

Carr Hill High School & sixth Form Centre

Teaching & Learning Policy

We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect.

1. Purpose

The aim of this policy is to emphasise that Teaching and Learning is the most important activity taking place in our school. It highlights the aspects of the organisation which encourage good learning.

The policy will provide teachers and learners with specific details to assist in providing learning opportunities which are consistently good (or better).

2. Implementation

In order to achieve our aims it is vital that all members of the school community are aware of our expectations for teaching and learning, and so documents are provided on specific teaching and learning issues, displayed in classrooms and on the website etc. The policy is reviewed on an annual basis.

3. Vision & Values

In our school we pursue excellence in the quality of teaching and learning. We will provide learning opportunities which are engaging and challenge all students to achieve their potential. Our approaches to teaching and learning are innovative and embrace the use of technology. Our teachers are well-trained, hard-working and motivated to provide the best learning opportunities for young people.

This policy aims to provide a straightforward approach to teaching and learning which allows teachers to be able to make judgements about the best way to teach students in their class.

4. Summary

4.1. Marking:

- o Teachers will always mark in green ink.
- o Teachers will maintain a secure ongoing assessment overview of every child in their class.
- o Teachers will not mark every single piece of work.
- o Teachers will not just tick a piece of work.
- o Teachers will write the date they've marked a piece of work in the margin.
- o Teachers will not expect students to improve/re-draft every piece of work.

4.2. Planning:

- o Teachers will use a seating plan; students will not be allowed select their own seat in class.
- o Teachers will not waste time writing-out individual lesson plans.
- o Teachers will focus on developing knowledge, understanding and skills (not activities).
- o Teachers will focus on differentiating over time; not just on individual lessons.
- o Teachers will plan to get the lesson off to a good start (although this does not mean there'll be a starter activity every lesson)

4.3. Teaching & Learning :

- o There is no requirement for students to copy out the learning intention/objective/outcomes (unless you want them to).
- o Teachers will not keep learning too safe. They will go with the learning and take some risks!
- o Teachers will not ignore poor literacy and quality of language. They will promote high quality written and spoken English.
- o Students will not be allowed to 'take it easy'. Students must work hard.

- o Teachers will check learning frequently and adapt the lesson if necessary. This does not mean a lesson full of mini-plenaries; but over time, checking what has been learnt; what needs to be re-taught/consolidated.
- o Students are expected to present their work neatly and take good care of their books/folders.
- o Students are expected to complete classwork and homework in blue/black ink
- o Students are expected to complete RAP activities in purple ink.
- o Students are expected to complete self/peer assessment activities in red ink.
- o We will not tolerate students who disrupt the learning of others. Teachers will not ignore poor behaviour but apply the behaviour for learning policy consistently; promoting good behaviour.

5. The Learning Environment

5.1. Classroom Environment (Y7-13) Each teacher has a responsibility to ensure that they maintain a neat and tidy environment in which students can learn effectively. Teachers will ensure that their desk is kept well organised, tidy and free from clutter; setting a good example for students. The school provides resources, equipment and support to produce classroom displays. Teachers are encouraged to display resources to supporting learning, and examples of high quality student work on classroom walls.

5.2. Classroom Culture (Y7-13) Teachers will develop a classroom culture where students work and learn independently, and actively seek to solve problems for themselves. Students will be encouraged not to rely too heavily on the teacher telling them exactly what to do.

5.3. Classroom Layout (Y7-13) The layout of the classroom will be decided by the 'owner' of the room (the teacher that uses it most frequently). The owner of the classroom will create a seating plan template that can be adapted by colleagues. If other teachers wish to alter the layout of the room for a particular lesson, they will return the furniture to the original position at the end of the class.

5.4. Seating Plans (Y7-13) Teachers will design a seating plan for each class that they teach that best meets the needs of students in the class. Students must not be allowed to select their own seat. It is advised that (as a starting point) teachers should arrange the class with boys sitting beside girls. Teachers are likely to make alterations to the seating plan each half term, and will maintain an up-to-date record of this document. The seating plan must include the following information:

- o The classroom layout, with seating positions clearly identifiable.
- o First name and surname of each student

- o Allocated seat for each student
- o Ability cohort of each student (Base, Core, Boost)
- o Target grade of each student (9, 8, 7 etc.)
- o Indicators (PP, Disadvantaged, SEN)

5.5. Classroom Routines (Y7-13) Teachers will establish clear routines for students. There will be an number of expectations that will be applied consistently across the school:

- o Students are expected to form an orderly line outside the classroom (in a designated space) before the lesson. The teacher will invite students into the classroom.
- o Teachers will greet students at the classroom door.
- o At the start of every lesson, students are expected to have the following equipment on the desk:
 - o Planner;
 - o Pencil Case;
 - o ERIC book (Y7-8);
 - o other subject-specific equipment (eg. a calculator in maths).
- o During the lesson, students are expected to raise their hand to attract the attention of the teacher or to contribute to the lesson. Calling/shouting is not an acceptable method of attracting the attention of the teacher.
- o At the end of the lesson teachers, learning support assistants and students are expected to ensure that the classroom is left tidy. Students will stand behind their chair until dismissed by the teacher.
- o At the end of the school day (after P5 if there a mentor group does not use the room on any particular day), students are expected to place their chair on the desk.

