principles of this policy are outlined within this section and also summarised in the Oldfield Standard.

4.1. **Setting the tone for a purposeful learning environment is critical.**
4.1.1. Expectations of students should consistently be very high and routines well honed. This leads to students making every effort to ensure that others learn and thrive.
4.1.2. Classrooms should have an atmosphere of respect and dignity.
4.1.3. The Oldfield School Code of Conduct is used to reinforce expectations and routines.

4.1.3.1. **Students wear appropriate uniform at all times**. Teachers will check that uniform is being worn correctly as students enter and leave the classroom. Any student not in correct uniform will be asked to rectify this, if possible. Students will remove their outdoor wear (e.g. scarves/ coats) at the beginning of the lesson. Eating and chewing gum are not permitted and will also be challenged.
4.1.3.2. **Lessons start punctually to maximise the use of time**. Lessons will usually start with the date and title displayed for students to record in their books and a 'Do

Now' activity prepared. Students will most often be expected to undertake these tasks in silence.

4.1.3.3. **Students are expected to bring appropriate equipment to lessons**. Aside from specialist equipment/materials needed for some lessons, this should include a pen, pencil, rubber, ruler and calculator.

4.1.3.4. **Taking a register sets the tone for a lesson**. The register will be taken verbally by the teacher, with the students in silence and will be recorded in SIMS, within the first 10 minutes of every lesson. Lateness will be recorded in SIMS and minutes accumulated will result in a whole school sanction.

4.1.3.5. **The seating of students is very important and must be at the direction of the teacher**. Strategic seating can challenge underachievement and promote learning. The teacher will plan the seating arrangements for students in order to maximise progress. Seating arrangements should be changed to suit different activities and allow students to work independently and collaboratively as required. Seating arrangements are recorded using MINTClass to ensure that data-rich information is available and that up-to-date seating plans are available to cover supervisors.

4.1.3.6. **Working in silence is an important skill which is practised regularly**. Periods of silent work will be a regular feature of lessons to enable students to develop the skills required to work independently and maintain focus on a task.

4.1.3.7. **Students are most able to succeed when expectations are consistent, high and clearly explained.** Students will be reminded of the need to use active listening skills. Teachers will require students to have their hands free of distractions (e.g. items of stationery) and to use appropriate eye-contact to focus when listening to the teacher, other adult or peer. Standards of presentation will also be made explicit. The school's Behaviour for Learning Policy will be used to challenge students who do not meet teachers' high expectations and to reward those who do.

4.1.3.8. **The end of a lesson provides an opportunity to recap learning and set the tone for the subsequent lesson.** All lessons end with a planned activity that summarises or recaps the learning that has occurred within that lesson. This may be an opportunity to highlight links to prior or future learning. Lessons will end punctually with students stood behind their chairs in silence. Students will be dismissed in an orderly manner by the teacher in small groups e.g. rows or tables.

4.2. Lessons that are structured and well planned create a purpose to learning.

4.2.1. All lessons should take account of students' prior learning based on systematic and accurate assessment.

4.2.2. Lesson activities should be highly targeted to ensure a suitable pace and challenge for all students.

4.2.3. All lessons should start with an appropriate 'Do Now' activity and conclude with a plenary.

4.3. Learning objectives allow students to engage with the process of learning.

4.3.1. Learning objectives are a crucial part of a planned lesson and therefore they will inform all lessons.

4.3.2. Teachers will make the learning objectives explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson.

4.3.3. Students are not expected to record learning objectives in their books as this is not good use of lesson time.

4.3.4. Using longer-term objectives across a topic, unit or series of lessons should be made clear and reviewed.

4.3.5. Objectives must be revisited throughout and at the end of the lesson.

4.3.6. There is no standard format for the presentation of learning objectives.

4.4. High expectations lead to gains in student outcomes.

4.4.1. Having high expectations of all groups of students and the belief that all students can succeed regardless of starting point or background is key to success.

4.5. Differentiation is a crucial part of successful planning to ensure that all students make progress.

4.5.1. Lesson planning should take into account the variety of students' abilities and will aim to maximise progress for all. Differentiation can take many forms and can often be grouped into differentiation by process (how students learn), and /or differentiation by content (what students learn).

4.5.2. Differentiation by process includes:
- Providing a range of alternative tasks;
- Deliberate grouping of students according to tasks (e.g. grouping all of the most able students together to work on a particularly challenging task; using 'jigsaw' grouping; mixed ability grouping for peer teaching);
- Assigning roles to individual students (e.g. leader, scribe, questioner, spokesperson);
- Support provided by a TA;
- Varying degrees of challenge within teacher questioning and response.

