

### Principles of the Policy:

The Learning and Teaching Policy is a core component of the Darton High School Ofsted Recovery Plan. We recognise and celebrate that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of Learning and Teaching styles which enable them to achieve their full potential. Darton High School aims, through successful Learning and Teaching, to develop the whole child and to enable our students to become lifelong learners.

*All staff have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition they individually have a responsibility to strive to deliver lessons where the Learning and Teaching is of the highest quality and where the learning needs of all students are met.*

We recognise that continued professional development, support, coaching and mentorship at whole school, team and individual level is essential to empower staff to deliver effective learning experiences.

### The purpose of the policy is:

- to ensure high quality Learning and Teaching experiences for students of all abilities and aptitudes
- to provide a framework for Learning and Teaching within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the Learning and Teaching that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform staff, students, parents, governors and the wider community about the aims and processes of Learning and Teaching
- to identify specific areas of responsibility at a whole school, departmental and individual level

### A Definition of Learning:

*Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction, therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.*

### We believe learning will most effectively take place when:

- the environment is secure, stable and stimulating
- students' self-esteem is high
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts

### 7 Key Features of Good Lessons:

Following consultation with all teaching staff about what makes good lessons, the following list is the consensus about what will be seen in good (or better!) lessons. The key features that have been identified, and will be developed through CPD as well as looked for throughout our Monitoring and Evaluation process, are as follows:

- Planning for progress
- Individual needs met
- Pace and challenge
- Assessment for learning
- Engagement & enjoyment
- Variety, in tasks, groupings, skills, resources and teaching
- Climate for learning

### The Learning Experience

**It is recognised that colleagues may also wish to extend their repertoire of teaching methods and provision of learning experiences beyond the basic outline given here in order to ensure effective learning and promote high standards for all our students.**

This section of the policy reflects the school's expectations regarding planning, preparation, lesson structure and assessment for learning.

### 7 Key Features of Schemes of Learning

Following consultation with Curriculum Team Leaders about what ingredients are necessary to enable good medium term planning to take place, the following list is the consensus about what will be present in schemes of learning, regardless of subject area:

- Aims and objectives (inc. big picture and learning outcomes)
- Learning stages with suggested activities and resources
- Differentiation with opportunities for supporting and extending learning in and out of the classroom, including homework and independent learning
- Assessment – timeline, outcomes, learning journeys, success criteria
- Links to NC/Specifications & qualifications
- Cross-curricular links, PLTS, SEAL, ICT, Numeracy and Literacy
- Progression and range

### Before the lesson:

#### Planning and preparation

- Lessons are planned with clear aims and objectives, structure and challenge for all students.
- Objectives are clearly linked to departmental curriculum maps and schemes of learning 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 (including IEPs where present), as well as prior assessment and marking, 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, numeracy, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible.
- Planning makes provision for the effective use of Learning Support Assistants.
- Appropriate and stimulating resources are organised prior to the lesson.

## Lesson Structure

This framework is expected to provide the basic structure for all lessons. However it is recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons.

### Start of the Lesson:

- Students are welcomed into classrooms from the door.
- Registration deals with issues arising due to uniform or equipment.
- Planners are out on desks.
- The start of the lesson has a clear focus, using activities which immediately engage the learner – learning begins within 5 minutes.
- The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and why.
- The success criteria by which the learning will be evaluated are made explicit.
- The teacher establishes and communicates clear expectations for behaviour.

### Lesson Development:

#### The teacher should

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to.
- Make learning active by providing tasks which enable students to make meaning, construct knowledge and develop understanding and skills.
- Model activities and processes, making their thinking and decision-making explicit to students.
- Provide exemplar work so that students are aware of the sophistication of response expected.
- Provide appropriate levels of scaffolding to support students' learning.
- Use a variety of questioning techniques to probe and develop students understanding.
- Promote active listening, inviting a range of different responses and building in time for reflection.
- Give constructive, positive feedback on work in progress.
- Provide opportunities for success for every student and seek frequent opportunities for praise.
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills.
- Consolidate learning points and adapt the delivery accordingly.
- Vary groupings and seating arrangements according to the task.
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate.
- Set a variety of homework tasks to deepen, extend, or initiate learning.

#### Students should

- Work effectively and purposefully in a range of contexts.
- Come fully equipped and prepared to maximise the learning opportunity.
- Be prepared to share their learning and ideas in an atmosphere of trust.
- Ask questions where appropriate – of each other and the teacher.
- Support one another, working collaboratively, recognising that the contributions of all are valid.
- Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement.
- Use their IEP targets (where present) to inform the next steps for learning in lessons.
- Know where to go for help and recognise that further progress can always be made.
- Be able to select appropriate learning resources to help develop their own learning.
- Work with increasing independence, developing the skills to become life-long learners.
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work.
- Develop an understanding of their own preferred learning style.

## End of the Lesson

- The teacher creates the time to review lesson objectives and learning outcomes.
- Students have the opportunity to identify their own progress and set themselves appropriate targets.
- Students receive supportive feedback from the teacher or their peers where appropriate.
- Opportunities are provided to celebrate success.
- The end of the lesson is prompt and orderly (dismissal from behind desks), allowing for efficient transition between lessons.

## 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.
- Students are able to act upon the advice they are given to improve their performance.
- Frequent opportunities are taken within lessons to provide immediate verbal feedback.
- Students are encouraged to judge the success of their own work 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 levels 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.
- Levels of work are modelled through display and explanation.
- Within departments there will be opportunities for marking to be standardised across a year group.

### In addition the 7 Key Features of marking are identified:

- Ticks/acknowledgement
- Levels/grades
- Target levels/grades for end of year/KS
- Praise & reward comments
- Written suggestions for improvement from teacher
- Written levelled/graded assessments from peer/self
- Written suggestions for improvement from peer/self

*A number of policies, structures and forms already exist to enhance the Learning and Teaching which takes place at Darton High School. These policies should be read alongside this document and will provide more specific guidance in certain areas:*

Attendance Policy  
Assessment for Learning Policy  
Behaviour Policy  
Gifted and Talented Policy  
Homework Policy  
Line management structure  
Performance Management Policy  
Special Educational Needs Policy (currently under review)  
Target Setting Protocol  
Lesson observation form  
Learning Walk form  
Scrutiny of work form

## Learning and Teaching Policy: Roles and Responsibilities

### Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy, by using data collected on lesson observations, learning walks and scrutiny of work, as well as information on achievement.

### SLT:

- To provide appropriate support, training and resources for departments and individuals.
- To monitor and evaluate the delivery and impact of the policy by carrying out and using data collected from line management meetings, lesson observations, learning walks and scrutiny of work, as well as information on achievement.
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

### Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences.
- To be responsible for short term planning, in conjunction with department teams.

### All staff:

- To be aware of the principles of the policy and how they can contribute to it.
- To adhere to the policy.

### Curriculum Team Leaders:

- To be responsible for the coordination 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 team level by carrying out and using data collected from line management meetings, lesson observations, learning walks and scrutiny of work, as well as information on achievement.
- To provide opportunities for marking to be standardised across a year group.
- To provide appropriate support to team members through training materials, mentoring or coaching.

### Students:

- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.

### Those with parental responsibility:

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

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