Teaching and Learning Policy

Inc. KIT protocol

2020-2021 (Covid-19 edition)

Review date: December 2020

This updated T+L policy includes reference to the latest DfE guidelines on remote learning.

Where needed, this is high-quality, safe and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

1. *Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.*

2. *Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.*

3. *Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.*

4. *Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.*

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#curriculum-expectations

Contents

Covid -19 Teaching and Learning Policy

Teaching and Learning is the heart of school improvement. At Alder Community High School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. Although we recognise that extensive learning takes place within the classroom, pupils and staff should realise that there are lots of opportunities for learning outside the classroom. All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on pupils' skills, knowledge and understanding. Teachers are managers of the learning environment facilitating all pupils to reach their full potential. In order to facilitate the learning process for teachers there needs to be opportunities for professional development.

Rationale

Current Educational Research stresses the importance of learners and teachers being aware of the nature of learning. Teachers are encouraged to be involved in 'reflective practice': researching teaching and learning in their own classrooms and schools. Greater involvement in the process of learning - whether learning a subject or the craft of teaching - promotes understanding and better practice. It is recognised that there is still a great deal of work to be done on understanding how people learn.

1. The school as an organisation needs to promote the importance of reflection on and research into teaching and learning.
2. The school needs to facilitate relevant Curriculum CPD in line with the emerging TRET standard.
3. The school needs an agreed teaching and learning policy with associated procedures to be used as a standard and a means for induction, development, appraisal, monitoring and evaluation of staff and learners. This will enable managers to carry out their responsibility for monitoring the quality of teaching and learning according to an agreed set of standards.

The purpose of this document is:	To inform teachers, Middle and Senior leaders, about the policies, procedures and plans of the school with respect to teaching and learning
By:	Providing a working document offering practical guidelines and procedures
In order to:	Promote a high standard of teaching and learning throughout the school

Aims & Principles

- Establish an agreed range of excellent practice in respect of Teaching and Learning
- Secure high-quality teaching and learning throughout the school
- To raise achievement and ensure that all pupils reach their full potential as learners
- Encourage staff to reflect on their own practice and identify areas of teaching and learning where they would welcome support
- Ensure that policy and practice are in line with DfE guidelines on full opening of schools during the Covid-19 pandemic.

Roles & Responsibilities

Head teacher

- To set whole school targets for teaching and learning via the school improvement plan and appraisal
- To provide staff development time to allow teaching and learning CPD/Reflection activities to take place
- To ensure that staff development and appraisal policies promote high quality teaching

Senior Leader responsible for teaching and learning

- To assist the Head teacher in setting whole school targets for teaching and learning
- To develop and resource whole school training that responds to the school's teaching and learning training needs inclusive of the use of online learning platforms to support blended learning
- To quality assure teaching and learning in a timely and appropriate manner following the reopening of school following an extended period of school closure
- To evaluate quality assurance in order to inform decisions on future training needs and targets in teaching and learning
- To ensure that Curriculum Leaders (CL) have the skills and understanding to make judgements about lessons and that they are able to provide effective and constructive feedback to staff in order for them to improve their teaching and learning
- To ensure that CLs and their departmental teams are providing appropriately challenging work for remote learning.

Senior Leadership Team

- To support/monitor/challenge their link Curriculum Leader in relation to classroom teaching and learning and remote learning
- To provide feedback to the Senior Leadership Team on department progress in meeting teaching and learning targets and remote learning procedures following 1:1 link meetings

- To provide support during Learning walks (with immediate effect) and Deep Dives (scheduled to resume February 2021)

Curriculum Leaders

- To set targets for teaching and learning at individual level
- To update the departmental teaching and learning policy to include remote access and blended learning
- To play an active and intrinsic role in departmental Deep Dives
- To use the teaching and learning policy when planning, monitoring and evaluating the department
- To monitor the quality of teaching and learning within the department via lesson observations, learning walks, work scrutiny and pupil voice in line with adapted QA systems for 2020-2021
- To monitor the quality of remote teaching and learning within the department via adapted QA systems for 2020-2021
- To keep up to date with developments related to teaching and learning relevant to their subject area
- To ensure that all teaching staff within the department are actively involved in CPD for 2020-2021. Departmental focus linked to TRET standard (Allison and Tharby, 'Make Every Lesson Count').

