

Teaching and Learning Policy

Reviewed by Seval Gokce

September 2017

Next Review Date: September 2018

1 RATIONALE

‘Bonitas, Scientia, Disciplina’

At North London Grammar School, we believe our students deserve excellence in the classroom. Therefore, we are committed to the aspiration that every teacher will become an outstanding practitioner and every student will become an outstanding learner. We want to produce a climate and culture of learning that help our students develop the knowledge, skills and aptitudes to be effective lifelong learners and for teachers to be highly effective in their craft.

2 AIMS

- Provide an inclusive education that ensures each pupil achieves his or her full potential
- Ensure all students have equal access to a broad and balanced curriculum that offers opportunities for academic, physical, creative, social, moral, and spiritual development and well-being
- Provide a stimulating environment where all learners are happy, safe, and secure
- Ensure our Specialist School Status in Mathematics and Science raises attainment and contributes to school improvement through high quality innovative approaches to teaching and learning
- Work with parents and carers, and the wider community to best serve all learning needs and interests
- Enable students to recognise and challenge inequality and injustice in society
- Empower students to become responsible and proactive citizens
- Provide opportunities which encourage trust and develop self-discipline and self-esteem
- Promote a vision of education as part of a lifelong learning process where every pupil has continual high aspirations

3 OBJECTIVES

The Headteacher will work with the NLGS Leadership Team to:

- Coordinate first class professional learning that supports outstanding teaching.
- Create and maintain an environment and code of behaviour which promotes excellent behaviour and discipline.
- Determine, organise and implement a full, broad and balanced curriculum which meets the needs of individual students.
- Ensure cross curricular strategies for Literacy, Numeracy, ICT and spiritual, moral, social and cultural development are applied consistently and impact on raising achievement.
- Effectively monitor, evaluate and review the quality of teaching and achievement of all students, including those with additional needs.
- Work with governors to hold the staff to account over the quality of teaching and its impact on learning.

Team Leaders to:

- Be an expert coach/mentor as appropriate, using this skill successfully to help teaching staff achieve their potential.
- Work intensively with designated staff to help them make quick improvements in the quality of their teaching
- To make effective contributions to professional learning that supports whole school improvement drives in learning and teaching.
- Use data analysis skills to identify and organise successful intervention strategies to help narrow gaps and ensure students maximise their potential.
- Support Coordinators in ensuring all groups of students meet their targets and gaps in progress are closed.

Coordinators to:

- Implement the programme for monitoring and evaluation (student tracking and action plans) within the school.
- Be accountable for the standards of learning and teaching within their department.
- Work intensively with designated staff to make quick improvements in their teaching.
- Set priorities and targets for the department within the context of the NLGS Improvement Plan.
- Have a clear overview of the department and have in place long and midterm plans which will provide the foundations for outstanding teaching within the subject area.

Classroom Teachers to:

- Ensure their lessons meet the expectations laid out in the document "Learning and Teaching Expectations at NLGS."
- Plan effectively delivering lessons which challenging students.
- Set rigorous and meaningful subject specific target (action plans) which help students progress in the subject.
- Use the NLGS literacy, AfL, and differentiation strategies to support students' development in these areas.
- See themselves as learners looking to constantly improve and refine their practice through reading pedagogy, action research, being open to feedback from staff and students, and self-evaluation.
- Monitor students' progress and make effective interventions through frequent formal and informal written and oral feedback and maintain effective records on KSM.
- Create a secure, stimulating and resourceful classroom environment that will motivate students to learn and to perform to the best of their ability.
- Ensure that lesson planning, assessment information, IEPs, action plans, seating plan and any other documentation about each class is well organised and accessible in the classroom.

Support Staff to:

- Work collaboratively with the class teacher in planning for learning and teaching.
- Support students in specific aspects of their learning as agreed with the class teacher.

