

# The Angmering School

**Ambition**

**Courage**

**Respect**

## **Teaching and Learning**

### **Policy 2023**

Reviewed AAN – Ratified at FGB 22.03.23  
Next review February 2025

## ***Policy- Teaching and Learning***

*Ambition \* Courage \* Respect*

### **Rationale:**

We aim for no less than becoming a world class school, where all students make excellent progress, contribute positively to their communities and develop a lifelong love of learning. Learning is at the heart of all we do and within our school we are all leaders of learning. We must ensure that students are provided with high quality learning experiences that lead to consistently high levels of student achievement. This policy will describe how as an organisation we can provide learning experiences that meet the needs of all students. We must strive to provide a common language and understanding of what makes outstanding teaching within a personalised learning framework. There is a need to reduce in school variability by supporting teachers through quality CPD and coaching.

Additional detail for 2020-21 regarding Remote Teaching & Learning is provided in the Angmering Remote Education Policy Document.

**'If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve' Dylan William**

### **Aims:**

- Describe a framework that reflects our knowledge and understanding about what constitutes outstanding teaching and learning
- Ensure coherence and consistency
- Describe how we review and develop teaching and learning at Angmering School
- Establish clear routines that are understood by all
- Employ effective grouping strategies through our commitment to mixed ability teaching
- Explicitly aim to develop independent learners through our Perspectives and Insight programmes
- Be quick to adjust the teaching in light of prior learning and emerging needs
- Collaborate with all staff in the classroom to meet the needs of individuals
- Ensure enjoyment, engagement and challenge
- Respect and have high expectations of all students and their potential
- Demonstrate the effective use of Assessment for Learning to show students where they are in their learning and how to take the steps needed to improve
- Share and interpret precise learning objectives and outcomes, and success criteria
- Identify and challenge underachievement and not accept it
- Ensure we provide a curriculum which allows students to develop a love of learning

## **Policy into Practice**

### **1. The process of learning**

At TAS, lessons are based on the five principles of explanation, modelling, feedback, questioning and deliberate practice. This underpins everything we do in the classroom.

We seek to provide students with the opportunities to:

- Succeed in challenging tasks using a range of strategies
- Know what excellence looks like as well as how to achieve it
- Develop their metacognitive and cognitive skills in order to become independent
- Develop thinking and questioning skills
- Embed learning into their long term memory
- Reflect on their experiences in different ways to deepen and enrich their understanding.
- Take ownership of their own learning by assessing their own achievement and understand how to take the necessary steps to improve. ● Reinforce learning and correct misunderstandings ● Achieve their potential in every subject.
- Work hard and be resilient when things do not go as planned.

### **2. The circumstances in which learning takes place and the environment**

As a school we seek to develop our students by:

- Enabling opportunities to learn through social interaction.
- Providing a stimulating, supportive, healthy environment and life style.
- Offering opportunities to evaluate their own progress and achievement, through a range of learning experiences.
- Providing learning that they perceive to be relevant, worthwhile, enjoyable and fulfilling and lead to success in life after school.
- Ensure there are opportunities for challenge, innovation and exploration throughout their curriculum.
- Providing recognition and reward of achievement and progress.
- Establishing an environment where students are confident, safe, valued, trusted and there is mutual respect.
- Providing a coherent, structured learning experience in a purposeful learning environment, where all are expected to exceed their target grades.
- Provide good teaching and learning displays in classrooms and corridors reflecting the curriculum and celebrating achievements.
- Use visual displays to show the importance of literacy across the curriculum and to display key words.
- Provide quality ICT facilities within classrooms and the library.

### **3. The process of teaching**

As teachers we will ensure:

- We plan lessons that include highly effective explanations and scaffolds, adapting teaching as needs emerge.
- We have a developed understanding of pupils with diverse needs and plan for these.
- We model excellence and how to achieve it, pitching high every lesson, guiding students as they begin to practice new material.
- We give specific accurate and clear feedback, offering opportunities to act upon this and addressing misconceptions
- We ask questions which link to prior learning that are appropriately pitched and directed.
- We use low stakes testing and give students opportunities to practise independently.
- We explicitly support reading comprehension, literacy and numeracy skills.
- Enthuse, engage and motivate students to learn and foster their curiosity and enthusiasm for learning.
- We enthuse our students through passion for our subject.
- We use co-planning time to discuss how to teach so we are the best we can be. These meetings run in three weekly blocks and are accompanied by CPD
- Minimum expectations for content in lessons are laid out below:
  - **Meet and Greet**- staff are expected to welcome students into their classrooms o **Do Now**- an activity which focuses students on the lesson and links into learning.
  - **Think Hard**-Think Hard is a planned activity where students are challenged. This may or may not be a silent activity but it is expected to take students out of their comfort zone and apply skills or knowledge learnt.
  - **TAS Principles: Explanation, Modelling, Feedback, Questioning and Deliberate Practice.** These form the basis of our T&L. Whilst we would not expect to see explicit evidence of all five principles in every lesson, our subject co-planning is based around these. We also seek best practice through learning walks and observations, which is then shared with the school.
  - **Live Feedback**-staff must plan for opportunities to give specific feedback to students. This will usually take the form of verbal feedback.