6. Planning

6.1. Long-Term Planning (Y7-13) Each subject will ensure that a long-term plan (course overview) is in place. This provides an overview of units and topics which are to be delivered to a particular cohort of students within a subject. This document should make specific references to the national curriculum or course specification.

6.2. Medium-Term Planning (Y7-13) Each subject will ensure that medium-term plan (scheme of work) is in place. This provides suggestions of content, activities, resources and differentiation strategies for lessons within a particular unit of work. The medium-term plan should identify suggestions to the three distinct ability groups (boost, core & base). This document should make specific references to the national curriculum or course specification.

6.3. Lesson Planning (Y7-13) Teachers will plan every lesson in advance to ensure clear progression between lessons. Teachers will ensure that they consider the ability of students and knowledge of student progress from previous lessons/assessments to prepare high quality learning experiences. Teachers will maintain an accurate record of lesson planning using a suitably secure method (eg. teacher planner).

6.4. Considerations when planning (Y7-13) Teachers will consider a number of factors when planning effective teaching and learning:

- o Specific knowledge, understanding and skills development;
- o The starting point of students in the class;
- o Ability cohorts of students in the class; Base, Core, Boost;
- o Differentiation strategies;
- o Assessment, Marking & Feedback;
- o Reflect and Progress (RAP) Time;
- o Group work;
- o Independent work.

6.5. Setting Cover Work (Y7-11) Where a teacher is unable to teach a class on an occasion, the school will make provision for another member of staff to teach the class in their place. Appropriate work will be set for the class which will be delivered by another member of staff. The class teacher will provide the following to the office manager:

- o A lesson plan/summary ensuring that there is enough work to occupy students for the full duration of the lesson;
- o An up-to-date seating plan;
- o Resources for the teacher (eg. a presentation);
- o Resources for the students (eg. text books, equipment);

6.6. Setting Cover Work (Y12-13) Where a teacher is unable to teach a P16 class on an occasion, the teacher should provide students with appropriate independent work. If the absence is planned in advance (eg. attendance at a meeting) students should be provided with the work in advance. Where the absence is unplanned (eg. illness) the work should be emailed directly to students. Where possible sixth form students will be supervised to complete independent work.

7. Teaching & Learning

There is no preferred style of teaching at the school. Teachers should adopt a style of teaching which meets the needs of students in the class. A variety of teaching approaches should be used (over time) to ensure that students (with a variety of learning styles) are able to make good progress. Students at the school will develop the ability to learn in a range of styles, and respond to a range of teaching styles to develop secure knowledge, understanding and skills.

Teachers at the school are required to maintain a quality of teaching which is considered (at least) good; and that consistently enables students to make (at least) good progress over time.

7.1. Teaching Strategies Teachers should adopt teaching approaches which meet the needs of students in the class; enabling them to make (at least) good progress. Over time, teachers may wish to consider teaching strategies which:

- o Connect learning; allowing students to see how their learning fits into the 'bigger picture'.
- o Activate learning; inspiring students to engage with, and recognise the relevance of learning.
- o Demonstrate learning; modelling secure knowledge, understanding and skills to help students understand how to make good progress.
- o Review learning; allowing students to reflect and evaluate their learning; to correct, improve and re-draft to make progress.

7.2. Lesson Structure (Y7-13) There is no set format that lessons must follow. Teachers should adopt a lesson structure which best meets the needs of students in the class.

Teachers may wish to adopt a 3-part lesson (starter; main; plenary) approach.

7.3. Learning Intentions (Y7-13) Every lesson delivered at the school should have a clear learning intention. This learning intention should be shared with students. It is recommended that teachers use a format which provides an indication of the purpose of the learning: "We are learning about... so that...." (eg. "We are learning about the binary number system, so that we understand how data is represented in computer systems")

7.4. Differentiation (Y7-13) Teachers will differentiate activities and resources to challenge and support students in their learning. Differentiation will be planned effectively by considering the

ability of students. There is no preferred method of differentiation. As a starting point to differentiating learning, teachers may wish to consider students in key ability cohorts: base, core, boost.