4.5.3. Differentiation by content includes:
- The qualification/tier students are studying for;
- Developing and adapting resources to both support and extend students, taking into account all students' needs.

4.5.4. Use of intervention strategies can help students to make greater progress:
- Teachers should be aware of students who are making less than expected progress and plan for intervention;
- Where lack of progress is sustained over a long period of time, in spite of this intervention, Subject Leaders should be informed;
- Teachers should work alongside departmental strategies for addressing underachievement.

4.5.5. Other ideas:
- Use Sixth Form students to help targeted students;
- Small group withdrawal for specialist teaching;
- Subject mentors for targeted students;
- Drop-ins by subject leader for a focussed conversation;
- Tailor praise to students taking account of motivation, confidence and target;
- Individualised feedback taking account of student progress.

4.5.6. Teaching Assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning.
- Teachers should give TAs the scheme of work in advance;
- Regular discussion of student progress and wellbeing should take place;
- Teachers should give TAs appropriate guidance on their role within the lesson or sequence of lessons;
- TAs should share their in-depth knowledge of the student being supported, particularly if progress differs significantly in other lessons.

4.6. Questioning is a feature of every lesson which is used to test and deepen understanding.

4.6.1. Systematic and well planned questioning allows teachers to accurately assess the understanding of all students.

4.6.2. The use of a 'no-hands-up' rule, at certain times, contributes to a culture where all students are expected to contribute and avoids discussion being dominated by a minority. The teacher directs questions at individual students.

4.6.3. When asking questions to the class, teachers should pause or give students a specific time to consider their responses (for example, *"Pose, Pause, Pounce, Bounce"* strategy).

4.6.4. Teacher should use data-rich seating plans to target differentiated questions towards appropriate students.

4.6.5. At appropriate times, all students should be involved in answering the same question (i.e. hinge questions). Examples include having all students:
- Tell the answer to a neighbour;
- Summarise the main idea in one or two sentences, writing the summary and sharing this with a neighbour;
- Write the answer on a card or mini-whiteboard and then hold it up;
- Raise their hand/RAG card/ABCD card if they know the answer (thereby allowing the teacher to check the entire class);
- Raise their hands if they agree with the answer that someone else has given.

4.6.6. Exploratory talk allows students to think. Teachers should plan time in the lesson for students to discuss their learning with a partner/group before committing themselves to a response (for example, *"Think, Pair, Share"* strategy).

4.7. Rigorous and structured practice enables students to master challenging tasks.

4.7.1. Students will be provided with adequate time to practise new material and this practice will be deliberate, carefully planned and just outside of the student's comfort zone.

4.7.2. Students will be given the opportunity for interleaved practice of a subject's core knowledge. This might be the foundation of regular 'Do Now' activities at the beginning of lessons. This type of interleaved practice aid retention of material which ensures that students have sufficient understanding of a subject to be able to progress further.

4.7.3. Lessons regularly feature periods of deliberate practice. These tasks are those which are pitched at the outer edge of students' ability to learn and therefore contain the appropriate level of challenge. Students should be given sufficient opportunity to practise and master the content before moving on.

4.8. All teachers are teachers of literacy.

4.8.1. Literacy is integral to learning across the whole curriculum and all members of staff have a responsibility to develop literacy.

4.8.2. The Whole School Literacy Co-ordinator leads on the development and implementation of literacy (reading, writing, speaking and listening) across subject areas in order to raise awareness and improve the quality of the education provided. The Whole School Literacy Co-ordinator is line managed by the AHT: Teaching and Learning.

4.8.3. Within teaching and learning, priority should be given to developing:

4.8.3.1. **Reading comprehension**. This is the ability to process, comprehend and articulate a response to what others have written. Teachers should teach students to:
- **Skim, scan and summarise a text to identify information**. This could be through the use of strategies such as asking students to summarise the key points from a text in 30 words, DART activities, or representing a text visually e.g. in images or as a mind map.
- **Select and compare information from within a text, or texts.**

- **Evaluate information within a text** e.g. being asked to highlight the three most significant facts or questioning the author or source of text.
- **Establish the meaning of new vocabulary**. Students should learn strategies to decode the meaning of new words, for example by looking for similarities with existing knowledge.
- **Be able to read and translate terms within questions** (e.g. command words such as describe, explain and discuss).

4.8.3.2. **Oral language**. Oracy is the ability to articulate oneself verbally and decode what others are saying. Emphasis is placed on the importance of spoken language and high quality verbal interaction in the classroom. Oral language approaches include:
- targeted reading aloud and discussing texts;
- explicitly extending students' spoken vocabulary through insistence on the use of subject specific terminology;
- the use of structured questioning to develop reading comprehension;
- insisting that students answer questions in full sentences in order to rehearse written work;
- giving students thinking time before responding to question (e.g. using the pose, pause, pounce, bounce method);
- insisting on contributions from all students, using strategies such as tokens or the no hands up rule.

