



# The Arnewood School

11-19 Academy

**Working Together - Shaping Tomorrow**

**ARN/0018**

## **TEACHING AND LEARNING POLICY**

## POLICIES AND PROCEDURES PROFORMA

<b>Subject and Version of Document:</b>	Teaching and Learning Policy
<b>Author:</b>	Mr Barrett
<b>Persons/Committees etc consulted whilst document in draft:</b>	Senior Leadership Team, Governing Body
<b>Date agreed:</b>	15 March 2022
<b>Date of next review/update and by whom:</b>	March 2024
<b>By whom agreed:</b>	Governing Body
<b>Copy obtainable from and/or distribution:</b>	PA to Head Teacher
<b>Date document issued</b>	11.09.17
<b>Responsibility for dissemination to new staff:</b>	Line Manager
<b>Principal Target Audience:</b>	All staff

### Amendments Summary:

Amend. No.	Issued	Page	Subject
1	Feb 14	4	2.3.2 – removal of bullet point
2	July 16	8	Review Insertion of classroom agreement
3	Sept 11	5	Replace <i>Individual Education Plans</i> with <i>Individual Learning Plan</i> Add - <i>For further information about children with EHCP ref to our SEN policy.</i>
3	July 2018		Policy review
4	July 2021		Whole Policy Review
5	Feb 2022		Whole Policy Review

## Teaching and Learning Policy

### **1.0 Statement of Intent**

1.1 Our mission is to work with parents/carers and the local community to provide a broad and balanced curriculum and a creative approach to learning. This should enable all students to fulfil their unique potential and make the world a better place through their informed choices and actions.

1.2 The Arnewood School curriculum explicitly enables students to become:

- scholarly, literate and numerate
- safe, resilient and reflective
- independent, collaborate and creative
- passionate about learning, and ambitious with a deep-rooted desire to achieve
- outward-looking, tolerant and understanding of their place in the wider world.

### **2.0 Aim of this Policy**

2.1 The aim of this policy is to provide a clear set of high expectations and a consistent approach to teaching and learning at The Arnewood School so that teachers, students and parents/carers can work together to ensure a high standard of education. In particular it aims to:

- Provide a consistent approach to teaching and learning (referred to as The Arnewood Lesson model).
- Define what we consider to be good teaching and learning, including home learning.
- Summarise our quality assurance processes.
- Outline our systems for assessment and feedback.
- Summarise the roles and responsibilities of different people in the school community with regards to teaching and learning.

### **3.0 Teaching is at its best when we:**

- Plan lessons for every child that takes full account of their individual needs, interests and aspirations.
- Regular check students' understanding in order to intervene at the point of need and plan to close any gaps in learning.
- Ensure that students are active and independent learners who strive to achieve their best in all they do.
- Ensure that all students are equipped with the literacy and numeracy skills they will need to succeed in school and in later life.
- Make links between the different pillars of our curriculum.
- Encourage every student to develop their spiritual, moral, social and cultural values and to ensure they understand and exercise the balance that exists between their own rights and their responsibilities to others in the Arnewood community and beyond.
- Ensure students develop resilience and take responsibility for responding to feedback in order to improve their work and deepen their understanding.
- Promote a healthy lifestyle and an understanding of the importance of learning to support personal wellbeing and good mental health.
- Identify and share good practice across all curriculum areas as well as provide support and professional development for ourselves and each other.

### **4.0 Learning is at its best when we:**

- Support and challenge students to give of and achieve their best.
- Recognise students when they try their best and when they achieve success.
- Expect students to ask questions, grapple for answers and understanding, and think hard.

- Provide high quality, dynamic and stimulating lessons including high levels of interaction for all students.
- Provide regular and meaningful home learning, and notify students and parents/carers of the expectations of these through the school VLE (Firefly).
- Provide opportunities and guidance to apply and develop literacy, numeracy and subject specific skills.
- Provide high quality feedback to which there will be an expectation that students respond in a range of ways.
- Work collaboratively to ensure a focus on ongoing professional development by identifying and sharing best practice in teaching and learning across all areas of the curriculum.
- Develop a range of teaching and learning styles to create an exciting and creative classroom climate.
- Listen to students' views and be responsive to their reflections and thoughts about their learning diet.
- Evaluate and reflect on their practice, and make best use of available resources for their own professional development and for the students to use, including the school's VLE (Firefly).

