

HEALING
SCHOOL



A Science Academy



Healing School – A Science Academy

Teaching and Learning Policy

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Date adopted by Governors	Autumn Term 2018
Review Date	Autumn Term 2019
Consultations/Training	SLT, Governors, Area Leaders, Subject Teachers

Policy Statement

General Statement

- This policy aims to build upon the best practice identified in the school to further develop “outstanding” teaching and learning across all faculties. To achieve this there needs to be consistency, coherence and continuity in developing a shared understanding of the quality and type of teaching and learning expected at Healing. The policy will be used to aid the monitoring and evaluation of the quality of teaching and learning carried out by middle and senior managers in the school. It will be of particular significance to both qualified teachers who are new to the school and to student teachers in articulating our “sense of purpose”.

Scope

- The policy informs:
 - lesson planning and the development of schemes of work
 - lesson observation and feedback
 - Faculty Teaching and Learning Policies that are based on a response to this policy but reflects the special characteristics of the subject/group of subjects
 - the process of Faculty self-review
 - the School Improvement Plans and Area Improvement Plans
 - individual professional development plans and hence the priorities for CPD in the school.

Expectations

The Policy sets out the expectations of teaching and learning at two levels

- That would be judged at OFSTED level 2 (Good)
- That would be judged at OFSTED level 1 (Outstanding)

Allowance will be made for student teachers, developing their skills in the classroom. Students tend to be judged using slightly different criteria and they should view our expectations as “aspirational”.

All teachers must aim to (Good Practice):

- Be involved in the construction of schemes of work or lesson sequences and their subsequent evaluation, and be able to provide evidence that lessons are well-prepared and informed by the use of up to date student data
- Be explicit about the learning objectives. These should be clearly displayed in all lesson and referred to throughout the lesson. The learning objectives should indicate the appropriate level or examination grade that the pupil will be working towards
- Make a prompt start to lessons and use time effectively. Meeting pupils in the corridor and getting them settled before they enter the room helps create a purposeful working environment. Communicate high expectations and insist on the highest standards of behaviour at all times, low level disruption is not tolerated
- Use planned starts to lessons that actively engage pupil interest and help them to settle into their work. Explain to pupils that lessons are interconnected; refer them back to prior learning and explain what comes next

Use a variety of teaching styles that sustains pupils' concentration, motivation, application and extends and deepens their learning.

- Be willing to adjust teaching to suit the emerging evidence about the pace and depth of pupil learning. This means that pupils must be given the opportunity for independent work and creative thought
- Use a range of resources, including new technology and target support by TAs to maximise learning outcomes. It is expected that, where TAs are present, their deployment is planned in advance of the lesson.
- Pay attention to the physical environment that pupils are working in. Are they seated in a way that supports learning? Actively guiding who sits where for a particular activity can make a huge difference to learning outcomes. Stimulating displays of pupils' work shows that what they produce is valued. Examples of "levelled" work help to guide pupils in their own endeavours
- Differentiate the learning to challenge ALL pupils, whatever their ability. The breaking down of learning objectives into
"by the end of the lesson
All pupils should be able to...
Most pupils should be able to...
Some pupils should be able to..."
works well in most lessons. Give consideration to "challenge" activities for most able pupils and how TAs and Faculty Support teachers can be effectively deployed to support the learning of individual pupils
- Set homework in line with school and department policy. Think about the best time to set homework – the end of the lesson is best avoided (particularly for less able pupils). Make sure that homework is marked and returned to pupils promptly. As well as a grade or score (linked to a grade or level) there should always be a suggestion to pupils about how their work could be improved. Make time in lessons to go over homework and encourage pupils to review their learning

Teachers are secure in their subject knowledge and use questioning skilfully to probe pupils' responses and reshape tasks and explanations appropriately to build on pupils strengths

- Ensure pupils commit to improving their work both in content and presentation to show a pride in what they produce at all times
- Use Teachers Standards to evaluate lesson planning and delivery and ensure impact is made on pupil progress over time

Most teachers could, in addition to good practice (Outstanding practice)

