

PLASHET SCHOOL



Working together to promote & celebrate achievement

Plashet School
Teaching & Learning
Policy

Revised and applicable from April 2016

Signed:

A handwritten signature in black ink, appearing to read 'Irene Papadopoulos', written over a horizontal line.

Chair of Governors

1. Rationale

Our School's Purpose is to inspire confident young women who will thrive in a changing world. We continue to hold dear our school motto 'Working together to promote and celebrate achievement'. Plashet School is committed to providing positive opportunities for learning and development within a caring and inclusive environment, enabling students to achieve their best. We aim to ensure our young women are happy and successful.

Plashet School is a learning centred school that strives to nurture the creative talents of all its students. All its systems are designed to meet its core purpose, to inspire confident young women who will thrive in a changing world. Teaching is designed to develop a range of learning and personal skills in our young women that enable them to think independently. We ensure that all teaching & learning is informed by our own best practice, and we take innovative risks with confidence. (Plashet School, School development Plan 2015-2016)

This policy is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- The Promotion of Learning & Student Progress
- The Social, Moral, Spiritual & Cultural Development of students
- The Promotion of British Values & Citizenship
- Application of work related learning and the 'Plashet Practices'
- The Teacher Standards

2. The Aims of Teaching & Learning at Plashet School

The aims of this document are to set out a common approach to teaching and learning at Plashet School so all stakeholders might work towards the highest possible standards of education for all our students.

Teaching & Learning at Plashet School should: Offer all students regardless of background or prior attainment the opportunity to learn the key skills and body of knowledge required to be autonomous learners, successful in life beyond Plashet School.

In addition it will:

- Promote high aspirations and expectations for all students
- Offer challenge and stretch students to achieve beyond their potential.
- Stimulate thinking, and support students to participate in thoughtful speaking, discussion, debate and dialogue.
- Encourage students to ask questions and seek answers.
- Inspire students to work hard at school and at home; to find solutions to their difficulties and to take responsibility for their actions and for their learning.
- Encourage students to embrace the intrinsic rewards of achievement and the joy of learning for its own sake.
- Promote the development of the Plashet Practices; Independence, Resilience, Communication, Leadership, Initiative and Organisation.

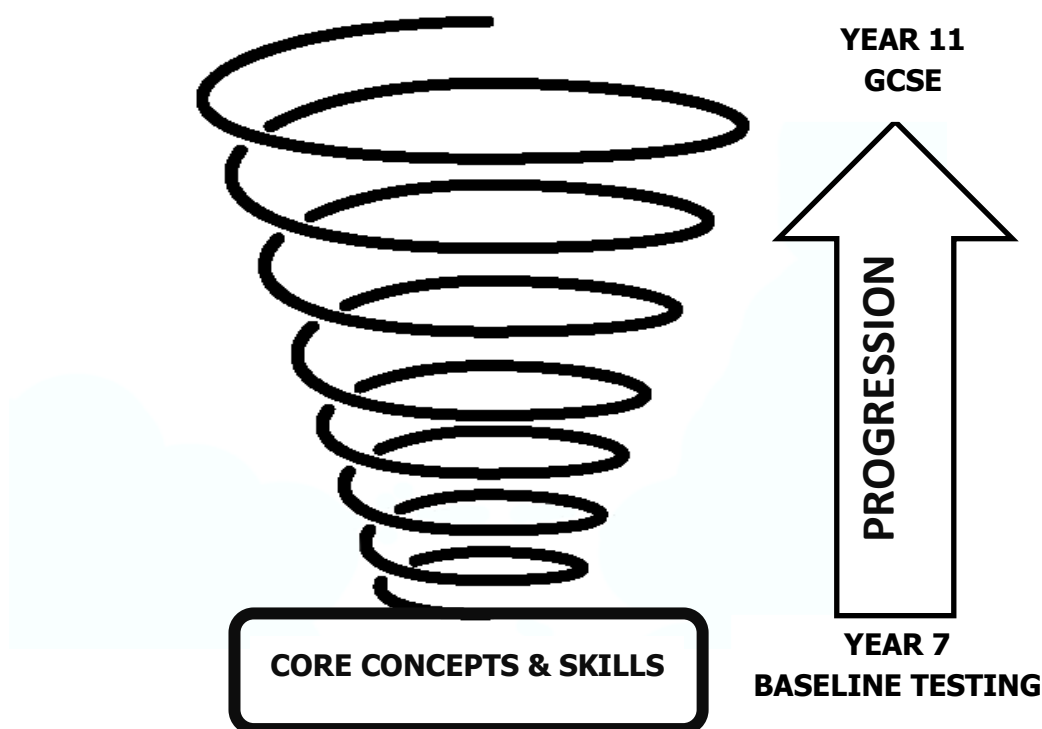
The policy is designed in such a way to support the most effective pedagogies in the classroom. It does not seek to stifle the creativity of the teacher, rather each feature of the policy is designed to guide those best placed to hone the craft of teaching and promote learning; the teacher. Through