Students to:

- Aim to achieve goals and meet targets and respect the right of others to do the same.
- Take responsibility for their own learning and be proactive in using self assessment and independent learning techniques.
- Meet deadlines for completing work.
- Follow the "Home School Agreement" and observe the NLGS rules.
- Know their current and target levels

Parents and Carers to:

- Work in partnership with the NLGS in all aspects of their children's education.
- Support NLGS initiatives which involve collaborative working to raise student achievement.
- Encourage and support their child to work to meet their potential.
- Attend consultative events or meetings to discuss student progress.

4. Procedures

"Learning and Teaching Expectations at NLGS"

Lesson Design:

There is no expectation for teachers to produce a formal lesson plan for each lesson they deliver, staff is expected to use the time plan lessons that will inspire and interest their students and produce lessons which they are excited to teach. A formal lesson plan will only be required for performance management observations and for those colleagues where lesson planning is the barrier to good or better teaching.

Long Term plans must be in place for each year and be a working document which staff use to direct their medium and short-term planning.

Opportunities must be sought to plan in pairs and teams, for example using subject twilight time, in order to share best practice, but also to help teachers expand their repertoire and to be the best teacher they can be.

Learning environment:

Teachers must take ownership of their own rooms seeking to make them positive and stimulating learning environments which inspire students and celebrate their successes.

Every term teachers must decide where students sit making choices on the basis of what they feel will be best for their learning. Seating plans should make effective use of the wide range of data available (CATS, SATS, target grades etc.)

Connect activities:

Every lesson, teachers must welcome students at the door making them feel welcome and excited by the lesson awaiting them.

Senior Leaders must be present in corridors at lesson changeover. Students' corridor behaviour depends on our consistency as a team, and so teachers' and leaders' presence at these key times are essential.

Establish a routine in your lesson that they are familiar and comfortable with

Have a seating plan and seat them according to how you want them to sit when doing group work when you move around .(i.e. when the two in front turn around to work with the 2 behind – what dynamic do you want?) This is good differentiation and also classroom management as they do not need to move around the room.

There should be something ready to engage students' learning as soon as they enter the room.

Clear, concise and challenging learning objectives must be shared with students every lesson. These need to be written down. Students should not be asked to choose an appropriate objective. Teachers must challenge all their students and direct them to particular objectives when appropriate.

During lessons: Discover, Develop, Motivate and Celebrate

At North London Grammar School, we believe there is no one set way of delivering the most effective learning, though there are some important principles that are likely to be seen in most lessons.

Episodes:

Effective learning involves students being active rather than passive, and constructing their own meaning from the resources they are working with. For key tasks students should be given **clear success criteria** to measure their progress against. We do not expect to see teachers talking at students for extended periods of time.

Differentiation

Exceptional progress will not look the same for every student. Therefore, we believe students must be offered different pathways through the same lesson.

This can be achieved in a multitude of different ways including, but not exhaustively:

different activities; adjusted activities; targeted questioning; provision of different stimuli; adjusting the vocabulary of the resource given; or providing writing frames or structured support with literacy.

Teachers must have a focus group in all lessons that they work with directly. This shouldn't always be the same group of students.

We would not expect to see a one-size fits all lesson.

Pit-Stops: AfL

Lessons will often be interrupted by well-timed and effective pit-stops which check progress, address misconceptions and redirect learning where appropriate. Over a sequence of lessons, a variety of pit-stops should be seen. Whole class questioning is likely to be used to explore issues at the core of the lesson and the learning. Over a sequence of lessons, we would expect to see rapid, mass feedback used to make quick assessments of students' progress, and paired and group discussion to discuss and debate key learning being fully utilized to encourage maximum students' participation.

Questioning:

Teacher questioning must be balanced in favour of open, higher-order questioning, though closed knowledge based questions also serve an important checking purpose. Questions should be targeted at the students' ability. No hands up policy should be followed. * Key challenging questions should be followed by time for students to reflect and compose their responses. Whole class questioning should be used sparingly.