7.5. Assessment (Y7-Y13) Teachers will use assessment to check knowledge, understanding and skills regularly during the lesson. A variety of assessment methods will be used and (as a result) the teacher adapts the lesson for everyone/groups of students/individual students to provide additional challenge of extra support. Please see section 8 for specific guidance on Marking, Feedback & Assessment

7.6. Effective Questioning (Y7-13) Questioning is used frequently by the teacher to engage students in dialogue about their learning and progress. Questioning will be used by teachers as an assessment tool to check knowledge, understanding and skills and will engage all students in the class. For the most-part teachers will adopt a 'hands down' approach to whole-class questioning. This will allow the teacher to select students to respond to their questions (avoiding relying on students to raise their hand to respond to questions). This allows the teacher to ensure participation and provide a better gauge the level of understanding. Teachers are expected to organise their classroom to number each seating position in the class, and provide a random selection method (eg. numbered lolly-sticks) to allow for random questioning.

7.7. Literacy and Numeracy (Y1-13) Teachers will take advantage of opportunities to develop literacy and numeracy. Teachers are expected to demonstrate the highest standards of spelling, punctuation, grammar and application of number in their teaching. Teachers will maintain a focus on key terminology and correct mathematical methods in their teaching. Teachers will expect students to articulate their understanding in complex sentences (both written and orally).

7.8. Everyone Reads in Class (Y7-8) Teachers will deliver ERIC (Everyone Reads in Class) time in year 7 and year 8. For the first ten minutes of the lesson, students will read a fiction book to improve reading ability. Teachers should monitor this activity and may (from time to time) listen to students read. Learning support assistants will always listen to students read during this time. Students are expected to record the page number of where they have read to in their planner at the end of each ERIC session.

8. Marking, Feedback & Assessment

Marking and assessment is an important part of teaching and learning, and is used to provide students with feedback (to promote progress) and as a tool to inform lesson planning.

8.1. Frequency of Marking (Y7-13) Marking and feedback must be regular. Work must be marked (by the teacher) at least every 6-8 lessons (on average) for each class. When work is marked teachers will use a range of marking and feedback strategies. All teachers will mark in green ink.

8.2. Formative Marking (Y7-13) When teachers mark a piece of work as part of an ongoing project/unit of study, formative marking should be used to provide ongoing feedback.

- o Spelling, grammar and punctuation errors should be identified (students must correct these later)
- o Strengths of the work (eg. WWW or Two Stars)
- o How the work could be improved (eg. EBI or Wish)
- o Teachers may wish rate the standard of the piece of work using a suitable scale (eg. Good; Satisfactory; Unsatisfactory)

8.3. Summative Marking (Y7-13) Teachers will mark pieces of work to identify the current attainment of students based on application of knowledge, understanding and skills. On these occasions teachers will provide grades (9-1) to identify the standard of the piece of work. On these occasions, teachers will keep records of these grades and these will be used to support predicted attainment judgements.

- o Spelling, grammar and punctuation errors should be identified (students must correct these later)
- o Strengths of the work (eg. WWW or Two Stars)
- o How the work could be improved (eg. EBI or Wish)
- o An attainment grade
- o Teachers may wish rate the standard of the piece of work using a suitable scale (eg. Good; Satisfactory; Unsatisfactory)

8.4. Frequency of Assessment (Y7-13) Assessment is an important part of teaching and learning. There should be a record of some form of assessment (on average) every three lessons. Assessment may take many forms and there is likely to be records of this within exercise books.

8.5. Self-Assessment (Y7-13) Self-assessment is a technique by which students apply a mark-scheme to assess their own work. There are a number of educational benefits of self-assessment as students are able to identify errors in their own work and make progress as misconceptions are corrected. Teachers will use self-assessment frequently. Red ink should be used for self-assessment activities

8.6. Peer-Assessment (Y7-13) Peer-assessment is a technique by which students apply a mark-scheme to assess the work of a peer (eg. another student in the class). There are a number of educational benefits to peer-assessment. Teachers will use peer-assessment frequently. Red ink should be used for peer-assessment activities.

8.7. Formal Teacher Assessment (Y7-13) Teachers will mark substantial pieces of work where students demonstrate an ability to apply knowledge, understanding and skills. Sometimes these will be tests/exams. On other occasions, these may be performances or portfolio-based assessments. All teachers will mark in green ink.

8.8. Verbal Feedback Teachers will regularly provide students with verbal feedback about their work and/or their progress in class. Where appropriate, students should be encouraged to make a note of the feedback they have received in their exercise book/folder. Teachers may wish to identify when verbal feedback has been provided using a 'verbal feedback' stamp or the 'VF' code in the margin of a students' exercise book.

