Denmark Road High School

Learning and Teaching Guidelines

School Name: Denmark Road High School

Policy owner: Alex Wickson Assistant Headteacher, Learning and Teaching

Date: April 2020

Review date: April 2021

Agreed by governors:

Date shared with staff:

Our vision:

We recognise that the quality of learning and teaching in the classroom is the most influential factor in student success and achievement. As a result, we constantly aim to improve our practice in the classroom. Therefore learning and teaching is the core purpose of what we do. High quality learning, teaching and subsequently excellence are what we want for every student within the school.

We believe the more that we have a shared understanding of what constitutes effective learning and teaching, the greater our success will be but most importantly, it will empower all our students to become leaders of their own learning, and a love of learning they can take with them throughout their lives. We also believe that the promotion of excellence in learning gives all students the best opportunities to grow as individuals, to make positive contributions to communities, and to find success in their lives. Our students are leaders of the future, and it is our moral purpose to offer a curriculum that delivers this consistently for all.

Definitions

- SLT = Strategic Leadership Team.
- AHT = Assistant Headteachers.
- ASL = Associate Senior Leaders.
- CD = Curriculum Directors.
- SL = Subject Leaders.

Related Policies

- Responsive Professional Development Policy, Plans and Menu.
- Induction Policy.
- Feedback and Assessment Guidelines.
- EAL Strategy.
- SEND Policy.
- Capability Policy.

Our community

As a community of professionals, we respect autonomy and the individual, recognising that different styles and approaches to teaching are valuable; there is no prescribed style or format of lessons which must be adhered to. We role model this in our school through our responsive professional teaching and learning stragtegy *(review, reflect, research and respond)* to ensure that everyone will be a responsive professional, adapting their teaching strategies continuously.

Respond — Review — Reflect And research — RESPONSIVE TEACHING

Key principles

- Risk taking with high levels of trust.
- Transparency and openness.
- Respect and integrity.
- Inspiration and challenge.

Teachers should continuously refresh their subject knowledge, deeply understanding the courses they are delivering and using current learning and teaching initiatives so that their expertise can be shared confidently with students in order to enthuse and inspire them, challenge them and secure their progress.

Teachers should strive to deliver consistently high quality lessons by having our core learning and teaching principle at the heart of curriculum design, schemes of learning and planning:

Objective: Empower active not passive learners through responsive teaching

Planning
Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all students. Therefore, planning may consider the following strategies:

- Responsiveness (differentiation) should be planned over time to meet the needs of all students and groups.
- Staff are expected to know their students and respond accordingly.
- Sequences of lessons are clear and precise about the knowledge / skills teachers want students to learn, not what teachers want them to do.
- Takes into account the 'so why?' test. If activities, including homework, will not have an impact, then why is it being planned? Key question to ask: are students busy or challenged? We want all our students to be the latter, not just productive.
- There must be evidence of sequence of learning, interleaving, thinking hard and metacognition in schemes of work, and short-term planning.
- Every class should have a seating plan that including the various groups (e.g. gender, ethnicity, SEND, PP, prior attainment). It is expected that these will change regularly, in line with our responsive learning and teaching strategy.
- All lessons must get off to a flying start, with student learning purposeful from the beginning. These may include retrieval and consolidation questions foscuing on prior learning (short term e.g. last lesson and long term e.g. last term).
- Consider timings to ensure appropriate pace for the intended learning.

Teaching
- Go with the learning: the 'flow' of great progress is more important than following a lesson plan. Teachers are not afraid to move away from the plan if required. Being responsive is key.
- Ensure that learning has stuck, through checking that is incisive and systematic through regular and well planned formative assessment strategies.
- We are all teachers of literacy. The quality of both students' and teacher's language, such as in instructions and questioning, are significant determinants of progress. Make the implicit, explicit at all times.
- All students must be working harder than the teacher, over time.
- Teachers must be explicit about learning outcomes and key terminology.
- Teachers must set clear and appropriately challenging learning sequences, and ensure these objectives are shared with students, and reviewed throughout the lesson e.g. through formative assessment.
- Reinforce students' strive for excellence by the level of challenge offered.

- Enable students to show resilience by taking risks and working through barriers by encouraging metacognitive talk and opportunities.
- Reinforce that each class is a learning community in its own right. Their success depends on each other.

Feedback

Feedback has two purposes:

1. Students act on feedback, to empower them to make sustained progress over time.
   It informs future planning and teaching.

- Teachers must adhere to teacher standard 6: 'Teachers should give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'.
- Teachers must have a secure overview of the starting points, progress and context of all students.
- Feedback must be primarily formative and be *clear* about what students must act upon.
- Marking but be selective and valuable for the student and teacher, not a 'data collection' exercise.
- Feedback must be timely, frequent and acted on in line with the DRHS Feedback Guidelines and Individual subject specific guidelines.

