



Bowden House School

Part 1 -Teaching and Learning Policy

Part 2 – Procedures for the Monitoring & Evaluation of Teaching & Learning

2020/2021



For review by SLT & the school's Governing Body

Date agreed - 05 May 2020 – signed _____

Chair of Governors

Date of next review - July 2021



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1. Rationale:

This policy offers clarity about the expectations of teaching staff working at Bowden House School and what we see as best practice to develop teaching and learning across all Key Stages, thereby improving progress. It also exists to establish our expectations to promote consistency of practice within and between subjects, in order to create consistent and exceptional learning opportunities for students in every class. The Teaching and Learning Policy outlines our high expectations for the implementation of the aspirational Stage not Age curriculum we have created for all our learners and is underpinned by the expectation all teachers will robustly deliver and uphold the Teachers' Standards in their own practice. This policy should be applied and used in conjunction with the Marking and Feedback Policy, the Behaviour Policy and DfE Teachers' Standards.

2. Overview of Teaching and Learning Expectations

Every Lesson

- meet and greet at the door
- learning objectives referred to
- learning objectives displayed throughout the lesson
- Stage not Age books on desks
- effective Starter/ Settler tasks set out on desks
- effective Plenary
- Success indicators being covered clearly displayed and referred to
differentiated worksheets linking to Stage not Age for individual students, **printed on individual stage specific coloured paper**
- marking and feedback discussed, if appropriate - in line with policy
- Stage not Age Sticker Books and Progress Tracker completed.
- Points for Attitude to Learning given and discussed with students
- well-ordered exit routine

3. Aims:

This Teaching and Learning Policy aims to establish our expectations to promote consistency of practice within and between subjects to create a consistently, high quality learning experience for all students, irrespective of their starting point.

The expectations outlined in this policy aim to create a clear pedagogical approach to implementing a broad, balanced and relevant curriculum, that will motivate, and engage students. In addition, it ensures the impact of teaching and learning approaches enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences.

4. Planning and Preparation:

Teachers should endeavour to ensure that their planning allows for the following criteria to be met each lesson:

- **use of assessment in planning** – Success Indicators should be used to set tasks that are perfectly matched to students’ prior attainment
- **differentiation** - work should be pitched at a level that is appropriate to the individual. It is challenging. See section .
use of assistant teachers – assistant teachers should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs
- **opportunities to develop literacy, numeracy, and oracy skills** – teaching should include opportunities to develop reading, writing, oracy and numeracy skills that are highly effectively in delivery and cohesively planned as part of the lesson
- **use of strategies and tasks to engage students** - strategies and tasks should enthuse students so that they persevere when faced with difficult problems. Stimulating resources such as the use of ICT and e-learning can be used
- **pace and depth of learning** - the pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support
- **behaviour** – good behaviour management and the use of the Behaviour/Behaviour Management Policy should be clear in planning for individual students, where appropriate.
- **AtL** – time should be planned for attitude to learning feedback and points
- **teaching pedagogy** – good pedagogy will allow students to work both independently and collaboratively, using topics which are relevant and within students’ experiences.

Teachers are not expected to produce individual lesson plans for observed or unobserved lessons but are expected to provide “evidence of planning” over time.

5. Differentiation:

The whole of the Bowden House School curriculum is designed around a highly differentiated Stage not Age booklet. All the Stage not Age stages have different coloured paper associated with it and this should be used for all students with the correct colour paper. Differentiation needs to take place within the classroom using a wide variety of resources, teaching styles, classroom activities and support materials. These all make the curriculum accessible and allow all students to progress within their lessons. Staff need to be aware of the Special Educational Needs of their students and ensure that any teaching strategies recommended in the students ILPs is implemented into the lesson planning including the use of ICT equipment for some students.

6. Teaching and Learning expectations:

Teachers are responsible for ensuring the following in their classes.

