**Carr Hill High School**

**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.

The policy will provide teachers and learners with specific practices and expectations to assist all students in making progress through appropriate challenge for every student, assessment and feedback, a focus on literacy and engagement in learning.

**2. Vision & Values**

In our school we pursue excellence in the quality of teaching and learning. We will provide learning opportunities which are inclusive, engaging and which challenge all students to achieve their potential and become articulate, literate, numerate and confident learners and young people. 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.

**3. 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. In order to aid the implementation, the Teaching and Learning Forum have produced a ‘Sharing Good Practice’ folder in the Teaching and Learning Forum resources section of the staff shared drive on the school network. This contain a number of examples of good practice to aid the effective delivery of literacy across all subjects in school.

**4. Summary**

**4.1. Teaching & Learning:**

* There is no requirement for students to copy out the learning objective but the purpose of the lesson should be clear to students.
* Teachers will not ignore poor literacy and quality of language. They will promote high quality written and spoken English with technical accuracy both through lesson activities and feedback.
* Students will not be allowed to ‘take it easy’ and must be challenged in their learning at all times.
* Teachers will check learning frequently and adapt the lesson if necessary to ensure pupils are supported and challenged appropriately in their learning.
* Students are expected to present their work neatly and take good care of their books/folders and back books with plastic backing sheets.
* Students are expected to complete classwork and homework in blue/black ink
* Students are expected to complete RAP activities in purple ink.
* Students are expected to complete self/peer assessment activities in red ink.
* We will not tolerate students disrupting the learning of others. Teachers will not ignore poor behaviour but apply the behaviour for learning policy consistently, promoting good behaviour for learning.
* Teachers should use chromebooks regularly as a tool to aid learning both for work at home and in lessons where appropriate.

**4.2. Planning:**

* Teachers will use a seating plan and should identify students by prior ability, current progress, SEN, EAL and PP status as appropriate; students will not be allowed to select their own seat in class.
* Teachers are not expected to spend time writing-out individual lesson plans.
* Teachers should collaboratively plan in faculties to produce lesson resources.
* Teachers will focus on developing knowledge, understanding and skills (not activities).
* Teachers will focus on differentiating over time, not just on individual lessons but differentiation should not just be by outcome.
* Teachers will plan to engage students in their learning from the very start of the lesson
* Teachers will plan time for RAP work to be completed.
* Planning by teachers will be based on students’ prior learning.
* Planning by teachers will take into account student reading ages to ensure work is appropriately challenging.
* Where there is a teaching assistant supporting a teacher in a lesson on a regular basis a ‘TA agreement’ will be in place to set out the role and responsibilities of the teaching assistant in the lesson.
* Teachers will take into account the distributed information regarding students’ learning needs from the SENCO when planning lessons.
* When planning both individual lessons and schemes of work it is expected that teachers incorporate the principles of spacing and interleaving rather than blocking.

**4.3. Marking and Feedback:**

* Teachers will always mark in green ink for subject content and pink highlighter for literacy.
* Teachers will maintain a secure ongoing assessment overview of every child in their class.
* An appropriate selected piece of work must be marked (by the teacher) every 6-8 lessons at KS3, and every 5 lessons for most subjects at KS4 and all subjects at KS5 for each class. At KS4, English and Maths will be marked every 5-8 lessons. (For KS3 marking in subjects where students have 1 or 2 lessons a week it is expected the first marking of books will occur after 3-4 lessons so there is not a period of more than 3 weeks at the start of the year before books are marked)
* Teachers will not just tick a piece of work but provide feedback on how to improve and ask further challenging extension questions which pupils are expected to act on during RAP (Reflect and Progress) time.
* Strengths of the work and how the work could be improved are summarised using WWW and EBI.
* Teachers will not expect students to improve/re-draft every piece of work but selected appropriate pieces that are marked must be given RAP time.

**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 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:

* The classroom layout, with seating positions clearly identifiable.
* First name and surname of each student
* Allocated seat for each student
* Ability information as appropriate, E.G. Most able, SEN, reading age.
* Target grade of each student (9, 8, 7 etc.)
* Indicators (PP, Disadvantaged, SEN)

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

* 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. Students are expected to stand behind their chairs until the teacher invites them to sit down.
* Teachers will greet students at the classroom door.
* At the start of every lesson, students are expected to have the following equipment on the desk:
	+ Planner;
	+ Pencil Case;
	+ Approved technology devices (E.G. chromebook – Not mobile phones)
	+ Other subject-specific equipment (eg. a calculator in maths).
* During the lesson, students are expected to raise their hand to attract the attention of the teacher or to contribute to the lesson. Calling out / shouting is not an acceptable method of attracting the attention of the teacher.
* At the end of the lesson teachers, teaching assistants and students are expected to ensure that the classroom is left tidy. Students will stand behind their chair until dismissed by the teacher.