constant growth of subject knowledge, the review of existing and new pedagogies, support to engage in innovative practice, ongoing self-reflection, peer evaluation and effective CPD all teaching staff are supported to find the style that has the best impact in the classroom.

3. Planning for Learning: The Spiral Curriculum

At Plashet School we promote a mastery learning model. This is reflected in all subject curriculum planning. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.

To achieve Mastery our curriculum is planned using a spiral model (Bruner). This involves information being structured so that complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on. Therefore, course content is taught at levels of gradually increasing difficulty (hence the spiral analogy). Each subject curriculum is viewed using a holistic approach. Links between content should be emphasised and encouraged while key concepts and skills should underpin the entire course across two key stages of study.



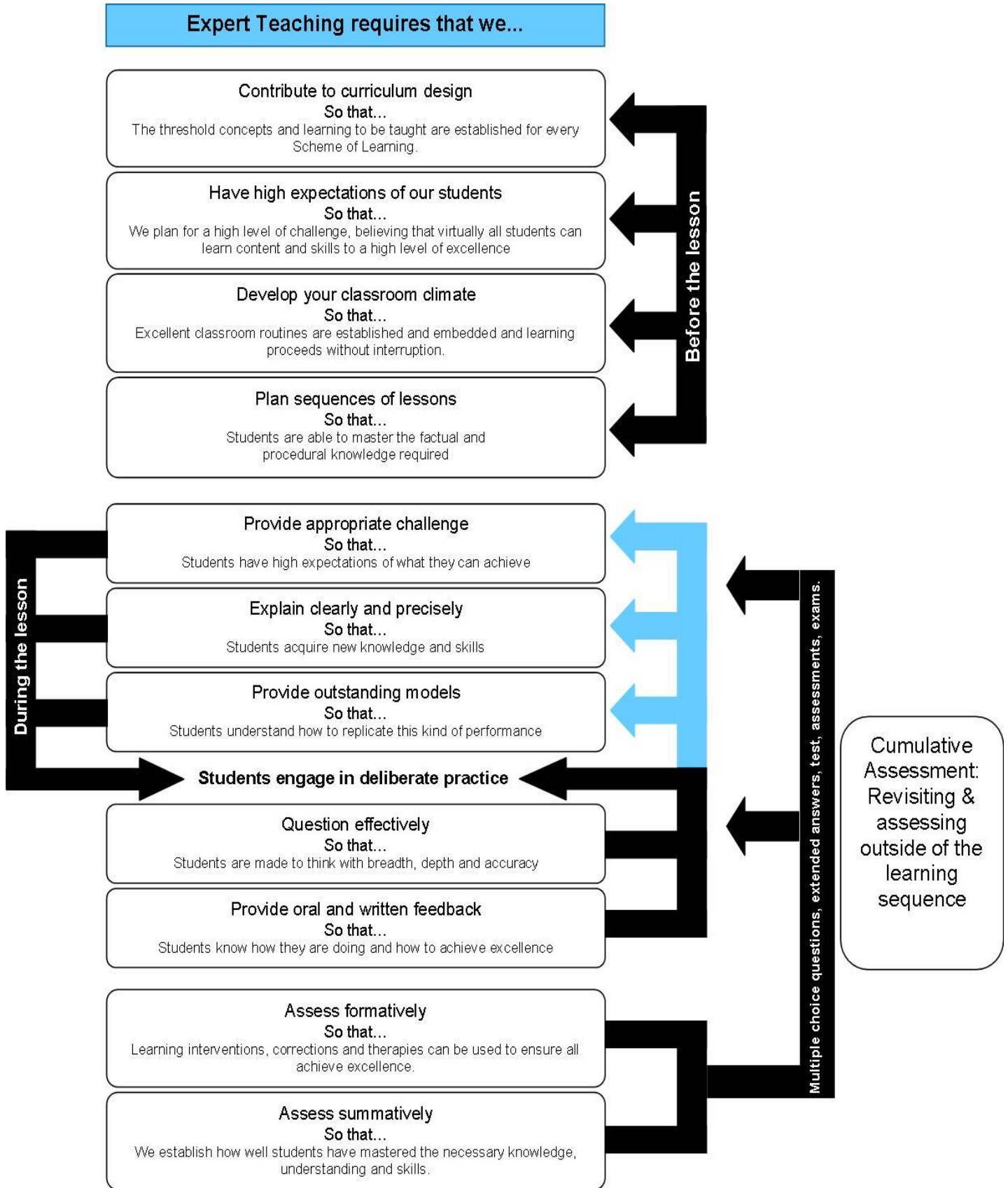
Memory & Retention: Spacing learning over time

In planning, teachers should design learning over a series of five years as opposed to unilateral key stages or academic years. To be successful in this approach, the key concepts taught, terms and skills to be learnt should first be identified. Schemes of learning and yearly plans should arrange for students to be exposed to each main element more than once in each year. This approach acknowledges that real learning does not occur in one-time episodes. Wider spacing is more beneficial than short-term spacing and generates better learning in the future.

4. The Role of the Teacher

The role of the teacher is to use their expertise to design and deliver learning that supports students to:

- Master the core concepts, knowledge and skills of the taught subject
- Support students to remember what they have learnt
- Promote the wider aims of teaching & learning at Plashet School



5. Teaching & Designing Learning

Learning should be designed to support students to make at least expected progress. To do this our expectations are that all teachers act in accordance with the DfE teacher standards as outlined:

TEACHER STANDARD		
1 Set high expectations which inspire, motivate and challenge students		
A	Establish a safe and stimulating environment for students, rooted in mutual respect	The classroom should have a purposeful learning environment established. All students and staff should act in respectful way towards each other and the learning taking place. The teacher should aspire to encourage all students irrelevant of background or student prior attainment to embrace learning and develop the skills to learn independently.
C	Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	
B	Set goals that stretch and challenge students of all backgrounds, abilities and dispositions	Learning should be designed to challenge, enthuse, and motivate all students throughout the lesson. Learning goals should be made clear to the students. However it is not necessary for the teacher to establish the learning goals using any particular prescribed method, nor is it necessary for students to copy down a long list of objectives prior to learning but it should be clear what the purpose of the lesson is and this relates to prior and future learning. The lesson should be planned with a clear thread that allows the learning goals to be achieved .Teaching should refer back to the purpose of the lesson
2 Promote good progress and outcomes by students		
A	Be accountable for students' attainment, progress and outcomes	Planned learning should be designed to demonstrate progress over time. The teacher should ensure they have an understanding of individual student attainment and design and deliver each lesson to stretch and challenge students accordingly.
B	Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these	
C	Guide students to reflect on the progress they have made and their emerging needs	Assessment should be regular and planning diagnostic to reflect formative & summative outcomes. The teacher should demonstrate ownership for the planning and design of each lesson ensuring they effectively assess learning and engage in ongoing evaluation of their practice to secure successful outcomes for their students.
D	Demonstrate knowledge and understanding of how students learn and how this impacts on teaching	All teachers should demonstrate reflective practice and have the ability to independently and collectively evaluate where good practice exists and where some practice might be improved. In doing so it is an expectation that all teachers maintain current subject pedagogy, can demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
E	Encourage students to take a responsible and conscientious attitude to their own work and study.	All staff should encourage students to take responsibility for their own learning. Teachers should ensure effective learning routines are established and students follow them. A sense of pride in learning should be encouraged and this should be represented through the work students produce. It is our expectation students are proud of their work and to keep their work smart, neat and tidy. Student should be encouraged to reflect on their learning and the teacher should endeavour to support meta-cognition and the articulation learning processes whenever appropriate.

