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Change Record

Version	Date	Description
1.1	FGB (Q&P) 3 Nov 16	General updates.
1.2	Nov 18	General updates, inclusion of class charts, inclusion of Other strategies from Stephen Burnage
1.3	Oct 2020	
1.4		

"Settle College promotes the safeguarding and welfare of children in its care; all policies support the "Child Protection Policy"

OUR JOURNEY FROM GOOD TO GREAT

Evolve and develop a rich and exciting curriculum that meets the needs of every learner.

Secure outstanding progress and achievement for all.

Develop in our learners the vital skills for life-long learning.

Become a centre of excellence through school-to-school led improvement.

Independent, confident and self-directed learners.

High quality learning and teaching.

Establish a strong partnership between families, students and staff.

Develop staff and student leadership.

Respect, courtesy and impeccable behaviour create a happy school culture and learning climate.

Challenge students with high quality meaningful feedback and dialogue.

Challenge ourselves to go beyond our best.

Staff development within a culture of mutual trust and support.

Settle College Learner

'Striving for excellence in everything we do'

'Be the best you can be'

Policy Statement

At Settle College, Learning, Teaching and Assessment are at the heart of everything we do. We continually strive to improve the quality of our Learning and Teaching to provide our students, staff and members of the wider community with the best opportunities to become successful life-long learners and active, responsible citizens in the modern world.

This Policy provides a guide. It is not meant to stifle teachers' creativity. We want lessons to be engaging for the students, where they are able to be independent, creative, experimental, and resourceful, understanding how to learn and how to improve. Lessons should allow students to gain the knowledge required for success at the next stage of their education, through careful explanations and planning of practice, including the retrieval of information from their long-term memory. Work should be challenging and differentiated, with scaffolding where appropriate, to meet the needs of all students. Our aim is to ensure that students develop the skills for life-long learning in a rapidly changing word, which is why the 'Settle College Learner' highlights the skills we want students to develop both in and outside of the classroom.

Aims

We are all in pursuit of knowledge, skills and understanding in a whole range of areas and disciplines. As staff, we have a substantial range of skills and knowledge. As individuals, we can learn a great deal from one another as well as from outside agencies. Working together and sharing what we do best, will enable us to move from 'good to great'.

This Policy has been devised in response to feedback from a Student Learning and Teaching Group. The policy is linked to the **Settle College Marking, Feedback and Assessment Policy'.**

Scope

Our Learning approaches and strategies have seven main focuses:
1. Curriculum design to allow for effective schema building and retrieval of knowledge.
2. School structures, systems and processes.
3. Developing a shared understanding of formative assessment.
4. Monitoring and evaluating impact.
5. Tracking individual student progress and target setting.
6. Collaborative working within learning communities.
7. Partnership with parents and carers.

Curriculum design to allow for effective schema building and retrieval of knowledge
Department staff work together to build a curriculum that allows students to gain the knowledge in that subject to prepare them for the next stage of their education. The curriculum will be logically sequenced, with opportunities to revisit and build upon knowledge already in place. The curriculum will be challenging yet accessible for all students, adapting it as is required.

School structures, systems and processes
Senior and Middle Leaders work together to develop structures, systems and processes which promote and support collaborative working. Leadership is distributed; everyone gets on board, takes responsibility and helps to drive change.

Development a shared understanding of formative assessment
All SLT, Middle Leaders and teachers have a secure and shared understanding of effective formative assessment practice. Staff maintain an unrelenting focus on developing their practice through collaborative working, sharing effective practice and research projects.

Monitoring and Evaluating impact
SLT and Middle Leaders' activity supports teachers in trying new approaches and engaging in action research to evaluate the impact of teaching. A Framework of Quality Assurance includes learning walks, work sampling, ClassCharts and Student/Parent Voice through floodlight, spotlight and departmental QA. This data is collected in SISRA Observe to identify areas of strength and development across the school and the department to share good practice amongst staff and allow for targeted CPD as required.