**6. 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 are able to make excellent 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 will ensure all students are engaged in their learning, appropriately challenged in their learning and therefore make good or better progress over time.

**6.1. Teaching Strategies** Teachers should adopt teaching approaches which meet the needs of students in the class, enabling them to make excellent progress. Over time, teachers should consider teaching strategies which:

* Connect learning; allowing students to see how their learning fits into the ‘bigger picture’ through the use of ‘learning objectives’ which focus on the skills and knowledge learned during a lesson as opposed to tasks which need completing during a lesson.
* Engage learning; inspiring students to engage with, and recognise the relevance of, learning.
* Demonstrate learning; modelling secure knowledge, understanding and skills to help students understand how to make good progress.
* Review learning; allowing students to reflect and evaluate their learning; to correct, improve and re-draft to make progress.

**6.2. 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 in order to engage and challenge students in order for them to make sustained progress over time.

**6.3. Learning Objectives: (Y7-13)** Every lesson delivered at the school should have a clear learning objective. This learning objective should be shared with students. It is expected that teachers use a format which provides an indication of the purpose of the learning making reference to skills and/or knowledge rather than tasks: E.G. ‘Learn how to use a pie chart to present survey data’ as opposed to ‘Complete the pie chart with survey results’. Teachers may choose to word the learning objective as a question E.G. ‘How do we use a pie chart to present data’ and may also use success criteria in conjunction with the learning objective such as ‘I can use a pie chart to present data’.

**6.4. 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 however differentiation should be via teacher input and not student outcome and take into account the information distributed by the SENCO. As a starting point to differentiating learning, teachers may wish to consider students in key ability cohorts: base, core, boost.

**6.5. 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. All written assessments at KS4 and 5 should be handwritten unless the course specification allows for word processed work or it is the student’s normal way of working under access arrangements.

**6.6. Effective Questioning (Y7-13)** Questioning will be 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 targeted 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 of understanding. Teachers will give thinking time after asking all students a question before selecting a student to answer.

**6.7. Literacy and Numeracy (Y1-13)** Teachers will take advantage of opportunities to develop literacy and numeracy in line with the whole school objective of raising standards of oral and written literacy. 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). There are specific whole school Numeracy and Literacy policies to refer to which incorporate effective strategies.

* Where writing is scaffolded using a writing frame, sentence starters, modelling or where a group drafts a response, these passages of writing should be labelled / identified in pupil work as *scaffolded, modelled response or group draft response* so it is clear where work is differentiated or supported and where it is a student’s original work so as ensure accurate assessment of student progress.

**7. Planning**

**7.1. 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.

**7.2. Medium-Term Planning (Y7-13)** Each subject will ensure that a 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 for the three distinct ability groups (boost, core & base). This document should make specific references to the national curriculum or course specification.

**7.3. 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).

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

* Specific knowledge, understanding and skills development.
* The starting point of students in the class.
* Ability cohorts of students in the class; Base, Core, Boost; Guidance will be provided by the SENCO as appropriate.
* Differentiation strategies; Guidance will be provided by the SENCO and Challenge Policy as appropriate.
* Reading ages and literacy ability information will be available on SIMs.
* Assessment, Marking & Feedback.
* Reflect and Progress (RAP) Time.
* Group work.
* Independent work.
* Working in silence when appropriate.
* Making connections between the learning in lessons.
* Teachers should plan collaboratively in faculties to help with workload, help with quality assurance and ensure consistency across subjects.

**7.5. Setting Cover Work (Y7-11)** Where a teacher is unable to teach a class on the occasion of a planned absence, the school will make provision for another teacher to teach the class in their place. Appropriate work will be set by the class teacher which will be delivered by another member of staff. Teachers have a professional responsibility to ensure that an appropriately planned lesson is available to the cover teacher. The class teacher will provide the following to the office manager:

* A lesson plan/summary ensuring that there is *sufficient appropriate* work to occupy students for the full duration of the lesson;
* An up-to-date seating plan;
* Resources for the teacher (eg. a presentation);
* Resources for the students (eg. text books, equipment);
* Cover work must be appropriately differentiated so all studentss are able to access the learning.
* Where work is set for a student out of a lesson for medical or behaviour reasons, work must be appropriate so that the student is able to access the learning.

