

TNS Draft Teaching and Learning Policy

1. Aims and rationale

The policy outlines the key strands of what we consider to be effective teaching and learning so as to ensure that:

- *students are challenged and supported to learn and achieve well;*
- *students display positive attitudes to learning within a productive learning environment;*
- *teachers have the highest possible expectations of all students;*
- *teachers have a secure and ever-developing knowledge of how students learn;*
- *teachers are supported in continuously improving their subject, curricular and pedagogical knowledge;*
- *teachers make good use of assessment to maximise students' learning;*
- *the roles and responsibilities of staff at all levels are clear, in terms of teaching and learning.*

2. Principles of Teaching and Learning

The Norwood School has adopted an evidence-based approach to develop an overarching framework for Teaching and Learning. This framework consists of four main strands, and eleven elements (see below):

STRAND	ELEMENT
Productive Classrooms	1 Supportive and productive classroom climate with high expectations evident
	2 Students' attitudes and behaviour
Knowledge For Learning	3 Use of subject and pedagogical knowledge for modelling and to maximise learning opportunities.
	4 Logical sequencing of the lesson with new knowledge introduced in small steps
	5 Opportunities for students to practise knowledge/skills
	6 Use of systematic approaches to supporting and embedding subject-specific literacy.
Challenge and Support For All	7 Level of challenge
	8 Extent to which all learners are supported, taking into account starting points and SEND needs
	9 Use of constructive feedback to provide support to the students
Questioning and Assessment	10 Quality of questioning; checking understanding and probing deeper thinking
	11 Use of assessment to provide helpful information to the teacher and learner

These strands (and accompanying elements) form the basis of evaluating and improving Teaching and Learning at individual teacher, faculty and whole-school level.

A more detailed exploration and exemplification of these strands are found in the [Norwood School Teaching and Learning Framework](#).

See below for exemplification of each element of the framework:

<p>1.1 Supportive and productive classroom climate with high expectations evident.</p>	<ul style="list-style-type: none"> - quality of the relationships between teacher and students. - show respect and sensitivity towards the individual needs, emotions - behave in ways that promote student respect for the integrity and authority of the teacher - Ensures students respect and pay attention to each other's thoughts, and feel safe to express their own thoughts - students cooperate with each other effectively - promotes positive student relationships and interactions - demand high standards of work and behaviour from all students - manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time
<p>1.2 Students' attitudes and behaviour.</p>	<ul style="list-style-type: none"> - embed and enhance learner motivation - giving clear instructions so students understand what they should be doing; - students' level of engagement is high. - Rules and expectations are clearly understood and accepted by all students. - Violations of rules are rare, but when they do happen are treated fairly and appropriately, and as consistently as possible - use praise and positive reinforcement to support desired behaviour - Minimises settling down time at the start of a lesson or after a transition - Ensures students get started on meaningful work straight away and work right up to the end of the lesson.
<p>2.1 Use of subject and pedagogical knowledge for modelling and to maximise learning opportunities.</p>	<ul style="list-style-type: none"> - strong knowledge of relevant curriculum tasks - able to generate varied explanations and multiple representations, analogies and examples for the ideas that are being taught - have good answers to questions that students may ask. E.g, 'Why is..?' and 'What would happen if...?' - solve the kinds of problems they must help students to solve, and to produce model answers that exhibit the skills and knowledge - know what knowledge and skills students must have already to enable this new learning - Know what kinds of gaps in underpinning knowledge might need addressing. - select learning activities that elicit diagnostic information about learners' thinking in the topic being taught. - use analogies, models and representations to help learners visualise the concepts and relate them to what they already know - Have more than one way of explaining or presenting the idea, and multiple examples and non-examples so that students get it. - design presentations and learning activities to anticipate and address misconceptions directly and explicitly
<p>2.2 Logical sequencing of the lesson with new knowledge introduced in small steps.</p>	<ul style="list-style-type: none"> - correct sequencing and planned reactivation of prior knowledge - lessons and delivery are structured to address misconceptions. - students given an appropriate sequence of learning tasks matching tasks to learners' needs and state of readiness