- **progress** – ultimately, all students should make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this. This should all be updated in their Stage not Age sticker books
- **marking and feedback** - marking should be frequent and regular, providing pupils with very clear guidance on how work can be improved. Students need to be engaged in the process, as per the Marking and Feedback policy
- **assessment of learning during lessons** - the work for each individual student should be adapted in the light of any misconceptions that emerge through questioning or checks on student's work
- **presentation of student's work** – it is important that students are encouraged to present their work in an acceptable and presentable manner. Ensure that the title and date of all pieces of work are clearly labelled
- **target setting** – each student will have long, medium and short-term targets for all subjects which should be monitored and updated as they make progress and recorded at the back of the Stage not Age books
- **interventions** – teaching staff will use informed judgment from students' progress sheets to provide information to the Intervention Team for bespoke, targeted interventions, once a term
- **use of questioning** - questions should be designed to tease out students understanding so that the teacher is exceptionally aware of the degree to which they are secure in their knowledge and understanding. It will also allow students to demonstrate and recognise progress in their learning.

Classroom teachers are responsible for the progress of students in their classes, reflecting on their own practice and for their own professional development. This is achieved by: self-

evaluation of the quality and effectiveness of their own teaching and their classroom management.

7. Monitoring student progress:

There will be six monitoring sessions over the school year and these will be in the form of a data drop using BehaviourWatch. This should be used to inform planning, teaching and to support student's progress. Staff should inform the school's Raising Attainment Coordinators of student progress or underachievement. Annual Review meetings will require a detailed report on progress and attainment once a year for most students; for new students, an Initial Review will also require a written report on progress and attainment. Termly Reports are also required for Reviews or Planning Meetings for Looked After Children to show progress and attainment in English, Numeracy and SEMH. All progress needs to be completed at the back of the Stage not Age sticker books. Monitoring student progress will ensure they achieve well against prior achievement and similar groups nationally.

Mentors are responsible for contributing to and monitoring the progression and wellbeing of individual students who they mentor. They should also provide support and advice to those students both socially and academically.

8. Homework:

Schools have a statutory duty to provide homework. However, Bowden House School has a flexible approach which can be set on an individual or class basis.

Where homework is set, the teaching staff will ensure that:

- ◆ it is an integral part of the curriculum and is planned and prepared alongside all other programmes of study
- ◆ the learning objectives of homework tasks are explained to students
- it can be completed either after school or during Care time in the evening.
- ◆ it will be marked in line with the Marking & Feedback Policy
- the content and quality of completed homework is monitored and reviewed each half-term.

9. Learning environment:

The Learning Environment is both the physical space students learn in and the environment created by positive relationships built on mutual respect. All adults in the school are expected to model the values of the school. The learning environment should include:

- rich, engaging displays should be maintained outside of classrooms to promote the subject and show pride in the curriculum area and within classrooms to create motivational and engaging learning environments that support learning

- key subject terminology, success indicators and skills should be prominently displayed and referred to in teaching and where appropriate, student work displayed to model excellent effort and achievement
- students should show pride in their learning through the presentation of their work.

10. Spiritual, moral, social and cultural development:

School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching religious studies and citizenship through to sex and relationship education within RSHE and a wide range of extra-curricular and out-of-school activities. (refer also to the Spiritual, Moral, Social & Cultural Education Policy & the (RSHE primary & secondary policies)

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote students' self-esteem by valuing and rewarding their achievements
- encourage students to reflect on their learning and allow them to question and explore
- provide opportunities in and out of lessons for them to discuss and exchange views
- be supportive of those who seek faith or wish to strengthen it.

Moral development

For teaching and learning to be effective, students should adopt a shared moral code of respect. This moral code is taught through mentor time, assemblies and through the RSHE days three times a year.

- the necessity for and the importance of following appropriate rules and boundaries is vitally important in setting an orderly learning environment
- students are encouraged to take on responsibility for their own learning and for that of others through peer support, where older students share mentor times with younger students and through the junior sports leader award (JLSA).

Social development

As part of engaging lessons and activities, students are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other students by balancing individual and collective needs
- a readiness to celebrate others' achievements
- a feeling of mutual respect and tolerance
- a culture where students aspire to achieve!

Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions.

- in lessons and assemblies' students should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact
- further opportunities for the above should take place in extra-curricular activities.

11. Monitoring quality of teaching and learning:

In the first place it is the class teacher's responsibility to monitor and evaluate the quality of teaching and learning in their classroom. We aim to be able to make secure judgments of teaching and learning across the school, as well as monitor and evaluate progress of students during lessons and over time. We will endeavour 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. It is our intention to be able to identify group and individual training needs across the teaching and support staff.

