



# Darton High School

## Teaching For Learning Policy



### Our vision

Our vision is to provide a high quality education for all our students. We are committed to continuously improving all aspects of that education for young people. What we offer will, within the context of our humanities ethos, support the development of successful, moral, adaptable, autonomous, life-long learners. When this vision is fully realised we will be the first choice for secondary education within our community.

Learning is the core purpose of the school - it lies at the heart of everything that we do, thus all actions and decisions will reflect this. Teaching is the main, not necessarily the only, way that we achieve learning. This policy sets out the expectations for achieving excellence in teaching and learning.

### This vision for teaching and learning will be achieved when:

- All learners achieve their FFTd predicted levels/grades at KS3/4
- Every department achieves or exceeds its performance targets
- 60% of lessons are good or outstanding
- Every member of staff achieves their performance management targets
- There is a safe, stimulating, positive climate for learning with access to appropriate high quality resources
- The curriculum is personalised and flexible in order to meet the needs of learners
- Learners are fired up by learning and know exactly what they need to do to succeed
- Every learner makes a contribution to the community
- All stakeholders show initiative and take responsibility for their own learning and development

### We all have a responsibility to deliver this vision by focusing on:

#### The planning & delivery of lessons

- The Lesson Planning Tool is used to plan the delivery of high quality, well-paced lessons, including in cases of known absence or where possible when a teacher is absent but still able to plan
- Learning objectives are differentiated and the focus of every lesson and lesson plan – these are shared, displayed and referred to, in the context of the 'big picture'
- There is appropriate and differentiated level of pace and challenge for all learners, including SEN and G and T provision
- Uses a variety of tasks, resources and groupings (IPGC) which consider the preferred learning styles of students (VAK)
- Uses a variety of assessment methods (self, peer, teacher etc)
- The teaching repertoire includes questioning, explaining and modelling to develop higher order thinking skills and allows time for thinking, processing and reflecting
- Praises and encourages progress and achievements, promoting enjoyment of the lesson and subject
- There are high expectations of students for learning and behaviour
- Employs effective classroom management techniques using rewards and sanctions consistently, appropriately and effectively
- Provision of a safe, clean, stimulating and vibrant learning environment
- Learning is broken down into long, medium and short term planning (curriculum mapping, schemes of work and lesson plans)

## Assessment and target setting

- FFTd data is used for target setting for all staff and learners
- Short-term targets are set for learners (in lesson & units of work)
- Subject targets are shared with students for the medium and long term, using FFTd data as benchmark
- Tutors, students and parents work in partnership to identify strategies for progression, for example on target setting days and through the student planner
- Results and targets, with strategies for improvement, are noted by students on the departmental proforma in easily accessible place (usually front of exercise books)
- Student friendly level/grade and Attitude to Learning descriptors on display in each classroom
- Attitude to Learning descriptors given at each of the whole school assessment points
- Progress made towards end of Key Stage target scored on 1 – 5 at each of the whole school assessment points
- Rigorous monitoring, tracking and reviewing progress (using benchmarks and data) for individual students, classes, teachers and subject areas

## Marking and homework

- Homework is set in line with published homework timetable
- Homework reflects the learning objectives and directly relates to class work
- Class work and homework is marked/assessed and returned to students in a maximum of 1 week, providing students with constructive feedback and targets for progression
- Coursework is returned to students within 1 week, maximum 2 weeks if heavy annotation needed
- Learners are provided with a homework and coursework programme that avoids periods of congestion and meets the needs of the course
- Learners are provided with revision programmes, exam practice/techniques and a support plan when and where appropriate
- Mark schemes and assessment criteria is shared with learners
- The marking, standardisation and moderation of mock examinations, including giving levels and grades, meets deadlines for publication
- Work is marked in accordance with the school's policy

## Monitoring will take place as follows:

- Learning observations will be carried out by CTL & SLT on regular basis
- Lesson observations will be carried out as part of Performance Management
- A report issued to appropriate staff and Governors each Learning Observation cycle to celebrate success and highlight areas for development
- Scrutiny of work will be undertaken both departmentally and whole school
- Annual whole school Teaching for Learning Review, with a published report to stakeholders
- In-depth analysis and feedback of performance in mock and public examinations
- Departmental reviews will be carried out as appropriate
- Regular feedback on issues arising from observations
- Regular and targeted support through whole school, departmental and individual INSET and CPD
- Identifying and disseminating good, outstanding and innovative practice with the Learning Team as champions

## Policy Monitoring & Evaluation

This policy will be monitored and evaluated by the Learning Team, Senior Leadership Team, Curriculum Team Leaders and Governors, under the leadership of the Assistant Headteacher for Teaching and Learning.

This policy will be reviewed annually by the Governing Body.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_