Classroom Teacher

- To use the school teaching and learning policy when preparing, delivering and evaluating both their classroom practice and delivery of remote learning; ensuring that their classroom practise is in line with the Covid-19 Risk Assessment.
- To be responsible for preparing high quality online resources, checking work and giving feedback to pupils as directed by their curriculum leaders.
- To teach live lessons to their teaching groups or other sets when required.
- To ensure that they reflect on their personal strengths and areas for development and seek to improve their own practice
- To attend relevant training sessions and to have an active role in departmental CPD

Governors

- To be aware of the whole school teaching and learning targets and challenge/support the head teacher in achieving them
- To monitor the effectiveness of the school teaching and learning policy through the school self-evaluation systems

Remote T+L support (VGO)
- To take responsibility for setting up Teams to support remote learning
- To take responsibility for monitoring the quality of work – ensuring that all pupils can access high quality online learning resources for each subject area. This will include

quality assurance of work set and feedback provided as well as analysis of pupil engagement.

Links to other policies

- Behaviour policy (Covid-19 updated version)
- Marking, Feedback and Assessment Policy (Covid-19 updated version)
- Curriculum policy (Covid-19 updated version)
- Homework policy (Covid-19 updated version)

The Climate for Learning at Alder Community High School

A good learning environment is created when pupils participate in and are motivated by the lesson content, interact well with both the teacher and other pupils and improve their skills and confidence in themselves as learners. Pupils need to feel that they are learning and therefore achieving. The climate for learning is a set of procedures and strategies that should be followed by all staff. They are designed to give staff support and guidance as well as enhancing the learning experiences of pupils by removing inconsistencies in their daily routine.

The Classroom Environment and Displays

Antibac station and bin at the entrance to the classroom
Code of conduct
FOCUS poster
Informative displays that are engaging or interactive
Pupils' work displayed (may not be current)
Vocabulary or useful subject words (Word Washing Line)
Literacy and/or Numeracy strategies are evidence
Grade 1-9 descriptors and examples are evident
Examples of KS3 'I Can' work and pathways are evident
Appropriate seating arrangement and plan
Behaviour indicators

Seating Layout and Seating Plans

It is a requirement that all classrooms, where possible, have the desks arranged so they are all front facing. There should be a 2-metre space at the front of the room for the teacher to maintain social distancing from the pupils.

All teaching staff are required to produce seating plans for each of their teaching sets. It is advocated that, where possible, pupils who may require more support or who have additional

specific needs are seated at the front of the room to facilitate additional support as required. All seating plans should be copied into the folder on staff share. Seating plans should also be updated as required.
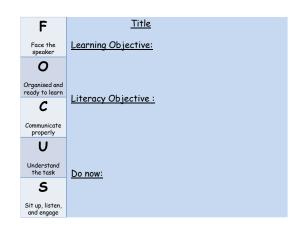
Lesson Planning and Structure

Staff should have clear long and medium term plans which reflect the need to rectify the knowledge gap following school closure.

Lesson Starter and Introduction

- In a change to policy the first action required of pupils on entry to the classroom involved cleaning of their workspace, although staff may wish to do this themselves in advance of the lesson
- Engagement of pupils into the subject matter is paramount, it must stimulate and create an expectation that pupils will think and participate in lesson.
- The 'Do Now' activity can enable a prompt and settled start to the lesson
- The use of questioning to recall knowledge from last lesson (connect the learning). References to previous successes can be used e.g. 'I was pleased last lesson when you did...'
- Give the 'Big Picture' of the lesson and ensure that Learning Objectives and Progress Indicators are both verbally given to pupils and are visible.
- Use the language of learning, when describing what is to be undertaken use 'learning' not 'task or work'.

Learning Objectives & Progress Indicators

- Learning objectives and progress indicators must be correctly phrased and made verbal and/or visible to pupils at the start of each lesson. Learning objectives should describe what pupils are learning, progress indicators should describe what pupils will do to demonstrate the learning and are differentiated.
- Literacy objectives should also be used to promote pupils' literacy skills
- Progress indicators could use the I Can Pathways at KS3 and Grade 1-9/exam mark at KS4 to provide challenge and differentiation
- Sample PowerPoint slide illustrated below:

Main Body of the Lesson

- During the main body of the lesson, the member of staff regularly refers back to the progress indicators and reinforces the learning objective in order to maintain focus on the learning and check pupil progress
- A variety of tasks or activities should be used in the lesson to promote learning and independent learning should be encouraged. Any tasks should be in line with and take account of the school's Covid-19 Risk Assessment
- Key vocabulary is identified and revisited regularly. Teachers should ensure that pupils are required to make regular use of new vocabulary. In addition try to 'pitch up' the pupils' vocabulary
- Where possible practical activity will be limited in line with Covid-19 restrictions.
- Pupils should not be called to the front of the lesson to model answers on the board.
- Verbal praise and the Alder point system via SIMS need to be used to acknowledge achievement and progress
- Remote Learning Alder points should be issued via SIMS to acknowledge achievement and progress
- Sharing equipment should be avoided (glue sticks/calculators are included as preferred but not essential equipment).
- No live marking in lessons in line with Covid-19 restrictions.