4.8.3.3. **Writing.** Teachers in all subjects should teach skills to allow students to clearly articulate their thoughts in written form. Strategies may include:
- Demonstrating and modelling writing;
- teaching composition and planning;
- allowing oral rehearsal (e.g. paired talk prior to writing);
- teaching specific skills as appropriate, such as strategies for persuasive or informative writing.
- Through the teaching of writing, teachers also develop students' knowledge and application of spelling, punctuation, grammar and vocabulary. These are a feature of planning, teaching and feedback. All units of work should have associated key word lists which students are expected to learn and be tested on.

4.9. Collaborative learning can contribute to successful learning when well planned.

4.9.1. Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.

4.9.2. Effective collaborative learning requires a structured approach with well-designed tasks. Approaches that promote talk and interaction between learners tend to result in more progress.

4.9.3. When collaborative learning is used, it should be planned in a way that means it will be more effective than undertaking the same task independently. This may be achieved through allocating specific roles to different students.

4.9.4. Students need support and practice to work together; this does not happen automatically. Tasks need to be designed carefully so that working together is effective and efficient, otherwise some students will try to work on their own.

4.9.5. Competition between groups can be used to support students in working together more effectively within their group, though over-use of competition can focus learners on the competition rather than succeeding in their learning so it needs to be used cautiously.

4.9.6. It is particularly important to encourage lower achieving students to talk and articulate their thinking in collaborative tasks as they may contribute less.

4.10. Meta-cognition helps students to think about their own learning more explicitly.

4.10.1. Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help students think about their own learning more explicitly. This is usually by teaching specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give students a repertoire of strategies to choose from during learning activities.

4.10.2. Teaching approaches that encourage students to plan, monitor and evaluate their learning have very high potential, but require careful implementation.

- **Teaching how to plan**: Have you asked students to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique)?
- **Teaching how to monitor**: Have you asked students to consider where the task might go wrong? Have you asked the students to identify the key steps for keeping the task on track?
- **Teaching how to evaluate**: Have you asked students to consider how they would improve their approach to the task if they completed it again?

4.10.3. The use of Personalised Learning Checklists and Question Level Analysis are features of meta-cognition used, in particular, with key stage four and five.

5. **Monitoring and evaluation of the quality of teaching and learning**

5.1. Monitoring the quality of teaching and learning is led by the AHT (Teaching and Learning) with the support of the other members of the Senior Leadership Team and Leaders of Learning.

5.2. The quality of teaching and learning is monitored using the following methods:

- School Self Evaluation
- Work scrutiny
- Learning walks
- Lesson observation
- Learning Area Reviews
- Analysis of student outcomes
- Student voice
- Parental voice

5.3. Details of all of these are contained within the Oldfield School Quality Assurance summary document.

6. **Review of the Policy**

6.1. The school monitors and reviews the Teaching and Learning Policy by:

- Seeking the views of students and staff on the effectiveness of the policy;
- Continually seeking to update the policy in line with good practice.

Annex 1 – Remote teaching (from March 2020)

Since the 23rd March 2020, Oldfield School has been delivering home learning to students remotely due to closures caused by Covid-19.

The main method by which work is set for students is through Show My Homework. Students in Key Stages 3 and 4 are set work in accordance with the Home Learning timetable (Appendix 1). Students in the Sixth Form are set work in line with their usual school timetable.

Teacher input
It is expected that some lessons each week for each subject will have an element of teacher explanation of new content and/or modelling through recorded videos.

Some lessons for years 10 and 12 are delivered as live online lessons, via Microsoft Teams and Zoom, with the latter being used more for small tutorial sessions and tutor activities. All live teaching is covered by the ICT Acceptable Use Policy.

Expectations for remote teaching
- Work will be differentiated to support and stretch students appropriately.
- Tasks should not assume ownership of particular home resources and must be inclusive.
- One piece of work will be set approximately every 6 sessions which is submitted to the teacher for feedback (see Appendix 2).
- Work may be set by the usual class teacher or subjects may reorganise this task, allocating each teacher a year group.

Inclusivity
Hard copy work packs are provided to students who do not have access to an appropriate device or wifi or are experiencing other challenges which make this appropriate. The school has an iPad or laptop loan scheme for students who need this. There is a process for students in receipt of hard copy work packs to have the key pieces of work returned to teachers for feedback.

Staff training
Training is ongoing and being provided to staff to both enable the technical side of setting work remotely and to enable teaching, learning and assessment to be as effective as possible.