### **5.0 For great learning to take place, students must:**

- Arrive punctually to lessons and be ready to learn with a scholarly attitude, seeing every lesson as an opportunity to learn.
- Have the correct equipment they will need for each and every lesson.
- Participate fully in lessons, taking part in all activities and completing each task to the best of their ability.
- Take pride in the presentation of their work by meeting our standards of presentation.
- Take pride in creating a learning environment in which everyone can learn effectively, proactively and in the spirit of mutual respect.
- Develop and apply their literacy and numeracy in all areas of the curriculum.
- Take ownership of their progress by being reflective and proactive when receiving feedback, acting on TIP advice in order to improve their work and deepen their understanding.

### **6.0 Planning and preparation**

- All teachers should plan lessons that allow all students to make good progress in their learning and deepen understanding.
- All lessons should be part of a sequence linked to the departmental and whole-school curricula.
- Learning objectives must be visible and should enable students to develop their knowledge, understanding and development of their skills. All activities should be explicitly linked to these objectives.
- Teachers should plan a variety of learning activities by considering the differing needs of all pupils (in line with Teaching Standard 5). This will follow the Arnewood Lesson model.
- Lessons should demonstrate teachers' deep knowledge and understanding of their subject's curriculum (in line with Teaching Standard 1).
- Teachers should encourage a range of individual, paired, small group and whole class activities in order to promote individual learning and deepen understanding.
- The use of technology and ICT should be carefully planned in order to enhance learning.
- Teachers should plan for the use of a variety of assessment strategies and build in regular opportunities for students to act on feedback to improve their learning.

### **7.0 Assessment and feedback**

- Students will be assessed against three standards – A grade derived from their Key Stage 2 grades and historical national performance, a grade derived from the Fischer Family Trust and a school target grade derived from the two grades above.
- Students in Key Stage 5 will be assessed against their ALPS target grade – a grade derived from their GCSE results.

- Students in years 7, 8, 9, 11, 12 & 13 will be assessed three times during the academic year. Students in year 10 will be assessed four times.
- Students will receive a grade that reflects what their teacher believes the student would attain at the end of the key stage, given the available evidence. Examination board grading criteria will inform this at Key Stages 4 & 5, and the National Curriculum will inform this at KS3.
- Students in key stages 3 and 4 will be graded on a scale of 1-9, reflecting the GCSE grading criteria. In Key Stage 5 students will be graded A\* - E. Students studying vocational courses will receive grades in line with the assessment criteria of the chosen specification.
- Target grades will be reviewed at the beginning of each year. If a student reaches or exceeds their target during the academic year, this should be considered something to celebrate. The target grade will then be raised at the beginning of the following academic year.
- Target grades may also be increased if the national performance improves, and suggests the grade should be higher.
- Subject areas may have a variety of methods of assessment, which may include (but not limited to):
  - External examinations
  - Internal examinations / tests / controlled assessments
  - Homework
  - Oral, practical or written
- Students in years 9, 10, 11, 12 and 13 will receive a formal assessment in the main hall each year to prepare them for the GCSE / A Level examinations unless there are circumstances that prevent this. These assessments should be internally moderated by teaching staff to ensure consistency in marking between different staff, and accuracy against the mark schemes.

### **7.1 For assessment and feedback to enhance great learning and progress**

- Students' work should be regularly annotated in such a way that students are able to understand how to improve their own performance. T.I.P (To Improve Performance) should be evident in students' notebooks and written work.
- Verbal feedback should be given to students to encourage and improve their work.
- Subject areas should specify their policy on spelling, punctuation, and literacy in line with whole school policy.
- Staff will keep records of marked work in a specified location with ease of access for monitoring and evaluation purposes and can be requested by middle managers or the Senior team at any point.
- Work that the child's teacher considers to be worthy of reward will be recorded on Arbor, and ADDS points awarded.
- Parents will receive reports regarding the expected attainment grade for their child shortly after each data entry point in the school calendar.
- The reports will also provide information on the student behaviour, effort, quality of homework and quality of presentation. The meaning of these grades will be provided on the school website.

### **8.0 Quality assurance:**

8.1 Our monitoring and evaluation of teaching and learning via line management, Performance Management, lesson observations / learning walks will:

- Make secure judgements of the quality of teaching and learning across the school;
- Monitor and evaluate the progress of students during a lesson and over time;
- Judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained;
- Identify group and individual professional development needs and opportunities across the teaching and support staff.

