



OLD BUCKENHAM HIGH SHOOL

TEACHING AND LEARNING POLICY

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Executive summary	This policy has been reviewed and amendments made in order to comply with Trust requirements and those of the Local Authority
Review Body	School
Endorsed by	Governing Body
Review frequency & next review due	November 2023
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body every 2 years or as required.</p>

Principles of the Policy:

We recognise that all students possess unique skills, abilities and aptitudes and all have an entitlement to a broad and balanced curriculum. The school's core purpose is to ensure a high quality learning experience for all pupils, and the quality of teaching is the most important factor that contributes to this. The purpose of this policy is to set out the school's Teaching and Learning model that underpins our expectations for classroom practice. The OBHS 4 Phase teaching model is designed to carefully match the schools shared understanding of learning theory. The teaching protocols and the OBHS Habits aim to develop the whole child, enable our students to make good progress and become lifelong learners. The policy also details the responsibilities of different staff in contributing to an excellent learning environment at OBHS.

The OBHS Teaching and Learning Model:

Quality First Teaching for All:

We recognise that all have an entitlement to lessons that are crafted to offer them opportunities to make maximum progress and realise their potential. Thus, staff are required to plan episodes of learning which are tailored to the needs of the learners within their classroom: which build on students' prior knowledge or achievement (the 'skill'); wherein the learning tasks are reflective of, and harness and develop, their pre-existing learning habits (the 'will'); and which motivate students to want to learn more (the 'thrill').

The school engages in research into Learning Theory, and recognises that learning can best be explained by the ideas of Surface and Deep learning and the acquisition, consolidation and transfer of knowledge. It follows, that learning episodes (single lessons, series of lessons, homework and schemes of learning)¹ need to plan for the acquisition and consolidation of surface learning prior to tackling the acquisition and consolidation of deep learning. This is the difference between, for example, teaching students new subject terminology (surface acquisition) and them becoming able to both store and retrieve this for future use (surface consolidation), and a student self-regulating or demonstrating high levels of metacognition (understanding the what, when, where, how and why of learning). *Hattie and Donoghue 2016.*

Reflecting this understanding, learning tasks that are completed are generated with one or more of the following intended outcomes:

- an increase in **skill** - *surface or deep learning acquisition and consolidation, or the ability to transfer knowledge and understanding to a new situation;*
- an increase in **will** - *developing students as powerful, resourceful and resilient learners;*
- or an increase in **thrill** - *an excitement for learning and a motivation to learn which will, in turn, support deep learning consolidation.*

In addition, the success criteria of any learning episode must be explicit to students and the learning environment must be planned as carefully as the teaching strategies and content.

¹ **Homework** will be set in line with the school's homework policy. The learning tasks that are set for students to complete outside the classroom are also generated with one or more of the intended outcomes listed above. While sometimes, and in some subjects, it might be appropriate for homework to be used for students to acquire surface learning and might take on the form of a knowledge map, at other times and in other subjects, homework might be used to increase students' **will** or **thrill** for learning.

This understanding of inputs, effective teaching and learning strategies, and desired outputs has led to the development of the OBHS teaching frameworks set out below. While the frameworks guide teachers' practice to ensure that it is effective and informed, they do not limit teachers' creativity or autonomy in short, mid and long term planning for learning.

OBHS Protocols – the non-negotiables:

The following table details the non-negotiable aspects all staff at OBHS plan for in any period of learning. These protocols are informed by Hopkins' Theories of Action (research-based actions identified in excellent teaching and learning) and implemented to ensure that there is consistency in the quality of students' learning experience regardless of the subject area or classroom.

Non-Negotiable Aspect	What is seen in lessons
Intentions, pace and narrative	Lesson objective with outcomes that have success criteria are understood by students and referred to regularly in lessons. Visible in SOL/lesson planning.
Challenging Tasks	The tasks that students undertake in lessons are of high quality and require higher order thinking. The tasks enable all students to demonstrate they have achieved the Lesson objectives.
Cooperative Learning	Students at various points in lessons work independently and collaboratively. Lessons are not dominated unnecessarily by teacher talk/instruction.
Questioning	Open-ended, directed questions are used to extensively to extend students learning. Closed, undirected questions are avoided.
Marking and Feedback	Students action their 'Subject Next Steps' by responding to feedback. Both summative and formative marking are used. Books are marked up to date in line with whole school and departmental marking policies.
Assessment for Learning	During a lesson, a range of AfL strategies are used which include all students.
Presentation	All book work is completed in line with OBHS presentation policy.
SPaG	There is evidence of the whole school literacy policy and code being used regularly to identify spelling and grammar errors in all exercise books. Students systematically and routinely address these.