Tracking individual student progress and target setting
SISRA Analytics and data provided to subject leaders through link meetings supports the tracking of individual student progress. All Senior Leaders, Middle Leaders and teaching staff evaluate strengths and weaknesses in students' performance. Success is celebrated and under-achievement is tackled through targeted intervention strategies.

Collaborative working within learning communities
SLT and Subject Leaders encourage and promote collaborative learning groups through subject networks, cross-departmental networks and working with Partnership Schools. The Continual Professional Development programme focuses on bespoke training including professional dialogue, feedback and sharing effective pedagogy, as well as sharing teaching and learning information through the staff bulletin. The Learning Community extends beyond the school to the wider school community, sharing and developing good practice.

Partnership with parents and carers
Parents and carers are actively engaged in supporting learning in and outside of school. There is ongoing dialogue with parents and carers regarding their child's progress, curricular targets and how they can be supported at school and at home, in particular at times of transition, transfer or change.

<u>Responsibility</u>
Governors:
- To ensure the effective and rigorous implementation and monitoring of the Policy.

SLT:
- To provide appropriate support, training and resources for departments and individuals.
- 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 College.

Subject Leaders:
- To carefully construct the department's curriculum through collaboration with teaching staff, to develop a logically sequenced curriculum that is suitable for all students.
- To develop and share the department's intent for the curriculum to ensure that it is understood by all stakeholders.
- To be responsible for the coordination of long-, medium- and short-term planning of schemes of work, department home learning strategy and department assessments processes, linking these to progress reviews whilst taking into consideration the aims and objectives of the Policy.

- To provide appropriate support to team members through training materials and/or coaching.
- Systematically monitor and evaluate development of Teaching, Learning and assessment within their department.
- Use the results of monitoring and evaluation to directly inform Continuing Professional Development for all staff.
- To monitor the progress and attainment of students in their subject areas and to coordinate any intervention that is required.
- To ensure that predictions made by the department are based on thorough assessment data, which has been moderated to allow for consistency amongst the department.

Teaching staff:
- To implement the Policy by ensuring a consistent delivery of high-quality learning experiences.
- To be responsible for short-term planning, in conjunction with department teams.
- Have a secure and shared understanding of Learning and Teaching strategies for improvement and how they impact on standards.
- To have a good understanding of progression in the key concepts and skills in their subjects and in learning to learn.
- To reflect on and improve their practice and take responsibility for identifying and meeting their professional needs.
- Use resources, including new technologies, to make an imaginative and marked contribution to the quality of learning.
- Work with Teaching Assistants and other adults to provide a personalised approach to learning in order to meet the needs of individuals.
- Give students clear feedback which identifies what has been done and what needs to be done to improve.
- Use praise and rewards as an integral part of the lesson.
- Follow up with students with regards to how they have acted on feedback in order to improve.
- To plan for progression by identifying opportunities for regular assessment and review of learning both within and beyond the lesson.
- To monitor pupils' progress against subject targets, celebrate success and provide targeted intervention for under achieving students.
- Work together to standardise and moderate assessment judgements.
- Work in partnership with pupils, parents and carers to improve Learning and Teaching.

All staff:
- To be aware of the principles of the Policy and how they can contribute to it.

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 home learning.

Those with parental responsibility:
- To support the Policy of the College, by providing support for students at home, allowing them to continue to develop their learning effectively.

All new staff, students and parents recruited to the school will be made aware of the Policy.