Assessment for Learning

Assessment for learning is essential for good teaching and can include:

- Skillful questioning
- Self-assessment (Peer assessment is to be avoided in line with Covid-19 restrictions)
- MAD time
- WAGOLLs and mark schemes
- ABC cards/traffic light cards/mini whiteboards (be mindful that any card which are used must be sanitized before being used again by a different group of pupils)

Literacy

Literacy is a whole school focus and all teachers have a responsibility to promote high standards. All lessons must include a literacy objective or explicit reference key words. It is good practice to explicitly teach reading and writing skills. V sets will be allocated 'accelerated reading' time at the start of all lessons.

Questioning & Dialogue

Oral feedback should be a regular part of all lessons and needs to be positive and specific at all times. Dialogue could take the form of:

- Teacher to pupil, explaining where they are and how to improve. Teachers should remain mindful that they would be unable to give close proximity 1:1 support.

- Pupil to teacher, feeding back on their own progress
- Use of mini whiteboards for AfL is still possible, however these must be sanitised between use (Covid-19 risk assessment).

Good questioning involves:

- Planning questions for the lesson
- Telling pupils what to expect-setting the boundaries for questions
- Using a planned sequence, scaffold questions and move from lower order questions to higher order ones
- Providing wait time (3-6 seconds)
- Using 'basketball' questioning strategies
- Creating a safe environment for pupils to ask questions
- Using a 'No hands up' rule where appropriate

Plenary / Dismissal

- This part of the lesson helps pupils remember and understand what they have learnt, and creates a sense of gain and satisfaction. It is also about recognising achievements of the class and individuals and allowing the member of staff to assess the quality of learning so that next lesson can be planned effectively.
- Progress indicators should be referred to, to check progress of pupils
- Give pupils a chance to consolidate or reflect on their learning by using 'thinking minutes' or one-minute reviews.
- Dismissal should also include a reminder to wear face masks and an opportunity to dispose of antibac wipes in the bin when leaving the classroom.

The Effective Use of Learning Support Staff

Learning support staff in the classroom are crucial to improving the teaching and learning experience of pupils. The role of support staff is to help you make sure that each pupil plays a full part in every lesson. Teachers should brief them very thoroughly about each lesson and their particular role in it. Make sure that they know not only what pupils are to do but also what pupils are to learn. Support staff should also be included in whole-school training days and INSET.

Possible methods of deployment of TAs

- During any whole-class work, teachers should ask support staff to position themselves at the front of the room, maintaining social distancing and provide support discreetly. TAs would be ideally placed to determine the needs of pupils are and inform leaders' decisions about levels of support required and subsequent staff deployment.
- Assign TAs to one 'bubble group'. TAs remain within one designated bubble will help to minimise movement and contact.

- Teachers and leaders can provide guidance to TAs on effective ways of supporting within the class whilst maintaining social distancing, such as by providing examples of high-quality questions to ask pupils or ways to scaffold learning.
- As seating plans will ensure that those pupils who may require more support are located at the front of the classroom the TA should remain at the front but maintain appropriate social distancing from both the class teacher and the pupils.
- TAs could work across two bubbles. The DfE guidance states that, if necessary, staff can move between different classes and year groups in order to facilitate the delivery of the curriculum. This means that (with appropriate protective measures in place), TAs could work across two bubbles, for example, to deliver specialist provisions or interventions.
- TAs working across bubbles could provide catch-up within any of the four broad areas of need in the SEND Code of Practice, where appropriate.
- JBI (SENDCO) will determine where catch-up or any other additional intervention is to be delivered to pupils from different classes or bubbles, and there may be zoned "breakout space" available in Headway. This would be set up to enable appropriate distancing and include dedicated resources, such as whiteboards, that can be thoroughly cleaned after use.
- TAs could also support the development and delivery of home learning resources. This should be done under the direction of the subject specialist teachers or JBI (SENDCO) to ensure that TAs are not just used as an informal teaching resource for low-attaining or SEND pupils, but are used to add value to, and not replace, teachers.
- For pupils with complex needs, having dedicated key-worker support from one TA may be the best approach. This could be particularly useful for pupils with increased social, emotional or mental health needs or pupils who find self-regulation a challenge and need support to keep safe. Having one consistent person to link with will also help pupils to rebuild relationships when they return to school.

Covid-19 online/remote learning

DfE guidelines

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Rationale

There is an ongoing possibility that there may be further National or local lockdowns or that pupils or groups of pupils may have to self-isolate. If this were to happen pupils would need to access the curriculum from home. This requires distinct arrangements for different circumstances. As a school we want to continue and enhance our use of online technology for teaching and learning going forward.

We want to ensure any pupils educated at home are given the support the need to engage with the curriculum and that their progress isn't hindered by remote learning.