The annual model for monitoring of teaching and learning is as follows:

- regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls
- full observation – three per year
- work scrutiny, 'book looks' – up to five per year
- there may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Performance management systems are in place that hold teachers to account for student progress in their subjects. If any lesson is observed that raises "serious concerns about progress/safety of students" then a support programme must be put in place. Please refer to our procedures for monitoring and evaluation of teaching and learning.

12. Continuous Professional Development

Bowden House School is 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
- help plan their own CPD in conjunction with their Line Manager
- attend weekly whole school CPD sessions, to develop their knowledge and understanding of developing practices within the school, focusing on key areas linked to school improvement priorities

13. Quality assurance and accountability:

Teachers should ensure they are familiar with the DfE teaching standards and related policies and use these to inform their practice in the classroom.

Line Managers will monitor the quality of teaching and learning for every member of their team. Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinization, wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes to give a broader picture of the success of teaching over time.

The Extended Leadership Team will monitor data and other information on the learning and progress of students and provide intervention and support where progress needs to be accelerated.

The SENCO will monitor the learning and progress of interventions lead by the wellbeing and interventions team as well as oversee the provision of extra resources and support to remove barriers to learning for students with SEND in order to accelerate their progress.

The Senior leadership Team will have overall responsibility to ensure that quality assurance and accountability of all staff following this policy is upheld and supported where necessary.

Part 2 Procedures for the Monitoring & Evaluation of Teaching & Learning

At Bowden house School, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards.

The annual model for monitoring of teaching and learning is as follows:

- regular learning walks – this may include a variety of formats such as ‘drop-ins’ with a shared focus, tours of the school or support calls.
fFull observation – three per year.
- work scrutiny, ‘book looks’ – up to five per year
- there may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

The sole purpose of these monitoring learning walks is to allow senior and middle leaders to evaluate the performance of their teams and monitor the progress of students within their charge for review, audit and planning purposes.

Observation can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

In this school, teachers’ lessons will be observed on three occasions during the academic year one per term. Extra observations may occur based on individual circumstances of the teacher (for example NQTs, staff in need of additional support, staff on development programmes).

Lesson Observations (including joint observations)

During the lesson:

1. teachers may expect to be observed for part of, or a whole lesson. Lessons will not be graded
2. the observer may need to talk to students or look at their work as part of the self-evaluation process
3. evidence: Stage not Age sticker book, “E-praise”, students’ workbooks and BehaviourWatch data, will be used as part of the monitoring and evaluation process and should always be available and provided by the class teacher.

Feedback:

- feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the lesson observation form.
- feedback will be honest and clear, setting strengths and areas for development
- 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
- measuring progress in the lesson and over time – use of student work scrutiny, tracking data, Student Voice
- judgements made about the quality of the teaching and learning will be based on the lesson expectations document and Ofsted criteria for lesson observation

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 will include - Stage not Age sticker book, “E-praise”, students’ workbooks and BehaviourWatch data, will be used as part of the monitoring and evaluation process

- senior and middle leaders will conduct Learning Walks as part of the self-evaluation process. They will also be used to quality assure school and department policies and will be recorded in self-evaluation documents (SEFs)
- Learning Walks will not result in lessons being graded
- written feedback is not normally given
- verbal feedback can be requested
- there will typically be short or no notice of Learning Walks
- where possible Learning Walks will have a focus, which will be given in advance.

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 students, evidencing the quality of education: teaching, learning and the impact of the delivered curriculum. 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 Marking and Feedback and Assessment & Target Setting policies.

- work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded in self-evaluation documents (SEFs)
- written or verbal feedback will be given
- there will typically be short notice of work scrutiny

Feedback:

- feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the work scrutiny form
- feedback will be honest and clear, setting out strengths and areas for development
- work scrutiny forms will be stored centrally to inform the T&L audit trail. If the work scrutiny is linked to a specific objective from your performance, you should be reminded of this by the scrutiniser.

Evidence will be:

- feedback – formative comments and advice/targets on each substantial work assessed with grades/levels where appropriate
- Literacy/Numeracy: Use of whole school literacy framework/numeracy framework
- progress: Do students learn from their mistakes and modify their work?
- challenge and expectation – books orderly with work complete, all work dated?
- presentation - high expectations of handwriting and presentation
- variety of activities/ resources to support learning.