General Points

- All staff participate in 'Monday Inset', which gives opportunities to share teaching and learning practice.
- Staff should bear in mind the official OfSTED criteria when planning lessons.
- All classes should have a seating plan with PP and SEND highlighted.
- All staff must have HAS, MAS, LAS, PP, SEND and CLA highlighted in mark books.
- All students should have the following in their exercise books/folders:
  - Student tracker
  - Big picture overview
  - Pink stickers showing target grade
  - Success stickers
  - Purple Pens of progress and DIRT
  - Literacy marking codes

Examples of purple pens of progress, pink target grade stickers and success stickers are below:
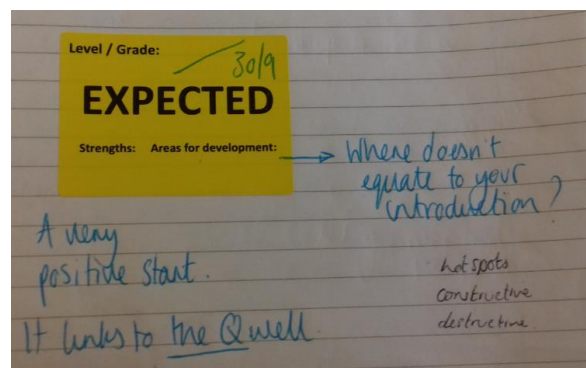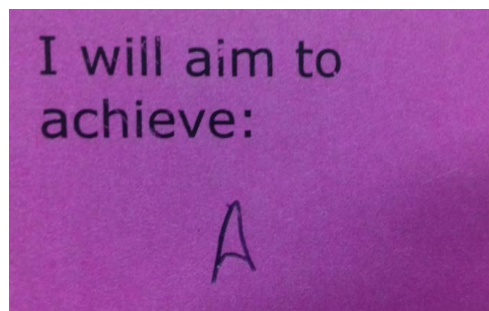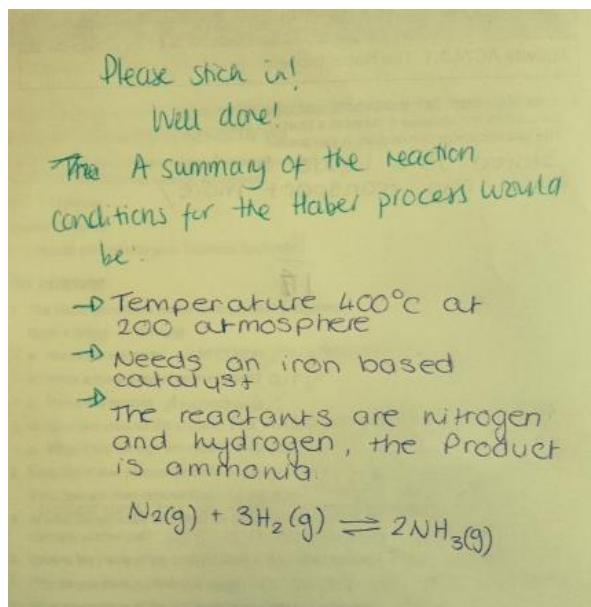
Learning and Teaching appendices

Appendix 1 – Students as agents of their own learning
Appendix 2 – Lesson starts
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Appendix 1 - Students as agents of their own learning:

Students as agents of their own learning support a greater love of learning and thirst for knowledge. Co-construction is a vital part for a Settle College learner. This enables the students to deepen their thinking skills and support a growth mind set.

Co-construction: the whole class is involved in planning and delivering the course and unit of work. They work with the teacher to plan the content, to agree the sequence of lessons, to deliver whole or part lessons, to set and mark home learning and to design assessments.
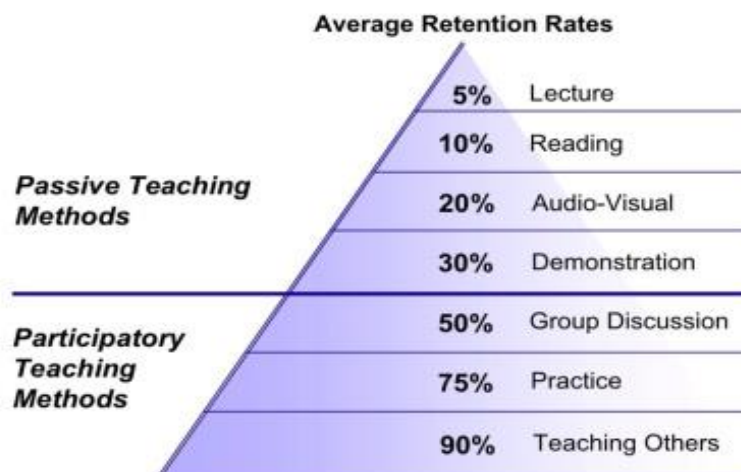
Examples of Settle College learner and co-construction:

Geography (A- Level): Students teaching the starter activity of different types of volcanoes to the rest of the class.

Physical Education (KS 4): Students creating their own scheme of work for a rugby unit.

Science (GCSE): Students devising a home learning task to answer a key question.

The diagram below represents the teaching methods best for assisting students to retain information.

Average Retention Rates

5%	Lecture
10%	Reading
20%	Audio-Visual
30%	Demonstration
50%	Group Discussion
75%	Practice
90%	Teaching Others

Passive Teaching Methods

Participatory Teaching Methods

Teaching to the top

To support the greatest progress and achievement, teachers should teach all students as if they are at the top. Increasing students' aspirations with the relevant differentiation will support greater progress. All groupings of students: Most Able, Pupil Premium, Children looked after, SEND students, higher achieving students, middle achieving students and lower achieving students will have the opportunity to achieve higher.

Appendix 2 – Lesson starts

1. **Introduction:**
   - *Teachers will arrive at the lesson first whenever movement between rooms does not make this impossible. Teacher meets and greats the students at the door checking uniform.*

2. ***Routine:***
   - *Students line up outside teaching room, where possible. Training takes place in this so eventually students can enter on arrival and follow established procedure below.*
   - *All equipment (pen, pencil, ruler, planner, exercise book, dictionaries and texts) taken out and placed on desk. Bags packed away. Students begin work immediately on entrance by completing a 'Do Now' activity.*

3. *Seating:*
   - *Teacher controls where students sit.*
   - *Avoid isolation of students or excessive spread. Ensure that students occupy front of the room not the back.*
   - *The teacher controls seating arrangements and all classes must have a seating plan.*
   - *Avoid unnecessary movement around class. If necessary, to reorganise groups, give clear instructions and limited time for it to take place.*
   - *Regular movement around the room.*
   - *Do not encourage/allow students to lean against a wall or slump on desks.*

4. *Immediate Task – 'Do Now'*
   - *Start lesson immediately with 'Do Now' activity where appropriate.*
   - *Students must write 'CW' in their books/folders when class work is taking place and write the date (follow presentation protocols).*

5. ***Connect the Learning:***
   - *Clear exposition of learning objectives in context (use the learning objective stems displayed on all whiteboards). The aim is to link what has gone before with current, proposed learning. It checks, reinforces and builds on existing knowledge and understanding and helps assimilate and integrate new information through effective schema building. Learning objectives should not be task based. A variation will support students' creativity.*

6. ***Provide the big picture:***
   - *Describe the overall content and process of the lesson and how this fits into the 'big picture' of the department's curriculum, including prior learning and what is to come in the future.*

7. ***Be specific in describing objectives and outcomes:***
   - *Encourage students to anticipate outcomes of lesson. Break down lesson content into a series of 'bite-size' pieces if appropriate.*

Appendix 3 – Lesson ends

Strategies

1. Home Learning:
- Set Home Learning during the lesson and record this on ClassCharts. Allow time for clear instructions and include any attachments and links in the ClassCharts entry.
- Students must place 'HL' in their books/folders when Home Learning is taking place.
- It is often more appropriate to set Home Learning at the beginning of the lesson.