Learning Intentions: The OBHS language of learning objectives, success criteria and learning outcomes.

We recognise when students are taught the success criteria for a learning task, they are more likely to "...be strategic in their choice of learning strategies, more likely to enjoy the thrill of success in learning, and more likely to reinvest in attaining even more success criteria." (Hattie and Donoghue 'Science of Learning' 2016). As a result of this, we have an established and common language of learning objectives (The OBHS Learning Objectives bookmark), success criteria and learning outcomes.

- **Lesson Objectives:** *The concept, skills, knowledge of the lesson.*
- **Success Criteria:** *A statement of the criterion to demonstrate successful progress towards objectives through assessment method.*
- **Lesson Outcomes:** *A statement that specifies what the student will do, practise and/or produce.*

The Lesson Structure - The OBHS 4 Phase Lesson:

The OBHS 4 Phase Teaching model is a framework informed by an understanding of how learners learn.

The phased model acknowledges that while a period of learning might take place over more or less than one lesson, the phases should be communicated clearly and be recognisable to students.

The OBHS framework is designed to shape the learning experience to be most effective for student progress. It does not, however, establish a rigid form for all lessons which constrains the creativity and craft of the individual teacher. See Annex for further details.



OBHS Habits:

The identity of learners at OBHS is characterised by our **OBHS Habits**. These are 5 qualities that we expect learners to actively display and which, through their daily school experience both inside the classroom and out, we aim to develop in them over their 5 years with us.

These skills will be developed through the learning tasks and schemes of learning within each subject area, through form time and the PSHE curriculum and are expected to underpin all interactions between learners and staff, and learners and their peers.

These habits reflect both the needs of our learners and the wider community; they aim to not only equip students with the habits of mind to achieve their potential within school, but prepare students for the world beyond school.

Resilience	The determination to recover from and cope with difficulties or problems.
	<u>A resilient learner:</u> <ul style="list-style-type: none">• sticks with difficult situations – not seeing barriers as a reason to give up;• tolerates uncertainty;• dares to be different;• works hard to maintain effective relationships with others;• reflects on and learns from the mistakes they make.

Creativity	<p>Using skill and imagination when completing a task; to look at things or present things in a different and original way.</p> <p><u>A creative learner:</u></p> <ul style="list-style-type: none"> • inquires and asks questions; • wonders, explores, investigates; • experiments and plays with possibilities; • uses their intuition; • makes connections;
Independence	<p>Taking responsibility for learning, being confident and capable of making choices with the intended outcome being that they achieve a goal.</p> <p><u>An independent learner:</u></p> <ul style="list-style-type: none"> • is self-directed, • is well-organised, • inquires and asks questions; • reflects critically – evaluates and improves; • understands what kind of learner they are and how they learn best; • develops strategies to support their own learning; • is a life-long learner.
Collaboration	<p>Working effectively with others so that learning is enhanced by these opportunities.</p> <p><u>A collaborative learner:</u></p> <ul style="list-style-type: none"> • will work with others to search for and develop understanding or a solution; • is kind, considerate and supportive of others; • is tolerant: values, accepts and respects all other members of the OBHS community; • is an individual who works to be a valuable member of the OBHS community.
Ambition	<p>Having a strong desire, and self-belief to achieve a goal.</p> <p><u>An ambitious learner:</u></p> <ul style="list-style-type: none"> • will set themselves targets which stretch challenge them and will actively work towards achieving them; • will seek out opportunities (both in and outside school) to further develop and better themselves; • will identify possible barriers in order to look for solutions, not feel restricted by them; • will take pride in themselves, identify their strengths and celebrate these.

Use of ICT/ Mobile devices:

OBHS is a Microsoft school. We actively promote technology that includes the appropriate use of personal devices as a learning tool, when instructed, in the classroom.

Roles and responsibility for Teaching and Learning at OBHS:

Old Buckenham High School operates with an Open Door policy, meaning that (unless indicated) staff welcome colleagues into their classrooms to share best practice and inform teaching and learning discussions.

Teachers:

Teachers are responsible for planning Schemes of Learning, delivering lessons, setting homework and assessing student work in line with the Teaching and Learning, Assessment, Marking and Feedback policies.

This will include teachers making effective use of their knowledge of student performance to inform their planning and delivery: Quality First Teaching for all.

The non-negotiable aspects of lesson planning which all teachers must adhere to are stated in the Lesson Observation Feedback form, Annex 4 of the Performance Management Policy and this document (the Teaching and Learning Policy). This includes sharing relevant information in the form of a seating plan during any formal observation, showing evidence of planning for Quality First Teaching for all, and showing evidence of planning of the non-negotiable 4 Phase Teaching and Learning model and the OBHS Teaching Protocols.