	<ul style="list-style-type: none"> - scaffolding and supporting to make tasks accessible to all, but gradually removing them so that all students succeed at the required level - modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge - Tasks must present an appropriate level of difficulty for each student: hard enough to move them forward, but not so hard that they cannot cope, - focusing on abstraction, generalisation and the connectedness and flexibility of ideas - prerequisite knowledge and skills are accessible and fluent when they are needed - build in opportunities for review to check this is the case recognise that complex tasks often require scaffolding presentations have concise, appropriate, engaging explanations that are just right for the students: neither too short nor too long; neither too complex nor too simple - pay attention to the 'cognitive load' it presents to their students: limiting the number and complexity of new elements; breaking complex ideas or procedures into smaller steps
2.3 Opportunities for students to practise knowledge/skills.	<ul style="list-style-type: none"> - giving students tasks that embed and reinforce learning; - ensuring that once-learnt material is reviewed/revisited to prevent forgetting - practice knowledge/skills used as a means to create success and a positive atmosphere around learning - Practice used to embed learning into memory and to improve skills - I do, we do, you do used to build independent practice to enable students to have confidence to transfer knowledge/skills - Ensuring students are practising the procedures regularly required to be fluent and accurate. - Students' practice is guided in early stages of learning and monitored. - Requiring students to generate answers and recall information from memory. - Requiring students to answer questions that go beyond simple recall. - Requiring deliberate practice of concepts learnt over time after allowing for forgetting.
2.4 Development of subject-specific literacy.	<ul style="list-style-type: none"> - prioritising the keywords to be taught and explored - Modelling use of keywords using I do, we do, you do. - Interweaves vocabulary within the teaching of concepts - Provides regular opportunities for students to practise using keywords
3.1 Level of challenge.	<ul style="list-style-type: none"> - Ensure high expectations by setting aspirational outcomes and not limiting what can be achieved - Model and encourage a growth mindset where challenge is positive. - generate or select learning activities that are appropriate for the level of challenge required - Make students think hard: Hard enough to move them forwards but not so hard that they cannot cope. - Provides support and scaffold to enable students to complete challenging work. - Extend students' thinking beyond simple recall - Tasks progressively promote deep rather than just surface level thinking - Encourage abstraction and generalisation so that students can think flexibly with ideas rather than just reproduction of facts or procedures.
3.2 Extent to which all learners are supported,	<ul style="list-style-type: none"> - Have a good awareness of students needs and use this knowledge to support students appropriately

<p>taking into account starting points and SEND needs.</p>	<ul style="list-style-type: none"> - Deploy explicit instruction; break down tasks into manageable chunks and model with clear explanations; - Ensure plenty of opportunities to practice - Regular use of encouragement and praise to engage and motivate students - Use a range of strategies to provide support and encourage pupils to be independent - Manage cognitive load well - Active interaction with SEND students with meaningful dialogue and opportunities for students to share their ideas. - Use worked examples at different levels to support a wide range of learners - Balance the concrete and the abstract based on the needs of students. - Deploy LSAs effectively, not as an informal teaching resource
<p>3.3 Use of constructive feedback to provide support to the students.</p>	<ul style="list-style-type: none"> - teachers use feedback to inform their decisions - understand and interpret the assessment result appropriately - Feedback to students are helpful to their learning - Emphasises or clarifies goals and success criteria to support students - Draws attention to gaps between the actual performance and desired levels of performance and clarifies next steps. - Where appropriate, prioritises written feedback on errors due to misunderstandings rather than mistakes due to carelessness.
<p>4.1 Quality of questioning; checking understanding and probing deeper thinking.</p>	<ul style="list-style-type: none"> - Elicit insights into students' thinking and allow misconceptions to surface. - Ask a good number of questions and check the responses of all students - Uses a balance between deeper questions and surface-level questions to check understanding. - Allows time for students' thinking and interact appropriately with students' responses. - Prompt students to justify responses, give further explanations or improve initial responses. - Encourages students to describe their thinking process and/or elaborate on answers. - Promote deeper thinking that enables students to connect ideas. - Encourages students to ask questions - Adapts teaching in the light of students' responses when necessary. - Ensures questions target the essential learning points and enables discrimination between those who know and those who don't yet know. - Provide opportunities for students to build on or challenge other students' responses.
<p>4.2 Use of assessment to provide helpful information to the teacher and learner.</p>	<ul style="list-style-type: none"> - use information from assessments to inform the decisions they make - pupils must be able to act on feedback - assessment tasks link to lesson objectives with clarity on what would indicate understanding - Assessments used to check prior knowledge and pre-existing misconceptions. - Monitors students' work during the lesson and routinely check for misunderstandings and misconceptions. - Uses assessment tasks that enable identification of common misconceptions. - Makes use of diagnostic assessments to confirm prerequisite knowledge is secure.

3. Roles and responsibilities

Teachers will:

- Ensure that they maintain up-to-date subject, course and pedagogical knowledge;
- Engage in mentoring and coaching processes to develop teaching;
- Demonstrate high expectations of all students;
- Introduce new knowledge in small steps within a logical sequence;
- Assess students systematically, in line with the school **Assessment Policy**;
- Establish a positive and productive learning environment for their students;
- Provide sufficient opportunities for students to practise, enabling them to remember more;
- Provide timely and impactful feedback that moves learning forwards;
- Plan effectively for the needs of all students, including those with SEND;
- To facilitate Independent Learning, as outlined in the **Independent Learning Policy**;
- Systematically develop students' literacy within their subject;
- Ensure all students are challenged appropriately;
- Liaise regularly and effectively with support staff to plan for the needs of students.