Responsive Professional Development Guidelines

Please see our Responsive Professional Development (RPD) Policy for our full rationale and details how we support colleagues to achieve our objective. The main points are summarised below:

- Providing quality school-based training focusing specific aspects of learning and teaching .
- Ensuring that personalised professional development pathways are also available in order to enable all staff to develop their skills.
- Organising opportunities for colleagues to work collaboratively to share good practice, both within our own school and where appropriate with staff in other local schools.
- Allowing colleagues to attend external training which is specifically linked to their appraisal targets, department priorities or career aspirations.
- Encouraging colleagues to use peer observation to evaluate the learning and teaching in their classroom.
- Providing all staff with the opportunity to be work with colleagues within a Professional Learning Community (PLC).
- Providing mentoring or other support pathways where appropriate.

Working with other primary and secondary schools in order to share good practice and design bespoke RPD programmes for the benefit of both schools' colleagues.

Quality Assurance

In order to ensure high quality learning and teaching, SLT and CDs aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school. To support this process of self-evaluation and self-challenge we have a robust monitoring schedule:

- CDs meet regularly, at least twice every half term, with their SLT Line Managers working towards an agreed agenda and our L&T objective (ACTIVE not PASSIVE learners).
- CDs will conduct paired lesson observations with a member of SLT at least three times per academic year to share best practice and to assure conststency and accuracy of progress towards our L&T objective.
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- All teachers will have the opportunity to observe other colleagues at least twice per year through developmental 'golden lesson fortnights', to share end develop best practice towards out L&T objective.
- Teachers will have developmental learning walks and will be visited at least three times per year for 20 minutes by their line manger and a member of SLT. This will include a post collaborative conversation to dicuss the learning of students seen, and to set a collaborative target moving forward if applicable. The target will also be in line with our L&T objective and the individual student needs seen in the visit (responsive)
- Feedback gathered during the learning walks as appropriate:
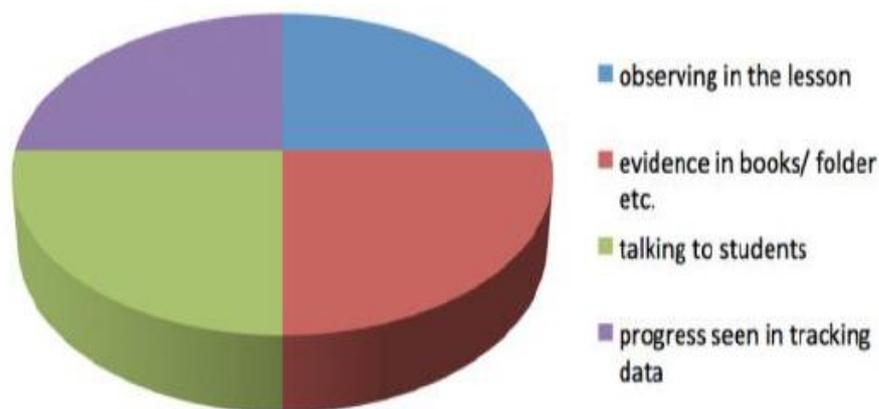
- Positive strategies from the learning walks will be didplayed on the 'Love List' in the staff room, to share best practice and to encourage a culture of collaboration.
- CDs are encouraged to include their department colleagues in the quality assurance process.
- Curriculum areas will conduct work samples, collect student voice data, conduct learning walks across the year as per the CD monitoring calendar, and their own subkect area needs.

Targeted Informal and Formal Support
- SLT will conduct an on-going audit of learning walks and if required, informal targeted support will be recommend for specific colleagues/departments and supported by AW and appropriate staff. Further details can be found in the Capability Policy.

Roles and Responsibilities

SLT

- Leading on learning and teaching across the school to ensure all classrooms provide effective responsive learning and teaching that positively impacts on all students experiences, wellbeing and outcomes.
- Provide opportunities to develop staff as responsive professionals through apporopriate RPD.
- Ensuring best practice is shared.
- Thorough QA programme and targeted intervention where required.

SENDCO

Ensures that colleagues are able to use data and be aware of the capabilities and specific learning needs of all students in their classes so students can access our curriculum and that planning can:

- Include responsive (differentiated) activities.
- Deploy support appropriately.

Curriculum Directors

- Lead on responsive learning and teaching in their areas, with the clear strategies mapped out towards our L&T objective.
- Provide opportunities for identified subject related staff training on learning and teaching and subject developments e.g. exam specific skills and changes to pedagogy.
- Ensuring the best practice is shared.
- Thorough monitoring programme and targeted intervention where required.

All staff

- Leaders of learning, both of themselves and collaborating with colleagues to continually strive to develop best practice for themselves as individulas, for their teams to ensure student progress in line with out L&T objective
- Actively use metacognition, self regulated learning and formative assessment in sequences of learning and planning in line with our L&T objective

- Remove barriers to learning in line with our L&T objective

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