8.9. Assessment Record (Y7-13) Teachers will maintain an accurate record of ongoing assessment, using a suitably secure method. Teachers may choose to use a markbook, SIMs marksheet or spreadsheet. The record of assessment may include a log of informal assessment ratings (good, satisfactory, unsatisfactory), developmental comments (WWW, EBI) and formal assessments (with grades).

8.10. RAP (Reflect And Progress) Time (Y7-13) RAP Time should be used frequently to provide students with the opportunity to reflect on their work and make progress. There should be opportunities for RAP time (on average) every three lessons. Where students make corrections and/or improve their work. Purple ink should be used.

8.11. Predicted Attainment (Y7-13) At key points of the year teachers will provide predicted attainment grades for all students that they teach. This will be a global prediction which will consider achievement, attainment, attitude, behaviour and attendance.

9. Homework

Homework is an important tool which provides students with the opportunity to prepare for class, and demonstrate application of knowledge, understanding and skills. The school will not provide a homework timetable, but teachers have the flexibility to set homework as and when it is most appropriate within the learning cycle. Homework is an important aspect of school life and as such teachers will hold high expectations that it is completed to a good standard. To promote high levels of engagement with homework, teachers are encouraged to display good examples of homework on classroom walls.

9.1. Key Stage 3 Homework (Y7-9) On average, students in year 7, 8 and 9 will receive the following allocation homework:

- o A minimum of 60 minutes of homework per week in Mathematics, English and Science.
- o A minimum of 30 minutes of homework per week in French and/or Spanish

o A minimum of 60 minutes of homework per half-term in Art & Design, Computing, Geography, History, Music, Religious Studies, Technology.

Students in year 7, 8 and 9 will not be set homework over school holidays.

9.2. Key Stage 4 Homework (Y10-11) On average, students in year 10 and 11 will receive the following allocation homework:

- o A minimum of 60 minutes of homework per week in Mathematics, English and Science.
- o A minimum of 30 minutes of homework per week in French and/or Spanish, Core Computing, Religious Studies,
- o A minimum of 60 minutes of homework per fortnight in all GCSE option subjects

Students in year 10 and 11 will be expected to complete homework over school holidays.

9.3. Post-16 Homework (Y12-13) Sixth Form students should expect to receive homework every lesson. Students in the sixth form will be expected to complete homework over school holidays.

9.4. Teachers in every lesson will expect students to record any homework that is set in their planner. Where teachers do not set homework; it is also expected that this will be recorded in the planner. Teachers are encouraged to provide an instruction for (particularly younger) students to copy into their planner (eg. homework instructions written on the whiteboard for students to copy).

9.5. Where students fail to complete homework to a satisfactory standard by the required deadline, teachers will issue a demerit to the student. Students are then expected to complete the work and submit it the following day. To assist with the collection of late homework, teachers can ask students to submit late homework in the Hub. These items will be passed directly to the class teacher and the student will receive a receipt in their planner (to identify that they have submitted the homework). Teachers will check that homework is recorded correctly. Mentors will check homework planners on a weekly bases.

9.6. During periods leading up to internal and external exams, teachers will set homework which is designed to help students prepare for the examination. This may include specific topics revise, practice questions etc.

10. Exercise Books and Folders

10.1. Key Information (Y7-13) Students will display key information about their targets and predicted attainment in the inside cover of their exercise book. Teachers will expect students to update this information at key points during the academic year.

10.2. Care of Exercise Books (Y7-13) Students are expected to take good care of their exercise books and folders. Where students use exercise books, students are expected to back their book with sticky-back plastic or a plastic cover. The school will provide equipment and assistance to students to back exercise books (in the hub). Students must ensure that their exercise book is free from graffiti and damage.

10.3. Presentation & Layout of Work (Y7-13) Teachers will expect students to adopt a consistent approach in the way students lay out work in their exercise books/folders:

- o The date will be clearly written at the head of each piece of work;
- o A title for each piece of work should be written in title case and underlined with a ruler;
- o Each piece of work should be identified as classwork (CWK) or homework (HWK) in the margin.

10.4. Coloured Ink (Y7-13) Teachers and students are expected to use appropriately coloured ink for all work in exercise books/folders:

- o Students will use blue/black ink to complete classwork and homework
- o Teachers will use green ink for marking
- o Students will use purple ink for RAP activities
- o Students will use red ink for self and peer assessment activities

The school stationery shop will sell the required stationery equipment for all students

11. Behaviour for Learning

Teachers will use a range of strategies to help students engage effectively with learning and develop an interest in the subject and thirst for knowledge.

Teachers will maintain a positive and encouraging approach with students and focus on successes and achievements.

The school provides a detailed policy outlining behaviour for learning.

12. Discontinued Strategies

12.1. The following strategies which featured in the school's Teaching and Learning Policy which was published in September 2012 have been discontinued

- o Challenge Walls
- o HOT Learning Outcome Labelling

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