**The Oswaldtwistle School Teaching & Learning Policy**

**Rationale:**

The policy has been written to help secure a positive climate for learning in which all our young people are supported to achieve their learning potential. It clearly outlines, in a systematic manner, the school's expectations in relation to teaching and learning and in so doing ensures that each member of staff fully appreciates their role and responsibility in the process.

 **Aims of the Policy:**

* To ensure high quality teaching and learning experiences for students of all abilities and aptitudes;
* To provide a framework for teaching and learning within which there is flexibility and scope for creativity;
* To provide coherence of approach and consistency of expectation;
* To raise attainment by increasing levels of student motivation, participation and independence;
* To promote reflection on, and sharing of good practice; through a variety of methods, for example whole school Teaching and Learning Programmes such as 'Lesson Study' and links with partner schools;
* To promote an understanding of how students' learn and keep up to date with evolving pedagogical structures and educational research;
* To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place;
* To provide practical guidance and clear procedures;
* To identify specific areas of responsibility at whole school, at Faculty and individual staff level.

It is important that Teaching, Learning and Assessment take place in the context of the school's teaching and learning model and in line with our teaching and learning philosophy and vision. **See appendix 1**

**Roles and Responsibilities:**

**Governors: To** ensure the effective and rigorous implementation and monitoring of the policy.

 **Leadership Team:**

* To provide appropriate support, training and resources for subject areas and individual staff;
* To monitor and evaluate the delivery and impact of the policy;
* To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

**Subject Leaders:**

* To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy;
* To monitor and evaluate consistent delivery of the policy at subject level;
* To provide appropriate support to team members by providing training materials or advice and guidance.
* Support staff to take risks in new teaching methods.

 **Teaching staff:**

* To ensure that their own teaching meets the national Teachers Standards; ensuring teaching and learning is at least good.
* To implement this policy by planning and delivering high quality learning experiences;
* To have a growth mind set, be willing to take risks.
* Actively seek to reflect on their practice.
* Work collaboratively with colleagues to share best practice and improve teaching.

**Teaching Assistants:**

To support teachers with the planning and delivery of lessons so as to ensure all students can access the learning materials and make maximum progress in the lesson.

**Those with parental responsibility:**

To support the policy of the School, in line with the Home-School Agreement, by providing support for students/children at home, allowing them to continue to develop their learning effectively.

**Teaching:**

The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:

**Lesson Structure:**

 **Planning and preparation**

* Lessons are planned with clear aims and learning objectives, structure and challenge for all students.
* All resources should be SEND friendly.
* Learning Objectives and success criteria (I can statements) must be shared with students in every lesson.
* Learning environment is stimulating, relevant and informative;
* Lesson objectives are clearly linked to departmental long and medium term plans which are periodically reviewed;
* Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills;
* Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities;
* Lessons are planned to build on prior learning and ensure continuity and progression;
* Opportunities for developing literacy; in line with the Literacy Policy; numeracy, SMSC, ICT skills and cross-curricular elements are provided wherever possible;
* Planning makes provision for the effective use of TAs when available;
* Appropriate and stimulating multisensory resources are organised prior to the lesson.

 **Start of the Lesson**

* The teacher uses effective strategies to ‘Meet and Greet’ students on arrival;
* The start of the lesson has a clear focus, using activities which immediately engage the learner;
* The expected learning outcomes(I can statements) are shared with students; not always necessarily at the start; in the context of prior learning, to ensure they understand what they are doing and why;
* The success criteria(I can statements) by which the learning will be evaluated are made explicit;
* The teacher establishes and communicates clear expectations for behaviour.

 **Lesson Development**

* The teacher presents lesson activities with clarity, enthusiasm and pace, ensuring timings are clear and adhered to;
* Active learning is promoted by provision of tasks which enable students to make meaning, construct knowledge and develop understanding and skills ;
* The teacher models activities and processes, making their thinking and decision-making explicit to students;
* Exemplar work/perfect model is provided and/or demonstrated so that students are aware of the sophistication of response expected;
* Appropriate differentiated resources/teaching approaches/learning activities support students’ learning. To enable success for every student, tasks are accessible to all;
* As the lesson proceeds, learning activities are organised into chunks or stepping stones in order to maintain student engagement and support progress towards expected outcomes;
* A variety of questioning techniques probe and develop students’ understanding;
* Active listening is promoted, inviting a range of different responses and building in time for reflection;
* Constructive, relevant assessment and feedback is provided on progress; highest impact on student progress.
* Students are encouraged to evaluate and refine their work in order to meet targeted levels of attainment;
* Activities ensure progression in student learning by increasing the level of conceptual challenge, the depth of understanding and the breadth of application of skills.
* Groupings and seating arrangements are varied according to the task;
* Teachers demonstrate flexibility in their approach and are prepared to deviate from the lesson plan where appropriate;

 **End of the Lesson**

* The teacher creates the time to review lesson objectives and learning outcomes;
* Students have the opportunity to assess their own progress against success criteria
( I can statements)and set themselves appropriate targets (not always necessarily done at the end);
* Students receive supportive feedback from the teacher or their peers where appropriate;
* Opportunities are provided to celebrate success;
* Links are made to future lessons, learning activities and assessment opportunities as appropriate;
* The end of the lesson is prompt and orderly, allowing for efficient transition between lessons.