2. Routine:
- Pack away to leave enough time for a plenary.
- Check uniform.

3. Reinforcement of Learning – Plenary:
- Rigorous targeted questions. No 'hands up'; teacher directs questions at individuals (but this does need sensitive handling).
- Alternatively, students give summaries of what has been learnt.
- Student summary of key learning recorded on board.
- Use praise and rewards regularly.

4. Connect the Learning:
- Tell students what will be done next lesson and what they will learn/be able to do.

5. Maintain activity up to bell:
- Never have 'dead' time at the end of the lesson.
- Never have students lined up at the door waiting for the bell.
- Never release a class before the end of the lesson – check time on PC (no bells).

6. Student Exit:
- Students stand behind chairs before being dismissed. Chairs under desks – or up at the end of the day.
- Stand at the door so teacher can control exit from room and behaviour on corridor and check uniform.

Appendix 4 - Managing classroom behaviour

Conditions likely to generate positive behaviour:
- Positive relationships with the students.
- High expectations.
- Use rewards and praise frequently.
- Pace and challenge: set time and output targets.
- Constructive praise and criticism.
- Regular feedback on performance.
- Consistent application of rules.
- Clear instructions.
- Flexibility of approach (not sticking to your lesson plan – change to suit the students' progression and learning).
- Zero tolerance of negative behaviour – this does not need to be inflexible and aggressive. Humour can be used as a way of showing what is unacceptable. However, if we accept something once, we make our own lives difficult and students become unclear about boundaries.
- Constant vigilance.
- Differentiation of activity.
- Teacher remains in the classroom.
- Maintain 'moral' authority; probably the most powerful weapon.
- Highlight individual's penalising of other student's opportunities; "You're stopping us getting the work done."
- Try to remain calm and not to shout.
- Use ClassCharts or e-mail to communicate concerns to parents.
- Get assistance via 'on call' if none of the above is effective.
- Use sanctions system/exit procedure.
- Get an apology from the student (unless this is clearly likely to exacerbate the situation at the time).
- Be magnanimous in your acceptance of the apology; a consequent is still appropriate.
- Follow up incidents to a conclusion yourself unless referring on in extreme cases. A ClassCharts log is a record of the event, not a conclusion for the teacher.

Other strategies from Stephen Burnage:

3. Focus on the key issue

When you foc
your probl
you will
more probl
When you f
on possibil
you will have
opportun

4. Use positive language

smart
funny editor
fantastic happy silly
accepting Daddy goofy
kind hard-worker loving
patient handsome
joy writer best

5. Make statements not questions

I or Me?

Using I or Me

7. Use 'I'

10. Allow for compliance time

BE consistently
CONSISTEN-

11. Be consistent

Appendix 5 - Appropriate variety of learning activities

1. Try to maintain a balance between directed and discovered learning
- Avoid too much direct instruction and allow students to practice themselves.
- Teach essential metacognition, study and listening skills. These need to be repeated and reinforced at regular intervals.
- Provide, where possible, opportunities to 'discover' information.
- Conclude with plenary and mini plenary session where appropriate to the learning and use the feedback from these to adapt teaching.

2. Maintain pace
- Pace is defined as 'no dead time' so there is maximum time on task. The lesson moves briskly but with variations in pace depending on whether 'rigour' or 'reflection' is the key requirement.
- Introduce short, time-targeted tasks.
- Break up long tasks by 'diffusion' activities, e.g. students describe to class or partner what they are doing; highlight key learning; remind about outcome.

3. Challenge
- Targeted questions e.g. with no hands-up.
- Use different questioning techniques e.g. Bloom taxonomy: Probing questions, Think-Pair-Share and Dialogic Teaching, as well as quick fire recall of knowledge questions.

4. Encourage mixed gender learning
- Seat boy/girl pairs and use frequent paired activity.
- Encourage mixed gender groups to talk to each other, teach and learn from each other.
- Expand groups from 2s to 4s during the course of an activity.