It would be anticipated that every lesson three or four key questions for students be prepared in advance to ensure questions are targeted and appropriately challenging.

Student level or grades:

We would expect to see regular references to the grades or levels students are working at and towards in order to give them a point of reference to grasp that progression in the subject means acquisition of some skills and concepts reflect a deeper understanding than others.

Literacy:

We must see one piece of extended writing for each class each half-term. This should help students understand what high quality extended writing looks like in the subject. Across a sequence of learning we expect to see, particularly at key stage three, work using PEA (point, evidence, analysis) to help students understand the internal structure of paragraphing and how to produce analytical commentary.

Oracy:

Across a sequence of learning we expect to regularly see some of the oracy strategies being used to promote students' ability to discuss and debate key issues and controversies. These should be used where teachers deem them appropriate in their schemes of learning.

Student Raconteurs:

We believe students often learn best from one another. In some lessons we would expect to see students presenting their learning, demonstrating a teaching point or occasionally even taking a part of the lesson.

Group Work:

Across a sequence of learning we would expect to see a mixture of individual, paired and group work. We would expect to see movement of seating and resources in order to maximise the learning from these different teaching set ups.

Assessment for Learning:

Teachers must ensure that students know their current level or grade and their target level or grade. Subject specific action points and classroom teaching should help them to close the gap between the two.

All summative and formative assessments must be logged into KSM.

Marking:

More informal marking should occur every two weeks and should show students their work is valued. This is where praise would be recorded.

We use 'subject specific action points' to give formal feedback to students. Teachers must give students 2 positive comment focused on what they have learnt, and a subject specific action point twice every half-term. Students must be given the opportunity to act on this in order to demonstrate their progress. Thus teachers must build in and adapt lessons to allow for this. Action points could be based on subject concepts or processes, exam criteria or on any progression model the teachers using their professional judgement deems appropriate ***

Learning conversations:

In lessons we expect to see teachers engaged in conversations with students about their learning and progress based on the work they produce, thus constant two-way feedback underpins the teaching-learning process.

Peer and self-assessment:

Across a sequence of learning students must be given opportunities to peer and self-assess their work against clear, meaningful criteria.

Closing lessons:

We expect to see a final pit-stop or review to assess progress in all lessons and a reference to the next learning in the sequence. The learning and progress of students must be formally celebrated at this stage of the lesson and appropriate rewards given out. Students must be told to stand behind their chairs for a formal and orderly dismissal.

Behaviour for Learning:

Teachers are expected to follow the behaviour for learning policy. Student misbehaviour must be addressed calmly and assertively. We believe it is important to role-model to students better ways of resolving conflict. Any student rudeness to staff or refusal to comply with instructions must be dealt with in line with the B4L policy.

Rewards:

Every lesson we would expect to see students praised both for their hard work, effort and relative performance. The NLGS reward system must be used by the teacher.

Teaching over time:

Over a sequence of lessons students should be building links between learning and between lessons so that they begin to develop a sense of big picture in the subject. Over time lessons should be helping students develop the key skills and building blocks of the subject as a discipline. Opportunities should also

be sought to build cross-curricula links and promote students' social, moral, spiritual and cultural understanding.

Outside of lessons:

Enrichment

Students need access to opportunities and challenges they would not experience outside of the NLGS gates. Therefore, we are committed to providing high-quality enrichment, trips and experiences both through our enrichment lessons, but also outside of this. Every teacher will contribute to the enrichment schedule.

Teachers and leaders as learners:

There is an expectation at North London Grammar School that we all want to be as outstanding as we can be to provide a world class education for our students. It is crucial therefore that we are all learners and embrace professional learning as one of our core responsibilities and opportunities. We expect to see teachers and leaders talking about and reflecting on lessons and students' progress, and engaging in reading about pedagogy and their subject, in order to seek continual self-improvement.