3 Demonstrate good subject and curriculum knowledge		
A	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings	Teacher subject knowledge should be used to strengthen and deepen learning. Teachers should be confident with the material being taught and should use their knowledge of the subject to teach 'to the top' and promote stretch and challenge for all students. Modelling should be used to support the application of subject knowledge and core skills.
B	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
C	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Appropriate strategies should be used to effectively support the development of students speaking, listening, reading and writing so that all students might offer written responses at or beyond their expected level of attainment. Students should be given the opportunity to read appropriately challenging material as part of their lessons and should be supported to explore the meaning of key words as they emerge. Students should be offered the opportunity to speak and encouraged to improve their speaking. ('say it again, say it better' approach)
D	<i>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</i>	<i>Please refer to SEND & EAL departmental handbooks</i>
E	<i>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</i>	<i>Please refer to SEND & Mathematics departmental handbooks</i>
4 Plan and teach well-structured lessons		
A	Impart knowledge and develop understanding through effective use of lesson time	Teachers should plan their lessons effectively ensuring students are supported to master the knowledge needed and practice the skills required for success at GCSE. Teachers should design learning to incorporate pedagogy proved to have an impact on learning. This should include: <ul style="list-style-type: none"> • Assessment for Learning Strategies – Questioning, modelling, peer & self-evaluation, use of success criteria • Deliberate practice • Self-Explanation strategies (also called Visible learning) • Strategies for memory & retention • Feedback with and dedicated improvement & reflection time • Tasks set allow students to work independently, construct their own learning and practice the necessary skills to learn for themselves Time should be used well and should be gauged according to the level of mastery. Formative assessment should inform use of time and ensure it is rigorous and always purposeful. N.B. Some lessons can legitimately focus on input, with response and practice to follow. However establishing that students have plenty of practice and opportunities for improvement should be established either through discussion with the students or through examining student work.
B	Promote a love of learning and children's intellectual curiosity	
C	Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired	