5. Oracy and Literacy
- Activities, which encourage students to discuss issues, will result in better understanding and higher quality written work.
- Provide key words and communicate as visual display.
- Encourage students to plan and structure writing.
- Allow time for drafting and proofreading important pieces of writing. When checked by partner or teacher, encourage neat writing using accepted agreed form of presentation.
- Use 'writing frames' and writing templates to:
  - reduce written volume;
  - provide clear structure;
  - develop thinking from descriptive to reflective to speculative;
  - paragraph and sequence ideas.
- Encourage quality of writing for display purposes.
- Effective use of DIRT (see marking policy).

6. AfL
- Effective questioning strategies.
- Effective use of peer and self-assessment.
- Starters and Plenaries.
- Use of AfL marking stickers (see Marking & AfL Policy).

Appendix 6 - Managing Controlled Assessment

- As a department, determine the optimum timings for controlled assessment.
- Go through the precise requirements of the question and allow the students to see examples of previous good practise.
- Ensure tasks are well focussed on the criteria, not too open ended and not too diverse.
- Break the work into manageable sections and set milestones for when each section is to be completed.
- Always follow exam board protocols for Controlled Assessment as there are different 'controls' for each subject.
- Give lesson time to controlled assessment.
- Give clear guidance on where to find information, e.g. specific website addresses.
- Give a final deadline for the students, which is well in advance of the Board's deadline.
- Produce a student friendly version of the marking criteria.
- Ensure the exam board's guidelines are followed.

Appendix 7 - Questioning Techniques

1. Highlight key questions for the lesson in the lesson preview
   - Define questions students will be able to answer at the end of the lessons.
   - Write on board.
   - Reinforce learning by review of questions at the end of lessons.

2. Target Questions
   - Employ no hands up approach sometimes (use of lolly pop sticks, ClassCharts random student selector).
   - Employ praise when correct, encouragement when wrong.

3. Bounce questions around the room
   - Invite students to elaborate, provide their opinion, and extend answer.
   - Ask follow-up questions.
   - Look one way; direct a question the other.
   - Avoid ping-pong questioning and instead use basketball approach.

4. Employ a variety of 'closed' or 'open' questions
   - Encourage answers in full sentences but provide time for reflection
   - With difficult questions:
     - Question the whole class;
     - Pause (ask them to think);
     - Name (target);
     - 'Bounce' around the class.

5. Remember to give students 'Thinking Time' to answer questions.

6. Use questions which motivate
   - Preface question with name and motivational challenge. "Jane can you give me three examples ….?"
   - Provide immediate positive feedback; "Good try but ….."
   - Employ Think, Pair, Share approach. By yourself think of three questions you need to ask and answer in this lesson. With partner, draw up five. As class or group, produce seven.

7. Encourage students to formulate questions
   - Provide opportunities to formulate questions at the beginning or end of lesson as a review exercise.
   - Generate their own questions as a template for structured writing, eg "Today we are going to study …. With your partner, generate 3/5/7 questions you would want answered about this topic."

8. Use questions which investigate the learning process, as well as the product
   - Ask students to explain their thinking.
   - Provide extending questions to take thinking further.
     - What alternatives did you use?
     - What meets your choice best and why?

Appendix 8 - Group work

To make group work more effective and creative, certain aspects must be considered:

- The nature of the task and the extent to which the dynamics of working in a group could play a part in making the learning more effective, notwithstanding the practical constraints that may force group work on you due to the need for students to share resources and equipment.
- The make-up of the groups in terms of size, ability profile and attitudes to learning. (See the Ringelmann effect re group size).
- The structure of the group in terms of the role of each person in it (defined roles or de facto roles).
- The extent to which prior knowledge is a pre-requisite for the group task to enhance learning and the extent to which each student has the knowledge required.
- The time taken by the activity in relation to other types of activity and the extent to which this represents an effective use of that time compared to other possible activities.