Teachers are responsible for keeping up to date with whole school Teaching and Learning priorities and approaches by attending and engaging with PD sessions throughout the academic year. The impact of this on a teacher's practice will be evidenced in Learning Walks, Work Scrutinies and Lesson Observations.

Curriculum leaders:

Curriculum Leaders are responsible for ensuring the consistent and effective teaching of their subjects, evaluation of the quality of teaching, and monitoring pupil progress.

This is achieved by each Curriculum Leader:

- championing teaching and learning in their subject area;
- evaluating the teaching of their subject and the planning of lessons ;
- ensuring curriculum coverage, continuity and progress for all students;
- ensuring that department procedures for marking and feedback, assessing, recording and reporting on pupil progress are implemented consistently and are in line with whole school policy;
- analysing and interpreting data in pupils' performance against school expectations and other comparative data;
- monitoring pupils' work and progress by regular monitoring of classwork and homework as well as assessment data;
- observing teachers in their department and giving constructive feedback.

Heads of Year:

Heads of Year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their House.

This is achieved by the Head of Year:

- maintaining an overview of the experience of pupils in their year group e.g. monitoring exclusions, visits to the Progress Centre;
- setting clear expectations for the use of tutor time: monitoring and evaluating the impact of the Literacy and Numeracy form-times (resources by ELT in English and Maths) and developing and reviewing a programme which meets the needs of the learners in the year group (Attitude to learning focus for example);
- monitoring the work of tutors and the quality of tutor time;
- monitoring attitudes to learning e.g. through HoY Reports, student attendance and setting and completion of homework.

Form tutors:

Form tutors are responsible for contributing to and monitoring the progression and well-being of individuals in their tutor group and providing advice and support to those pupils both socially and academically.

This is achieved by form tutors:

- Monitoring the academic progress and attitudes of individual pupils highlighted following data drops and reports;
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniforms and attendance.

Learning Support Assistants:

Learning Support Assistants are responsible for supporting the learning of our students in line with both our whole school and classroom priorities. These priorities are informed by the data collected on the students throughout the year.

Learning Support Assistants may be self-directed or directed by the teacher within the classroom. The level of support and the strategies employed are informed by student and whole class need within each learning opportunity. Any support introduced focuses on student progress and student development of the OBHS Habits.

School Leadership Team (Senior Leaders and Members of the Extended Leadership Team):

The School Leadership team is responsible for the overall quality of teaching and learning across the school.

This is achieved by the school leadership team:

- leading on strategic planning for teaching and learning priorities lead by the AHT with responsibility for teaching and learning and in conjunction with subject leaders;
- supporting individual departments through line management meetings;
- ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities;
- monitoring the quality of teaching and learning across the school through activities such as lesson observations, drop ins work scrutinies and Learning Walks.

Governors:

The Teaching and Progress committee of the governing body has oversight of issues regarding the quality of teaching and learning across the school.

Key priorities are set out in the SDIP which is monitored by this committee.

Specific monitoring activities include:

- review of examination results;
- review of the Governor Dashboard;
- reviewing teaching and learning summary reports produced by the AHT for T&L;
- reviewing specific policies related to teaching and learning.

Parents/ Carers:

We recognise that parents play an important role in supporting their children's learning and that the three way partnership between parents, pupils and the school is vital for the success of the individual pupil. The school undertakes to:

- communicate regularly with parents about their child's progress;
- alert parents promptly to any concerns about their child;
- give parents accurate and up to date information regarding their child's programme of study (either in written form or via information evenings);
- respond promptly to parental concerns.

We expect that parents will:

- support the school in ensuring that their child is working appropriately both at school and at home;
- engage positively with the school to resolve any difficulties regarding their child;
- attend events such as parent's evenings whenever possible.

Quality Assurance:

Our QA cycle is outlined fully in Annex 4 of the Performance Management Policy.

As stated previously, ensuring a high quality learning experience for all pupils is our aim as a school, and the quality of teaching is the most important factor that contributes to this. Therefore, the rigorous evaluation of the quality of teaching is essential.

Staff's application of the frameworks and protocols established above are quality assured throughout the year: they form an integral part of our evaluation of the quality of teaching during any formal lesson observation and all learning walks. Our lesson planning documents and lesson observation feedback forms ensure that staff are planning for, and receiving feedback on, the quality of their provision of the non-negotiable aspects of teaching and learning at OBHS.