- Involve teachers in self-evaluation of their own subject knowledge and understanding of changing curricular and pedagogical initiatives;
- Involve teachers in self-evaluation of the quality and effectiveness of their own teaching and classroom climate, and in involving themselves in high quality professional development;
- Involve teachers in monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally;

## **9.0 Protocols for lesson observations:**

### 9.1 We have two types of lesson observations:

- An unannounced drop-in observation by the Senior Leadership Team for between 10 and 30 minutes of a lesson.
- Pre-planned departmental developmental observations as directed by the Head of Centre of Learning of between 30 and 60 minutes.

### 9.2 During the lesson:

- We have an “open door” policy. Teachers may expect to be observed for part of, or a whole lesson.
- The observer will talk to students and look at their work as part of the process.
- The observer will judge how secure the elements of The Arnewood Lesson are evident, recording examples of good practice to share and points to develop.

### 9.3 Feedback from lesson observations:

- Feedback will be given as soon as possible when both the observer and the teacher observed have time to discuss the lesson. This should be within 48 hours where at all possible.
- Feedback will be honest and will be a dialogue about the learning and progress in the lesson and highlighting good practice seen and any areas of development.
- This dialogue will result in follow-up actions and a timescale for achieving this. This may include a follow-up lesson observation.
- Lesson observation forms will be kept centrally by the member of the Senior Leadership Team responsible for teaching and learning. A copy will also be given to Heads of Centre or Learning.

## **10.0 Home learning**

### 10.1 Setting of home learning:

- Home learning will be set for each student. Generally, this will involve one home learning task per subject per week.
- Students should aim to spend the following amount of time on each subject per week: year 7 = 20 minutes; year 8 = 30 minutes; years 9, 10 and 11 = 30-40 minutes.
- Some subjects may ask students to completed extended home learning tasks over a number of weeks.
- Students in years 12 and 13 are expected to complete one hour of private study per week for each subject they study.
- Teachers will record home learning tasks on the school’s VLE (Firefly). Parents can view these tasks by accessing Firefly.
- Students who fail to complete home learning tasks will receive a consequence in line with the school’s behaviour for learning policy.

### 10.2 School closure - remote learning:

- In the event of school closure, teachers will set lessons to be completed remotely via the school’s VLE (Firefly). A lesson will be set for each lesson a student would follow for their regular school timetable.

- Remote learning lessons will be titled with the name of the subject and the date of the lesson. This may include live streaming elements to the lesson. The task will include a deadline by which the work should be completed and submitted.
- Teachers will provide feedback on remote learning tasks either via the school's VLE (Firefly) or in person upon a return to school.

## **11.0 Roles and responsibilities:**

### 11.1 Governors

- The Governors are responsible for monitoring and reviewing the impact of this policy.
- The Governors are responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

### 11.2 Senior Leadership Team

- The Senior Leadership are responsible for monitoring and evaluating the effectiveness of teaching and learning through a robust and reflective quality assurance process.
- The Senior Leadership Team are responsible for the long, medium and short-term planning of the school curriculum, staffing and resources.
- The Senior Leadership Team are responsible for monitoring this policy's effectiveness and holding the middle leadership of the school to account for its implementation.

### 11.3 Heads of Centre of Learning

- Heads of Centre of Learning/Deputy Heads of Centre are responsible for planning appropriate coverage of the subject specific curriculum in order to meet national expectations and to prepare the students as well as possible for internal and external assessments.
- This process will be overseen, supported and monitored by Heads of Centres of Learning. Planning also involves the effective use of staff and resources.
- Heads of Centres of Learning are responsible for monitoring subject teachers' short- and medium-term lesson planning in liaison with their Deputy Heads of Centre.
- Heads of Centres oversee the adherence of their subjects' planning to the school's curriculum aim, overall school priorities and school improvement plan.

### 11.4 Teaching Staff

- Teachers are responsible for implementing The Arnewood Lesson model (in line with Teaching Standard 1).
- Teachers are responsible for planning and teaching well-structured lessons (in line with Teaching Standard 4).
- Teachers are responsible for adapting their teaching in order to allow all students to make progress (in line with Teaching Standard 5).
- Teachers are responsible for assessing the progress of all students they teach and making productive use of assessment (in line with Teaching Standard 6).

### 11.5 Parents / Carers

- Parents are expected to ensure their child arrives at school punctually and regularly.
- Parents are encouraged to share with the teacher any problems that may affect their child's learning at school.
- Parents should support their child by attending parents' evenings and other events.
- Parents should support their child and the teachers by becoming actively involved in the operation of any Individual Learning Plan (ILP) and any Special Educational Needs processes.
- Parents are requested to support the school's home learning policy (e.g. by accessing FIREFLY) and support extended learning.
- Parents are requested to support the school's rewards and sanctions policy.