 **Expectations of students:**

* To be engaged and not passive in their learning;
* To work effectively and purposefully in a range of contexts;
* To be prepared to maximise the learning opportunity;
* To be prepared to share their learning and ideas in an atmosphere of trust;
* To ask questions where appropriate – of each other and the teacher;
* To support one another, working collaboratively, recognising the contributions of all;
* To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success(I can statements) and to set appropriate targets for improvement;
* To know where to go for help and recognise that further progress can always be made;
* To develop resilience in approaching problems and new learning challenges;
* To be able to select appropriate learning resources to help develop their own learning;
* To make effective use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work;
* To act on all assessment, marking and feedback;
* To use initiative and develop more independent learning.
* To present their work with care and pride as defined in the Presentation of work document; **see appendix 2**

 **Embedding Pace & Challenge:**

* Setting high expectations for all students in your class.
* Planning for differentiated lesson outcomes and/or success criteria which are shared with class.
* Planning for the most and least able; top – down approach
* Planning engaging starter activities to ensure quick start to the lesson and learning is evident in the first 5 minutes of the lesson (not just doing the register).
* Planning for and using a variety of forms of differentiation in your teaching;
* Planning for higher order dialogue; extending, explaining vocabulary varying the questioning and thinking through the use of blooms taxonomy.
* Depth; for example extension through complexity.
* Breadth; for example, enrichment through a broader range of tasks and resources
* Promoting independence in thinking and learning as well as providing opportunities to self-regulate learning.
* Using accelerated or an appropriate pace of learning.
* Share expected timings for activities and give time checks.
* Using learning conversations between the learner and teacher to inform the student of their progress.
* Overall confidence in planning and delivering lessons with pace & challenge embedded.

**Assessment for Learning:**

* Students receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
* Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way in line with marking & feedback policy.
* Students are able to act upon the advice they are given to improve their performance providing a response to the feedback they are provided with;
* All students are aware of their Target levels/grades. These are also displayed on stickers on the front of their books;
* Frequent opportunities are taken within lessons to provide immediate verbal feedback;
* Students are encouraged to judge the success of their own work, negotiate success criteria and set themselves targets for their own improvement;
* The language of subject progress is shared with students;
* Students are made aware of the criteria for progression between steps or grades and are enabled to interpret these criteria in a meaningful way;
* Students are encouraged to critically, but supportively, judge the performance of others within their group;
* Steps/grades of work are modelled through display and explanation ;
* Within subject areas, there will be opportunities for marking to be standardised across a year group.

**Standards**

A shared understanding of what constitutes a good or outstanding lesson is set out in Appendix 2 and it is against these criteria that we train and monitor the performance of all teaching staff. A summary of this can be seen in poster form on classroom display boards and is referred to as 'The Ossy 12'. A copy of the poster can also be seen in **Appendix 3.**

**Continuing Professional Development (CPD):**

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills in light of new research. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. At The Oswaldtwistle School a CPD programme will provide opportunities for staff to participate in a variety of activities in order to support their individual professional needs and to build whole school capacity. These CPD activities include collaborative planning time, T,L & A workshops, sharing good practice forums, inset by internal and external providers, peer observations, coaching and mentoring programmes and whole school CPD programmes e.g. Lesson Study. Appraisal is also used to promote teacher excellence and in addition all staff work closely with a colleague from a partner school.

**Monitoring and Review:**

Middle Leaders and Senior Leaders will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways.

* Book scrutiny exercises;
* Lesson Observations - drop ins & Informed Observations;
* Questionnaires with staff/students and parents;
* Examination reviews and progress checks following data capture episodes;
* Reviews conducted alongside external agencies;
* Student interviews.

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

**Appendix 1**

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 **Teaching and Learning Model**

 **Appendix 2:**

**'The Ossy 12'**

1 Meeting and greeting the students at the door with a 'do now' activity that in the majority of cases will be linked to prior learning.

1. Sharing clear success criteria with the students so they can evaluate their own and others progress and appreciate how to improve.

3 Sharing key words and defining key words with the students.

4 Using AFL throughout the lesson in order to check on learning.

5 Challenging the students to think and use resources independently.

6 Responding to student feedback and adapting the lesson whenever necessary to meet their needs.

7 Helping students to make connections to prior learning so they can see the big picture.

8 Giving clear instructions and modelling what we want to see.

9 Questioning students about their learning and encouraging them to ask their own questions.

10 Personalising learning for our students and challenging them to reach their target rapidly, ensuring that no student is left behind and no student is held back.

11 Employ effective teaching strategies to engage students and generate an enjoyment of learning.

12 Promote good reading, speaking, listening and numeracy skills.

 **Appendix 3**

 **Presentation of student work in books/folders/portfolios:**

* All work should be headed with a title or a learning objective that is underlined using a ruler.
* All work should include the date that is underlined using a ruler.
* All pictures, diagrams, tables created directly in books should be completed in pencil and if appropriate coloured using coloured pencils.
* All written work should be completed in black/blue pen only.
* Students should ensure that all additional sheets are glued into books or organised in the folder to maintain chronology and ensure that progress can be assessed.
* Exercise books and folders should be free from irrelevant drawings/doodling.
* In addition to the above, teachers may share with students subject specific guidelines for the presentation of work.
* All students’ exercise books will have a ‘Target Grade’ sticker on the front stating their OSSS and National target grades.
* Students will review, reflect and correct work with purple pens.