#### 4. Personalisation, differentiation and intervention

As curriculum leaders, specialist leaders (SEND), year team leaders and tutors we will ensure:

- We know our students so that lessons meet the needs of all learners. We promise to stretch and challenge all so they are motivated to learn.
- The Curriculum can match the needs of all students, ensuring every child can access learning and fulfil their potential.
- Specialist support and training are available to meet specific learning needs
- Different needs are recognised and planned for by the teacher. Where students are not making expected progress, they will be involved in giving classroom teachers advice and guidance.
- There is stretch and challenge for all.
- Students are monitored at regular intervals.
- Timely and appropriate interventions for students not making the required progress.

#### 5. Grouping

Curriculum leaders will ensure:

- Students are grouped in mixed ability classes to ensure high expectations for all.
- If, under exceptional circumstances, there is ability grouping then this should be based on student potential and there must be firm criteria and flexibility in terms of student movement as individuals develop and progress. There should be no 'sink groups' or 'nurture groups'. The HST expectation is that PP students will be placed in higher sets to keep expectation high.
- All students follow an appropriate curriculum, which stretches and challenges. This curriculum should also provide opportunities to learn outside the classroom.
- There is appropriate differentiation within the group to meet all needs.
- Year Team Leaders and Learning Support colleagues are fully consulted when forming groups.
- Co-planning is used to help develop subject knowledge, skills and shared resources for staff. Agendas should be shared in advance and used to target teaching and learning gaps. These can be journal clubs, standardisation and discussions of schemes of work. The focus should always be to improve the quality of T&L.

## **6. Assessment and Marking**

This forms a separate policy. The hyperlink below links to departments set policy, determined by the subject leader. There is a minimum expectation that all Key Stage 3 teachers will feedback a written [www/ebi](#) per half termly assessment. At KS4, there is an expectation that books are checked fortnightly and feedback given every lesson (verbal through Think Hard.)

COVID-19 currently requires that feedback is given online or verbally. For mock examination and other assessments a quarantine period is in place for physical marking of work.

## **7. Home Learning**

This forms a separate policy.

## **8. Literacy**

The Headship Team, curriculum leaders and tutors will ensure:

- That we work to develop literacy across our school and to raise reading ages.
- We are committed to developing DEAR and fostering an enjoyment of reading.
- We identify and intervene where students are not making progress in their literacy. Tutors are expected to play a role in this.
- We will encourage the use of speaking and listening activities and celebrate through our ORACY work in tutor time
- We will develop the use of Student Literacy Leaders across the school through the Personal Trainer Programme (COVID-19 restrictions in place here)
- We will ensure key words are in planners and displayed in classrooms.
- We will ensure literacy is a focus of marking as described in the marking policy.
- We will ensure all students have the opportunity to access higher order vocabulary and be able to apply it to exam language.

## **9. Integrated Behaviour, Learning, Teaching team**

The Behaviour, Learning, Teaching team will ensure:

- Development of the use of integrated approaches to behaviour, teaching and learning in their areas to lead to outstanding lessons.
- Leaders work across the school to support students with behaviour, pastoral and academic progress.
- Research based approaches to T&L are widely disseminated.

## **10. Coaching and CPD**

The Headship Team will ensure:

- Teaching and Learning is monitored regularly through reviews, learning walks, interim data, examination data and line management meetings. Co-planning is also monitored through attendance by HST Line Manager and quality assurance of minutes. Where teaching is judged to not be Securely Good, coaching and support will be put in place.
- Within school variability in teaching standards will be addressed through coaching, when identified through quality assurance, examination results or appraisal.
- There are effective appraisal systems for all colleagues.
- All colleagues have access to relevant CPD in order to develop and also have access to coaching.
- We provide in house quality CPD through our Professional Studies programme for new colleagues, trainees and NQTs; Journal Club; Middle Leader development; Staff Development Days; Professional Learning Groups; Coaching partnerships, lesson development.
- Colleagues and/or teams identified as requiring support will be given in house coaching. External support will also be made available if required.
- Colleagues are identified for Middle Leader and Leadership Pathway programmes. We also have a very supportive NQT and RQT programme.
- For our most at risk students, we will run Professional Around the Child (PAC) meetings to share information and best practice.