Departments are therefore expected to develop and use a shadow curriculum that allows access to high-quality online and offline resources.

The DfE has produced a quality-assured list of remote education resources which are available to schools and parents for free over the summer term.

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

https://www.thenational.academy/

There will be an ongoing need to provide remote learning for pupils in line with the identified tiers of restriction and situations which mean students are self-isolating.

Tiers of restrictions (DfE)

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open.

Tier 2

Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time.

Tier 3

Secondary schools would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

Tier 4

Allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. Remote education to be provided for all other pupils.

The approach outlined below aims to achieve the balance of high-quality online learning without overburdening individual teachers or departments.

Teams

We have chosen Teams as our online learning platform. Individual Teams for each subject for each set in KS3 and Ks4 will be set up centrally and will be available from w/c 21.9.20.

Ensuring all pupils can access Teams

The initial computing lessons for all of KS3 in September will focus on accessing all aspects of Teams. In KS4, iMedia, Business and Computer Science will do the same.

Homework

All homework should now be set on Teams. This will allow us to quickly monitor pupils' engagement as well as being able to measure progress without having to take in paper assessments or books. It will also allow pupils that are less familiar with Teams the opportunity to practise using it with some support. Tasks can be set directly in Teams (e.g. Word documents or Forms to complete) or link to alternative websites (e.g. Mathswatch) or paper-based tasks that pupils could photograph and upload (e.g. art work).

Remote and blended learning

General illness:
Pupils who are not attending school due to illness will not be expected to complete remote learning.

Awaiting Covid-19 test results and/or confirmed prolonged isolation:
Pupils who are off school awaiting a test result for themselves or a household member or pupils who have a been asked to isolate through Track and Trace, or because they have been in contact with a confirmed case of Covid-19, will have work set in line with the curriculum. This work can be accessed through Teams. Each year group has an 'Isolation Team' set up which will contain curriculum related work for all subject areas. Individual pupil names will be added to their isolation Team as soon as school are made aware of their absence.

Our school website has links to recommended on-line learning websites and DfE approved online learning resources which can be access if required.

Staff may also select to email additional work to support individual pupils if required.

Tameside Public Health notification for isolation:
When a pupil has received notice from TPH to self-isolate, they will have remote learning opportunities provided. Remote learning will only include live lesson if the entire teaching

set has received notification to isolate. Pupils will also receive curriculum related work via their individual teaching set and subject Team. A timetable of live lessons will be made available and will be posted on the school website.

Support

Pupils will be encouraged to email support@alderchs.uk should they have any difficulties at home. This email address will initially be monitored by VGO who will handle queries or forward them to the appropriate member of staff to respond.

SENCO is responsible to ensure that any SEN pupil that needs to self-isolate can access suitable resources. This may involve supporting departments or checking the assignments that are set.

COVID- 19 Keeping in Touch Protocol

This Keeping in Touch Protocol is to ensure that students are supported in their academic progress and their pastoral needs in the event of an absence to school due to COVID-19.

Individual Students required to self isolate/shield (Tier 1):

Holly Hines (Student Attendance and Family Liaison Officer) will maintain contact on a weekly basis.

Year Group Bubbles/Larger Cohorts of students (Tier 2):

In the event that larger cohorts of students are required to self-isolate, fortnightly contact will be maintained by the Headway Pastoral Team.

Whole School Lockdown (Tier 3 & 4):

In the event that the whole school is locked down or required to self-isolate. Fortnightly telephone contact will be maintained by the school. This contact may be from your child's form tutor or another member of staff who will be attached to your child's form. Pastoral and academic support will be provided.

KIT form tutor teams:

Oversight							
YEAR 11 **KH1, SMU**	11CCO GBA	11AHN MW1	11PRA HEL	11VLA JDA	11RYO KH1	11JCA TEA	
YEAR 10 **HL1, RAM**	10 VCA ESK/LF2	10 SSI SV1	10 FMC DBI	10 MWA VH1	10 USH GL1	10 KBA HL1	
YEAR 9 **AS1, RAN**	9 WTA AG1	9 JWA KDO	9 ZMU SMC	9 SRE SMG	9 EEN WG1	9 AEB AS1	9V NB/LR
YEAR 8 **JR1, EWH**	8 NPI FJO	8 PPO AO1	8 KOS SG1	8 TLI JR1	8 LCR Jo Oliver	8 AHA PD1	8V VH/SH
YEAR 7 **SV1, AED**	7 KSM JBI	7 CGA LR1	7 AGR NB1	7 AHH MDO	7 RAS MFL	7 LPE SV1	7V JO/LF

If form tutor teams cannot contact a particular student within the first week of the cycle, the name of the student must be forwarded to the oversight SLT/PL team. If contact cannot be made by the oversight team, RAN/EWH must be contacted to arrange a home visit.