Quality Assurance
Leaders of Learning undertake QA on a weekly basis and the outcomes of this are shared with the SLT link and AHT:T&L. Feedback is also given to individual teachers.
The criteria for the QA are:
- Work has been set in line with the agreed SoW
- The resources are appropriate and support the students'' home learning
- The work is appropriately differentiated
- Task is labelled on SMHW in line with school system
- There is an expectation for students to set work (every 6 sessions)

This QA system is totally separate from the Appraisal Policy.

Appendix 1 - Home Learning Timetable

The day is structured around 4 x 1 hour learning sessions. These work best with a short break between each session to ensure that children are able to stay focused. Rewards could be used within these breaks to keep children motivated. The exact timings of the day should be adapted to suit the needs of your family.

In addition to this timetable, there are activities being set by PE/Dance and PSHE. These can be used at times which are most appropriate for you and might be enjoyed by all of the family.

Key Stage 3

Suggested timings	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10	English	Maths	French/Spanish	Science	Technology
10:15 – 11:15	Maths	Science	English	Maths	Science
11:30 – 12:30	French/Spanish	Art	Computer Science	French/Spanish	English
1:30 - 2:30	History	Geography	Music	RS	Drama

Key Stage 4

Suggested timings	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10	English	Science	Maths	Option A	Option B
10:15 – 11:15	Science	English	Option B	Maths	English
11:30 – 12:30	Maths	Option C	Option D	Option C	Science
1:30 - 2:30	Option A	Maths	Science	English	Option D

Appendix 2 - Guidance for Remote Learning: Marking and Feedback (April 2020)

The purpose of this document is to provide guidance on the use of feedback at Oldfield School during the period of school closure due to Covid-19.

The guidance is based on the principles that feedback should aim to:
- Monitor and assess students' knowledge, understanding and application of content learnt remotely;
- Provide information to teachers about any content which may need re-teaching or reviewing, either during school closure or on return to school;
- Give students guidance as to how their work can be improved;
- Celebrate achievement and provide much needed motivation for students working remotely.

Core Principles
These principles reflect those in the school's Feedback Policy.
1. **Feedback is given selectively.**
   a. Key pieces of work for close marking will be identified, usually at a department level.
   b. Students do not need to receive feedback on every piece of work.
   c. A piece of work (either formative or summative) should be set **approximately every 6 sessions** which students are expected to submit for feedback. This should follow the Home Learning Timetable at KS3 and KS4, therefore the weekly frequency will be different for different subjects.

2. **Feedback is most often formative**
   a. Comments should:
      i. Give students a clear picture about what they have done well and what they need to do to make progress;
      ii. Be clear and consistent with students' own language skills;
      iii. Provide students with strategies that they could adopt to develop their work.

3. **Summative feedback will be used to assess progress at standard intervals**
   a. Assessment tasks should be set at intervals decided by the Learning Area or subject.
   b. All students must complete the same assessment task, regardless of teacher.
   c. Assessment tasks may be tiered where this is the approach used for terminal exams.

Practicalities
Clearly, providing feedback to students during this period of school closures will present some challenges which need to be considered when tasks are being planned.

- All tasks should be set in Show My Homework, in line with the already established procedure in the allocated subject sessions set out in the Home Learning Timetable.
- Students need to submit work via SMHW. This can be enabled when the 'Online Submission (Via SMHW)' option is selected when setting the task. It is also possible to selecting a marking scheme at this point. This can, for example, be GCSE grades 1-9 or red-amber-green. Other formats such as Google Forms can be used.
- It is not appropriate for students to submit work via email as this will be difficult for teachers to manage and also risks overloading the school's email server. This may be appropriate for use with students in the Sixth Form.
- Examples of appropriate tasks might include:
  o online tests which can be set in SMHW or in anther format such as Google Forms;
  o tests or other written work, where students can upload their outcome to SMHW (students can attach documents or images or written work when submitting work to their teacher).
- Where students do not have access to SMHW, wifi, or a suitable device, the arrangements for sending hard copies of home learning tasks should be followed so that no student is disadvantaged. A system is being rolled out for providing students with devices to ensure that they can access SMHW.
- Feedback comments can be recorded directly into SMHW, as can grades or marks for a piece of work.

Show My Homework Help Pages

SMHW Homework have created some useful help guides:

- Requesting online submission of work
https://help.teamsatchel.com/en/articles/3831724-requesting-online-submissions-as-a-teacher
- Leaving and receiving comments on pieces of work
https://help.teamsatchel.com/en/articles/2905112-comments
- Marking homework using grades / mark schemes
https://help.teamsatchel.com/en/articles/2905138-marking-homework
- Creating online quizzes
https://help.teamsatchel.com/en/articles/2905317-create-a-quiz