

Plymouth Studio School Teaching and Learning Policy

At Plymouth Studio School we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, values and ethos of integrity, resilience, courage, respect and teamwork.

Our vision is of a small school that fosters a culture of high expectation and high achievement based on a personalized approach to learning, supported by a range of influential and dynamic partnerships with a variety of stakeholders.

We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning. Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential.

Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn and engaging them in the learning process.

Aims:

- To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.

- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To make links with the learning that students do outside the classroom.
- To focus upon continually raising standards of teaching and learning in and outside the school, to inspire and motivate students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson and make academic progress.

Principles of policy

Staff will:

- support and challenge students to achieve their best
- provide high quality, dynamic and stimulating lessons
- provide high levels of interaction for all students
- provide regular and meaningful home learning
- provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- encourage and support
- provide high quality feedback
- work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum

- develop our range of teaching and learning styles to create an exciting and creative learning culture
- listen to students' views and be open to their opinions
- evaluate and reflect on their practice.

Students will:

- participate fully in lessons
- strive for continual improvement
- support each other (and their teacher) so that all learn effectively
- take an active part in learning within and beyond the classroom
- take pride in developing and applying their literacy and numeracy skills across the curriculum
- be enthusiastic, resilient and responsible in learning and improving skills
- respond positively to feedback and improve their work as a result of effective feedback
- rise to challenges, working collaboratively and supportively, showing resilience.

Procedure

Planning and Preparation:

- All teachers should plan lessons that allow all students to progress in their learning
- Learning Outcomes should be evident and clear to the students. Success Criteria must be made explicit to all students
- A variety of learning activities should be planned, taking into account the individual needs of the students
- The use of resources, including ICT, must be carefully planned to enhance learning.
- A variety of active questioning techniques should be used and, where possible questions should be pre-planned and thought through.

- All teachers should have an in depth knowledge and understanding of the scheme of work / exam specification they are teaching.

Teaching:

- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate school policies should be followed for behaviour management.

Assessment & marking

- Teachers should assess students' work regularly, according to the school's assessment policy
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies, making diagnostic usage of shared personalised learning checklists
- Effective use of data is critical to inform students, parents and other staff of student progress towards targets.

Tracking student progress

All staff have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against individual target grades. This is reported to parents termly in interim assessments. All teachers will identify students in their class in need of additional support, including vulnerable groups such as pupil premium students, SEN students and the most able. Interventions put in place will be identified by staff and will be used to inform planning.

All subject leaders and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyse data using 4Matrix, to identify

individuals or groups who are making less progress than expected, and to intervene where necessary to ensure students get back on track.

Review of teaching and learning is on-going and regular, and will involve:

- DSEF
- DSIP
- Appraisal
- CPD needs
- Lesson observations
- Learning walks
- Work scrutiny
- Student voice

Monitoring and Evaluation of Teaching and Learning

Aims:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives

- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.

Reviews of T&L will take place on an on-going basis and will involve:

- Management of performance over time in line with the Teacher Standards, by the leadership team.
- Lesson observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer
- Learning Walks on a regular basis
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the assessment policy.
- Student voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

Protocols for Lesson Observations (including joint observations)

During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson.
2. The observer may need to talk to students or look at their work as part of the self-evaluation process.
3. Evidence: data (register, seating plan, RAGd PLCs, identified cohorts, SEN information, marking and assessment tracking data) will be used as part of the monitoring and evaluation process and should be available at all times and provided by the class teacher.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the lesson observation form.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Lesson observation forms will be stored centrally to inform the T&L audit trail and management of performance. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support for the coming year.
4. Judgements made about the quality of the teaching and learning will be based against the Teaching Standards

Learning Walks

Protocol for learning walks (including senior leadership learning walks, joint learning walks and middle leader learning walks)

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Learning walks are a powerful tool to observe and develop common trends in classrooms and to audit typicality.

During the learning walk:

Evidence: data (register, seating plan, RAGd PLCs, identified cohorts, SEN information, marking and assessment tracking data) will be used as part of the monitoring and evaluation process and should be available at all times and provided by the class teacher.

- Senior and middle leaders will conduct learning walks as part of the self-evaluation process.
- Learning walks will be used to quality assure school and department policies.
- Verbal feedback can be requested or may be given (rather than written feedback), unless not requested.
- There will typically be short or no notice of learning walks.

Work Scrutiny

Protocol for work scrutiny (including classwork, homework, coursework, controlled assessment, internal exams, displayed work in classrooms)

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment and feedback.

During work scrutiny:

- Senior and middle leaders will conduct work scrutiny as part of the self-evaluation process. This may occur within lessons or as a sample requested for monitoring within the guidance of the assessment policy.
- Written or verbal feedback will be given.
- There will typically be short notice of work scrutiny.

Student Voice

Protocol:

This research information is used to capture feedback from our school community and inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at Plymouth Studio School.

Evidence will focus on:

- Do students feel they are listened to?
- Do they have any say in how the school is run and in how their learning is organised?
- Do students have opportunities to take on leadership roles, to express their ideas publicly and to be consulted on major changes?

Continuous Professional Development

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar.

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- Discuss learning and teaching in Department Development time in order to share good practice;
- Plan their own CPD programme in conjunction with their Line Manager as a result of the self-evaluation process and by reflecting on the Teacher's Standards document.

All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.

Evaluation and development of policy will be developed through consultation with staff, students and governors.