D	Reflect systematically on the effectiveness of lessons and approaches to teaching	A mastery learning model requires fluency by at least 80% of students. Teachers should use ongoing assessment and have the skills to reflect and make judgements about the next steps for their students. Teachers must ensure they have confidence students have achieved the learning objectives set before moving on. If students have not achieved the objective, teachers must be forward thinking and resilient in ensuring they adapt their practice to ensure teaching is more effective and further learning is expedited.
E	<i>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). See above: the Spiral curriculum</i>	
5 Adapt teaching to respond to the strengths and needs of all students		
A	Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively	Plashtet School is an inclusive non selective school. Lessons should be designed with the needs in mind of all students and should be inclusive throughout. It should be sufficiently planned that all students might participate. Planning should accommodate for students with different needs and at different levels of ability. However planning should always facilitate stretch and challenge for all students. Lesson design must be sufficiently open ended to allow students to produce responses at different levels of sophistication. Exceptionally & highly able students should be challenged to make more than expected progress. Any additional adult support should result in accelerated learning for those students involved. Differentiation is a long-term process that mirrors the long-term nature of learning and progress for individual students. We believe differentiation does not always mean tiered resources and tasks in every lesson. Nor does it always mean that a lesson where every student is doing the same task is fundamentally worse than one where students do have different tasks. Effective differentiation allows different students to achieve and make progress at their level of attainment. In designing learning the teacher should seek to establish that all students can effectively access the learning and that the 'planning for learning' allows each student to make progress according to or beyond their level of attainment.
B	Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these	
C	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development	
D	Have a clear understanding of the needs of all students, including those with <i>special educational needs; those of high ability; those with English as an additional language; those with disabilities;</i> and be able to use and evaluate distinctive teaching approaches to engage and support them.	
6 Make accurate and productive use of assessment		
A	Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	The assessment of learning should be clear and systematic. Formative assessment should be routine and reflected in the lesson design. Teachers should use this to inform the direction their lessons take. Teachers must be confident to adapt their lesson if assessment of the current learning requires. Formative assessment must always inform subsequent learning. Summative assessment should be coordinated at departmental level. For more information please refer to the Assessment, Recording & Reporting Policy. Teachers should ensure diagnostics are employed around all summative assessment to ensure the information gained is used to plan subsequent learning and adapt schemes of Learning as appropriate.
B	Make use of formative and summative assessment to secure students' progress	
C	Use relevant data to monitor progress, set targets, and plan subsequent lessons	

d	Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.	Teachers should ensure the AssessmentPolicy is followed rigorously with all marking and feedback should following school and departmental agreed protocols. There is an expectation that students will be provided with opportunities to reflect on feedback, improve their work and make any corrections as required. Students should be encouraged to evaluate their own learning and that of others so they can articulate how they might improve.
7 Manage behaviour effectively to ensure a good and safe learning environment		
A	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	All teachers should demonstrate a consistent and fair approach to behaviour management. The teacher should plan for discipline, use clear, firm direction and correction, but acts respectfully and in line with the school behaviour policy.
B	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
C	Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them	
D	Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	

6. Lesson Process: A Mastery Model

To achieve our aims, we recognise that a blended approach should be taken to teaching and learning. We encourage constructivism and working collaboratively in carefully constructed groups on carefully constructed challenges. Learning must be designed to allow students to deepen their understanding of a topic through questioning, thinking, speaking and listening. However we recognise that direct instruction when done well, also plays an important role in teaching and learning. Hattie writes;

"In a nutshell the teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modelling, evaluates if they understand what they have been told by checking for understanding, and re-telling them what they have been told by tying it all together with closure."

This can be reflected in the following model and should be used by teachers at Plashet School as a guide in planning and designing learning in the classroom. A Sample lesson plan can be found in **Appendix A.**

Plasht School Learning Template

Retrieval Starter:
 Last Lesson...
 Last week...
 Last term...
 Connect the Learning

RECALL
 Recall the previous lessons learning

ENGAGEMENT
 Link planned learning/engage interest/stimulate guided thinking

Establish learning objectives.
 Threshold concept...
 Deep learning of...

Learning episode 1:
 Present new information/Body knowledge/Key skill

Use a variety of strategies throughout SoL.

Formative assessment

Learning episode 2:
 Model and support application of learning

Check for Understanding
 Hinge questioning
 Elaborative
 Interrogation
 Self-explanation

Formative assessment

Learning episode 3:
 Deliberate practice

Formative assessment

Struggle plenary
 What was difficult today?

Wrap up learning
Measure learning
 Can students conceptualise their learning?

Home learning
 Consolidation
 Memory & retention
 Testing
 Expansion
 Further Application
 Additional Practice

Teacher Evaluation
 Consider next steps
 Where are they now?
 Adjust planning accordingly

Establishing the bigger picture
 Connecting learning

Shallow to deep understanding
 Guide to independent practice