- **Demonstrate a deep knowledge and understanding of the subject area and use highly effective questioning to address any pupil misconceptions**
- Increase the pace of a lesson so that all / almost all pupils make progress well above the level expected
- Accurately judge the effect their teaching is having on pupils and be able to exploit opportunities to challenge them out of their “comfort zone”. The teachers who do this most effectively know their pupils strengths and weaknesses, and have developed strategies to engage and motivate even the most reluctant of learners
- Be prepared to take risks by trialling new lessons and activities to give pupils the opportunity for independent and creative work. It is acknowledged that not every new idea will be a success but outstanding teachers learn from what does and doesn’t work
- Inspire, provoke and challenge their pupils. They encourage pupils to express their opinions and to respect that others may have views that are different to their own
- Act as facilitators, giving pupils choices about the route they might take in their work. They should then guide the pupil through the process of devising personal learning plans and then carrying them out independently.
- Embed reading, writing and communications equipping pupils with skills to make progress
- Resources and teaching strategies reflect and value the diversity of people and communities beyond their immediate experience and love the challenge of learning

Additional guidance

The School has devised programmes to help teachers improve their performance (Newly Qualified Teacher, Newly Employed Teacher, Recently Qualified Teacher). Resources are available to help teachers “Secure good” and move “From good to outstanding”. Peer to peer observation has proved to be vital in all programmes and the school makes extensive use of the expertise of its own staff and consultants brought in to support this expertise.

Appendix 1 provides a summary of the OFSTED criteria currently used to judge lessons deemed to be good or outstanding

Appendix 2 is a useful lesson observation sheet that helps both the teacher and the observer judge the lesson in terms of the new criteria. Towards Effective Learning Grid

Relationship with other school policies:

Homework

SEN

Gifted & Talented

Spiritual, Moral, Social & Cultural

Community Cohesion

Performance Management

Assessment, recording and reporting

Monitoring & Review:

The Governing Body

The Governing Body, supported by the Principal, will review the policy annually

Senior and Area Leaders:

- Schemes of work, including assessment approaches
- Lesson observations

External support

External moderation and validation of standards

SENCO:

- IEP reviews with parents/carers

Appendix 1

Teaching, Learning and Assessment Grade Criteria

TS	Focus	Outstanding	Look fors	Good	Look fors
4	Lesson planning	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.	The teacher has successfully developed a “learning culture” in which barriers to progress are expectations are high, questions are valued and no time is wasted.	Teachers use effective planning to help pupils learn well. Time in lessons is used productively.	Routines are well-established ensuring pupils remain on task throughout the lesson. Lessons are well structured with a logical sequence of tasks which methodically work towards the lesson objectives. Teachers are aware of barriers to learning for all pupils.
1	High expectations	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning.	Pupils demonstrate a strong work ethic. They thrive in lessons. Teachers are quick to move pupils on to a new challenge once they have shown that they understand.	Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	Pupils generally demonstrate a positive work ethic. Teachers move pupils on to new challenges once they have shown appropriate understanding.
3	Teachers’ knowledge Questioning and correcting misconceptions	Teachers demonstrate deep knowledge and understanding of the subjects they teach.	Teachers’ knowledge and passion for their subject enables them to draw on their in-depth subject and curriculum knowledge to confidently plan lessons which challenge, stimulate and motivate pupils to secure progression.	Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking	Teachers have well developed subject knowledge and understanding and use this effectively to maintain and develop pupils’ interest.
		Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.	Teachers demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconception. Teachers use questioning very well to strengthen understanding and develop thinking.	Teachers use questioning skillfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. They tackle misconceptions and build on pupils’ strengths.	Teachers make good use of their secure curriculum and pedagogical subject knowledge to deepen pupils’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.
7	Managing behaviour	They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.	All pupils show excellent attitudes to their work and enjoy what they do. Their motivation is authentic. They are reflective, resourceful, resilient, and reciprocal in their learning. No low level disruption.	Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.	Pupils are keen & enthusiastic. They know that their efforts are valued and respond well to the well-directed praise they receive. Minimum low level disruption.
2	Progression of skills, knowledge and understanding	Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils.	Differentiated learning objectives/success criteria are well conceived and used throughout the lesson to promote effective learning. There is an acute awareness of pupils’ capabilities, of their prior learning and understanding. Learning builds on these very effectively.	In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further.	Differentiated learning objectives are appropriate and key outcomes are shared with pupils at appropriate points in the lesson. They are based on pupils’ prior learning and current needs. Most pupils understand what they are aiming for and how they can get there.
		Teachers identify and support any student who is falling behind, and enable almost all to catch up.	Excellent demonstration ensures all, or almost all pupils know exactly what is expected of them. Appropriate prompts are available, for individual pupils, if required, enabling best possible gains in time available.	Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning	Effective sharing of ‘what a good one looks like,’ together with suitable prompts for individual pupils, [as necessary], ensures most transfer swiftly to independent tasks and achieve well.
5	Checking pupils’ understanding to direct support	Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.	Teachers use demonstrations, skilful questioning, graduated tasks and regular feedback to assess how well pupils are learning. Two-way planning and evaluation shows that work is consistently being adapted to the pupils’ needs. TAs are very well deployed. They have relevant subject expertise and empower pupils to learn with confidence. TAs mirror the high expectations teachers, and work hard to sustain and encourage the progress of SEND pupils.	Teachers generally check pupils’ understanding and offer appropriate support	Teachers routinely check on pupils’ learning and use the outcomes to adjust the pace and direction of the lesson when necessary. The TA/other adult shows a good level of understanding of their role in the lesson
6	Feedback	Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	Marking is thorough and enables pupils to know how well they are achieving and areas of work requiring improvement. Detailed running and summative commentaries and pupils’ written responses are key features of marking. Peer-to-peer marking also increases pupils’ evaluative skills.	Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve.	Pupils are provided with detailed feedback, orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress.

4	RWCM	Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.	As a result of outstanding teaching over time, pupils make excellent progress, including in literacy, reading and mathematics. There is a consistent focus on developing pupils' RWCM skills. Subject vocabulary is reinforced constantly, as is pupils' ability to read, interpret and represent dense text accurately.	Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.	Teachers model good standards of written and spoken communication and progressively encourage and support pupils to develop RWCM skills in their lessons.		
2	Resilient learners	Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	All, or almost all, pupils are empowered to work interdependently. They learn intuitively, encouraging each other to explore, inquire, seek clarity, take risks, think critically and imaginatively. They are resilient in their learning. Relationships are outstanding so that pupils feel confident to ask questions and explore their ideas together.	Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.	Well planned opportunities for pupils to make meaning of the information they are presented means that most pupils work well, independently of the teacher, sharing and applying their knowledge.		
2	Reflective learners	Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	Strong relationships between teachers and pupils inspire high levels of trust and confidence so that pupils are engaged and absorbed in their learning.	Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	Peer- and self-assessment by pupils are often used well to check learning and extend understanding.		
2	Equality, diversity and SMSC	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.	SMSC elements have an outstanding impact on broadening pupils' aspirations and knowledge. Prejudiced behaviour is not tolerated. Fundamental British Values are promoted as appropriate Safeguarding in the classroom is effective and there is a culture of vigilance	Teachers promote equality of opportunity and diversity in teaching and learning.	Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.		
4	Homework	Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	Homework is purposeful and extends learning. It is used effectively to practise key skills, as well as to develop deeper thinking.	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.	Homework is set regularly, consolidates and extends learning and is adapted to match pupils' needs.		
Teacher Standards	1. A teacher must set high expectations which inspire, motivate and challenge pupils	2. Promote good progress and outcomes by pupils	3. Demonstrate good subject and curriculum knowledge	4. Plan and teach well-structured lessons	5. Adapt teaching to respond to the strengths and needs of all pupils	6. Make accurate and productive use of assessment	7. Manage behaviour effectively to ensure a good and safe learning environment

Appendix 2

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers promote equality of opportunity and diversity in teaching and learning.