Support Staff will:

- Maintain an up-to-date knowledge of the range of SEND needs in a class and support strategies;
- Use knowledge of students' needs to support teacher planning;
- Be well prepared in advance of lessons to support students;
- Liaise effectively with class teachers to maximise the impact of support;
- Work with teachers to promote a positive learning environment.

Middle leaders will:

- Support teachers to maintain a productive classroom environment;
- Monitor and hold teachers to account in relation to the roles and responsibilities for teachers outlined above;
- Maintain an overview of teachers' strengths and areas for development;
- Ensure that the teachers are continually supported to develop;
- Ensure that schemes of learning are logically sequenced and regularly reviewed;
- Evaluate teaching and learning within the faculty;
- Contribute to the whole-school evaluation of teaching and learning through effective communication with the SLT;

SLT will:

- Ensure the implementation of the Teaching and Learning policy;
- Ensure a fully-resourced programme of CPD;
- Hold Heads of Faculty to account;
- Identify whole-school priorities for improvement and subsequent actions;
- Review the Teaching and Learning policy;
- Deploy staff effectively to improve Teaching and Learning;
- Communicate with governors and other stakeholders regarding the quality of Teaching and Learning.

Governors will

- Review and approve the Teaching and Learning policy;
- Ensure sufficient resourcing for high quality Teaching and Learning;
- Hold the SLT to account for the quality of teaching and learning;
- Ensure an up-to-date knowledge of the school's strengths and areas for development as regards Teaching and Learning.

4. Monitoring and Evaluation of Teaching and Learning (To be determined in discussion)

4.1. Heads of Faculty and Department

HOFs and HODs are the key drivers of improving teaching. They must:

- Formally observe each member of their team twice a year, using the agreed observation proforma, and offer developmental feedback;
- Conduct learning walks half-termly to generate evidence on specific strengths and areas for development in relation to an identified element (or elements) of the teaching and learning framework;
- Use the evidence from observations and learning walks to plan ongoing faculty CPD and instructional coaching;
- Collaboratively look at exercise books at least termly in faculty meetings, to improve curriculum implementation;
- Use evidence from exercise books during learning walks to identify trends;
- Facilitate peer observation of every member of their team to improve teaching. It is an expectation that every member of staff will observe at least two other teachers, and will be observed by two others, over the year.

4.2. The Quality of Education Team

The Quality of Education (Q of E) team comprises:

- Two Deputy Heads (Ivan O'Brien-Coker and James O'Sullivan)
- Two Assistant Heads (Anika Patel- Inclusion/ Kristian Galea- Teaching and Learning)

The responsibilities of the Q of E team are:

- To improve Teaching and Learning;
- To embed consistent use of the Teaching and Learning Framework;
- To build an ongoing picture of Teaching and Learning across the school, in relation to the Teaching and Learning Framework;
- To quality assure faculty and individual evaluations of Teaching and Learning;
- Provide coaching and development of teachers in specific aspects of the framework;
- Source relevant external experts to improve whole-school knowledge and practice;
- Keep abreast of new developments and current pedagogical thinking.

4.3. The larger Senior Leadership Team (SLT)

The larger SLT support the development of Teaching and Learning primarily through proactively working with the faculties that they line-manage. This will involve:

- Establishing a clear picture of teachers' strengths and priorities in the subject areas they line manage;
- Regular discussion of evidence on Teaching and Learning generated by the HOF;
- Supporting the HOF in planning improvements;
- Coaching the HOF towards confidently presenting evidence to external stakeholders;
- Undertaking joint learning walks with HOFs;

5. Feedback

Feedback on Teaching and Learning should always be timely, constructive and effective in bringing teachers forward in their practice. It should promote a collaborative approach to development where staff feel valued and supported to grow as teachers.

6. Appendix. (Lesson Observation Proforma)



The Norwood School Lesson Observation Form

Teacher		Subject		Observer	
Class		Date		Observation focus	
No. of students		Lesson context			
Strand	Element	Evidence of the quality observed/Developmental feedback			
Productive classroom	1.1 Supportive and productive classroom climate with high expectations evident				
	1.2 Students' attitudes and behaviour				
Knowledge for learning	2.1 Use of subject and pedagogical knowledge for modelling and to maximise learning opportunities.				
	2.2 Logical sequencing of the lesson with new knowledge introduced in small steps				
	2.3 Opportunities for students to practise knowledge/skills				
	2.4 Development of subject-specific literacy				

Challenge and support for all learners	3.1 Level of Challenge	
	3.2 Extent to which all learners are supported to learn	
	3.3 Use of constructive feedback to provide support to the students	
Questioning and Assessment	4.1 Quality of Questioning -Checking understanding -probing deeper thinking	
	4.2 Use of assessment to provide helpful information to the teacher and learner	

Feedback on specific aspects that will make the most difference to the teacher.

Strengths	
Even better if.....	
Recommended professional development focus	

Narrative of the lesson: