**KEVI Northfield School for Girls**

**Teaching and Learning Policy: May 2022 – May 2023**



**KEVI NSG Teaching and Learning Policy: 2021-2022 (review September 2022)**

**Our Vision**

Teaching and learning that is fully engaging, relevant and fully inclusive for all abilities and needs. Teaching that builds knowledge and skills, prepares our pupils for the next stage and is delivered by passionate subject specialists that instil a love of learning. Teacher CPD and the processes of pupils’ learning go hand-in-hand. We therefore seek to develop a culture where teachers are encouraged to share best practice, constantly revaluate and develop their professional practice.

This policy will ensure that all staff members understand the key principles that create effective Teaching and Learning and can apply our Framework for Excellence to support all pupils in achieving their full potential. Teaching and Learning at Turves Green Girls School will determine how effectively our ambitious curriculum is taught and assessed within our subjects and classrooms.

1. **Key Principles of Effective Teaching and Learning**

Effective teachers have deep pedagogical knowledge of the subject they teach, understand the ways in which pupils think about the content, use successful principles of instruction and recognise the limits of pupils’ working memory and the capacity of their long-term memory. This policy aims to ensure:

• Teachers have deep subject pedagogical knowledge

• Teachers provide opportunities to review material

• Teachers support students to embed key concepts in their long-term memory and help them develop fluency

• Teachers have clarity of explanation and encourage appropriate discussion

• Teachers understanding the stages of practice

 • Teachers use modelling to aid learning

• Teachers ask effective questions

• Teachers provide quality feedback in lessons

• Teachers have high expectations of all pupils and deliver challenging work

• Teachers ensure vocabulary teaching is explicit

• Teachers teach pupils metacognitive strategies: how to plan, organise and monitor their learning

• Teachers set a positive climate for learning

• Teachers manage behaviour for learning effectively.

1. **KEVI NSG Framework for Excellent Teaching**

***A. Recall***

Opportunities for recall activities that provides a review of daily, weekly and monthly learning. This will include a repertoire of routines to support pupils build knowledge and apply it. Retrieval practice is shown to strengthen automatic recall and free up pupils’ working memory; pupils will need several interactions with information to store information in their long-term memory. Departments will adopt good routines at the start of all lessons.

***B. Explanation***

Teacher explanations will be shaped around what pupils need to think about in a lesson. Teachers will use a variety of methods to ensure that barriers to learning are brought down and pupils can access the knowledge and skills needed. Good explanations will have: brevity, clarity and relevance and used in conjunction with probing **questioning**.

***C. Literacy and ‘Say It Better’***

Over a series of lessons there will be opportunities for reading, including explicit opportunities to explore vocabulary choices (SAY IT BETTER) and to discuss. Reading skills are taught explicitly and modelled. All staff understand that they have a responsibility to encourage and support the development of good literacy skills.

***D. Modelling***

Teachers will use live modelling to provide powerful opportunities for pupils to watch and listen to teachers making their knowledge and application of their thinking explicit.

Teachers will also provide exemplars of excellent responses to tasks so that pupils can see what they are aiming for and how answers are constructed. **Questioning** is an important aspect of modelling and clarifying knowledge and understanding. Teachers are expected to ask effective questions of all pupils to support in their learning.

***E. Independent Practice***

Teachers will guide pupils’ practice, using scaffolding techniques (as appropriate) and follow learning signals to ensure a high success rate is obtained from the class. Pupils, when ready, are expected to practise and apply their learning in an independent manner. Independent practice produces overlearning in order to help pupils recall knowledge automatically.

***F. Feedback***

Teachers will be able to address misconceptions and check for clear understanding, whilst placing the onus on pupils to correct their errors and improve their work. Pupils will be encouraged to reflect on how to avoid errors and learn from mistakes. This is an important stage in developing metacognition and supporting pupils’ self-regulation. Pupils will receive timely and effective feedback in the following ways: 1. Responsive feedback during a lesson 2. Whole class feedback on class work and homework 3. Live modelling

 ***G. Behaviour for learning***

Teachers will know the pupils in their classes. This means being aware of individual specific needs, building positive relationships and recognising pupils’ self-worth. They will plan seating for each child, taking individual needs into account and plan for interaction between partners and in groups making explicit what effective group work looks like.

**Different subject areas will demonstrate all of these features in different ways. The way that this looks in each subject area will be outlined in the Curriculum Intent documents for each subject.**

1. **Roles and Responsibilities:**

**Teachers** should be given the opportunity & skills in order to develop. Performance Management & CPD underpin this process. **The Teacher Standards** provide detailed guidance on expectations. The headings are listed below:

* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Plan and teach well-structured lessons
* Adapt teaching to respond to the strengths and needs of all pupils
* Make accurate and productive use of assessment
* Manage behaviour effectively to ensure a good and safe learning environment

**Governors** to ensure the effective and rigorous implementation & monitoring of the policy and the overall quality of teaching within KEVI NSG.

**SLT to** have regard for the Teaching and Learning Policy in directing, monitoring & evaluating the curriculum, assessment & the school. To support teachers by providing access to both internal and external **CPD** that is specifically linked to their roles, responsibilities and / or Performance Management Targets.

**The Head of Dept. / Faculty** to have regard for school policies in planning, leading, monitoring & quality assuring the dept. / faculty using documents (SoW, SEF, DDP, SDP), & in the observation of teachers within the dept. / faculty.

**Teaching Assistants** to liaise with the subject teacher & SENDCO in supporting learning.

**Form Tutors** to support learners through structured form time activities.

**Learners** to engage in & take responsibility for their own learning, follow instructions, work to their best & be respectful to all.

1. **Support & Intervention Plans:**

When exam results are well below the Nat. Average, the school average or prediction, or when lesson observations / learning walks / Drop-ins demonstrate unsatisfactory teaching across a dept. / faculty / teacher the following steps are followed:

Step 1 – An Action Plan is drawn up detailing specific measures the Dept. / Faculty / Teacher will take to produce improvement. Action Planning will be led by the Head of Dept. / Faculty in consultation with HR & SLT Line Manager.

Step 2 – The impact of the Dept. / Faculty / Teacher Action Plan is measured by a Review. The Review has 2 outcomes:

a: The Review is broadly positive. This is shared with the Head of Dept./ Faculty / Teacher who will take appropriate action based on the findings. The process of support continues exclusively through the Action Plan for the rest of the academic year.

b: The Review highlights serious ongoing concerns that have not been tackled by the Action Plan. This outcome suggests systemic weaknesses within the Dept. / Faculty / teacher requiring a greater level of support & monitoring. This outcome leads to Step 3.

Step 3 – An informal support plan is drawn up by SLT in consultation with the Head of Dept. / Faculty / Teacher. This will last approximately 6 – 8 weeks It includes actions to be taken by the Head of Dept. / Faculty / Teacher, other post holders within the Dept. or Faculty & the means through which SLT will support. This plan is shared with the Dept. / Faculty or individual concerned.

Step 4 – A review of the impact & effectiveness of the informal support plan is drawn up by the SLT Line Manager. At this stage the Head Teacher makes a judgement:

a: The support plan shows that concerns raised by the Review have been comprehensively tackled & the original Action Plan will, once again, form the basis for continued support.

b: The support plan shows the Dept. / Faculty / Teacher is making improvements in the areas highlighted by the Review, & to enable the process to continue, a new informal support plan will be constructed for a further 6 weeks.

c: The support plan & / or other monitoring (Performance Management, ongoing poor pupil results, complaints from stakeholders etc), show that support, whilst continuing for the Dept. / Faculty / teacher, also needs to be individualised into Stage 1 of the formal capability procedure.

**Supporting & Linked Documents**

Several other whole school documents / policies feed into & support the Teaching & Learning Policy. These provide more specific guidance in certain areas and are designed to support good practice:

* Teacher Standards
* Marking Policy
* BfL Policy
* Special Educational Needs Policy
* CPD Policy
* Performance Management T&L Target(s)
* KEVI NSG Guide to Differentiation
* T&L Section of the VLE
* Whole School Lesson Planning & Observation Forms

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of the GB)

Date Agreed: September 2021 To be reviewed: September 2023