**7.6. 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 in planned in advance students should be provided with the work in advance. Where the absence in unplanned (eg. illness) the work should be emailed directly to students. Where possible sixth form students will be supervised to complete independent work.

**8. Marking, Feedback & Assessment** Marking and assessment are important parts of teaching and learning and are used to provide students with feedback (to promote progress) and as tools to inform lesson planning.

**8.1. Frequency of Marking (Y7-13)** Marking and feedback must be regular. An appropriate selected piece of work must be marked (by the teacher) every 6-8 lessons at KS3, and every 5 lessons for most subjects at KS4 and all subjects at KS5 for each class. At KS4 English and Maths will be marked every 5-8 lessons. When work is marked, teachers will use a range of marking and feedback strategies. All teachers will mark in green ink for subject content and use a pink highlighter for literacy errors.

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

* Spelling, grammar and punctuation errors should be identified (students must correct these later)
* Strengths of the work and how the work could be improved are summarised using WWW and EBI.

Teachers may give an overall comment.

It is expected that students act on this feedback during RAP time.

**8.2.1 Literacy Marking** Where a piece of work is marked for literacy using a pink highlighter no more than 5 literacy mistakes will be highlighted – where there are more than 5 the teacher will highlight the most common or significant literacy mistake. This could be highlighting a letter where the incorrect case has been used (particularly when writing the date), missing punctuation or a misspelt word. Where appropriate, a whole sentence / paragraph may be highlighted where it has been poorly worded. Students are expected to RAP literacy mistakes that have been highlighted. RAP can be extended so students look beyond the initial 5 highlighted literacy errors and identify and correct the remaining literacy errors in their work.

**8.3. Frequency of Assessment (Y7-13)** Assessment is an important part of teaching and learning. Whilst books are formally marked every 6-8 lessons at KS3, and every 5 lessons for KS4 and KS5, there will be ongoing formative assessment strategies/progress checks throughout every lesson to check student learning, identify where further work on a topic is required and ensure to students are being challenged appropriately and making progress. There are a variety of strategies that can used for this such as individual and group questioning and whole class responses using A,B,C,D cards in student planners. For in-class literacy assessment a teacher can go round the class with a pink highlighter and as well as checking subject content also highlight literacy errors so they can be corrected immediately.

**8.4. 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.

**8.5. 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.

**8.6. Formal Teacher Assessment / PPEs (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. As appropriate all teachers will mark in green ink for subject content and pink highlighter for literacy. It is expected that faculties use ‘Blind assessments’ and swap papers when marking so as to ensure consistency and accurate assessment outcomes. Teachers will, in preparation for formal assessments, give pupils guidance on effective revision strategies. When planning assessments it is expected that, as with planning lessons, the assessments are interleaved and not blocked in order to provide an accurate assessment outcome as well as preparing pupils for exams.

**8.7. 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.

**8.8. 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).

**8.9. 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 regular opportunities for RAP time in lessons where students make corrections and/or improve their work. RAP work can be completed after work has been either marked or modelled by the Teacher. Purple ink should be used. Following a teacher marking an appropriate selected piece of work it is expected that students RAP this piece of work for both subject content and literacy.

**8.10. Predicted Attainment (Y7-13)** At key points of the year teachers will provide predicted attainment and behaviour for learning grades for all students that they teach. This will be a global prediction which will consider, 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. Homework will be set via Showmyhomework so students and parents can check their homework online.

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

* A minimum of 60 minutes of homework per week in Mathematics, English and Science.
* A minimum of 30 minutes of homework per week in Geography, History, French and/or Spanish
* A minimum of 30 minutes of homework per fortnight in Art & Design, Computing, Performing Arts, Religious Studies, Technology.

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

* A minimum of 60 minutes of homework per week in Mathematics and English.
* A minimum of 30 minutes of homework per week in each of the 3 sciences.
* A minimum of 60 minutes of homework per fortnight in all other GCSE subjects

**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 set students homework via showmyhomework so both students and parents can access it.

**9.5.** Where students fail to complete homework to a satisfactory standard by the required deadline, they are then expected to complete the work and submit it the following day. Where homework is not completed on time a demerit will be issued. A second instance will result in a demerit and faculty detention and a third instance will result in a detention and homework report overseen by the Head of Key Stage, parents will be contacted.

**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 to revise, practice questions etc.

**10. 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.

**Policy revised September 2018**

**Approved: 12th September 2018**

**Ian Marquis Rachel Leaper**

**Chair of Governors Chair of Pupils, Standards and Curriculum Committee**