Senior members of staff conduct regular work scrutinies. The protocols for these are laid out in Annex 4 of the Performance Management Policy alongside a QA calendar for the current academic year. Exercise books are a record of a student's learning experiences and therefore will be scrutinised in light of the teaching frameworks and protocols established above.

Professional Development:

Professional development is valued highly at OBHS. Our Performance Management cycle includes a minimum of 2 meetings focussed on Improving Teacher Quality in which staff will complete a questionnaire aligning their practice and relevant skill set with that of the school. These discussions with Line Managers will then inform their own CPD plan for the academic year.

Through our Coaching and Professional Enquiry cycle, all staff are encouraged to investigate areas of their practice they wish to develop and practise new strategies and approaches, and evaluate the impact of these in their classroom.

As a school, we have a culture of sharing good practice. In addition to the Professional Enquiry and Coaching cycle, this culture is supported by weekly Teaching and Learning briefings on a Friday, a weekly Teaching and Learning bulletin published to all staff showcasing best practice, and the opportunity to take part in informal discussions of teaching and learning literature in a weekly book club.

This policy should be read in conjunction with the following policies and procedures:

Homework Policy

Marking, Assessment and Feedback Policy

Whole School Literacy Approach document

Performance Management Policy – Annex 4

Sex and Relationships Education Policy

Examinations Procedure

SEND policy

AUP and ICT policy

Annex: 4 Phase Lesson in detail

Phase		Essential Element
Activate	The Hook- grab their attention and put them in a receptive frame of mind	<ul style="list-style-type: none"> -- Stimulate interest and curiosity (for example, by using visuals) -- Present a purpose for learning -- Connect learning to real world experiences -- Foster positive relations with and between students
	Learning Intention- Establish the big picture make clear LESSON OBJECTIVES and SUCCESS CRITERIA clear to pupils	<ul style="list-style-type: none"> -- Use pupil friendly language -- Establish LOs: write them on board or display on screen -- Make specification clear to students (display on board or use to create a checklist). Use student friendly language. -- Show examples, or models, of EXPECTED student performance (like an excellent sample of work by a pupil in a previous year)
	Activate/Review- activate prior knowledge and review relevant prior learning.	<ul style="list-style-type: none"> -- Opportunities for pupils to demonstrate their current level of understanding through verbal and non-verbal means -- Review/connect to prior learning -- Use questioning techniques -- Brainstorm -- Key words elicited/taught/displayed
Present	Teacher Input- explicitly teach the concept	<ul style="list-style-type: none"> -- Provide clear explanation, definition or rule (short, sharp, shiny!) -- Provide examples and non-examples -- Uses pupils' previous experiences as basis for explaining concepts -- Information presented visually, and/or concrete examples -- Concept represented in multiple ways -- Explicit teaching of vocabulary OR quick review of relevant vocabulary previously taught
	Teacher Input- explicitly teach and model the skill	<ul style="list-style-type: none"> -- Steps provided as a scaffold -- Examples provided -- Information presented visually, verbally and in other ways -- Modelling short and purposeful
	Check for Understanding- monitor whether pupils have 'got it' before proceeding. If not, go back and re-present concept and	<ul style="list-style-type: none"> -- Well-distributed questioning/checking for understanding -- Wait time -- Higher level questions -- Asks for justification (evidence) and clarification from students -- Adjustments made due to feedback if needed -- Challenge misconceptions -- Have students paraphrase and summarise

	skill.	
Practise	Guided-development and engagement- Develop student understanding of the concept or skill through activities or exercises	<ul style="list-style-type: none"> -- Tasks, activities or exercises provide well scaffolded opportunity for pupils to apply the knowledge or skill -- Clear instructions, clear timeframe, clear expectations -- Range of tasks that appeal to different learning styles and ability levels (rotating tasks at times) -- Effective use of e-learning tools and programs
	Guided-Feedback and individual support- Move around the room to determine the level of mastery, and to provide feedback and individual support as needed	<ul style="list-style-type: none"> -- Teacher identifies pupils/groups needing additional support/guided practice -- Teacher moves around the room -- Teacher provides comments/written feedback on work
	Independent-Application- Ask your pupils to apply the concept or skill in different contexts	<ul style="list-style-type: none"> -- May happen within the same lesson, or in future lesson -- Must occur on a repeating schedule so that the learning is not forgotten -- May be homework, or individual or group work in class -- Teacher makes connections – explains how this knowledge/skill can be applied/transferred to other learning contexts
Review	Review- Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points, tying them together in a coherent whole	<p>Reinforce major points of lesson</p> <p>Assess progress against the specification for learning outcomes</p> <p>Pupils give feedback on what and how they've learned</p> <p>Plan next steps of learning</p>