Teaching and Learning Policy

Ramsey Grammar School

Approved by:	SLT and Governors	**Date:** February 2023
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Contents

1. Aims

> Explain how we'll create an environment at our school where pupils learn best and love to do so

> Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school

> Promote high expectations and raising standards of achievement for all pupils in our school

> Involve pupils, parents and the wider school community in pupils' learning and development

> Promote pride in achievement, resilience in learning and a desire to succeed.

2. Our guiding principles

RGS Vision: Excellence for all

RGS Mission: "We strive to deliver excellence for all founded on the values expressed in our Way of Being. We aim to provide a secure, happy, friendly environment in which students are motivated to develop their full potential and to become independent learners. We seek to achieve this through the provision of a broad, balanced, challenging and creative curriculum. We aim to give students the opportunities that will enable them to achieve excellence and develop the essential academic, personal, and social skills they will require for the future."

Pupils learn best at our school when they:

> Have their basic physical needs met

> Feel secure, safe and valued

> Feel a sense of belonging to the group

> Are engaged and motivated

> Can see the relevance of what they are doing

> Know what outcome is intended

> Can link what they are doing to other experiences

> Understand the task

> Have the physical space and the tools needed

> Have access to the necessary materials

> Are not disrupted or distracted by others

> Can work with others or on their own, depending on the task

> Are guided, taught or helped in appropriate ways at appropriate times

> Can practice what they are learning

> Can apply the learning in both familiar and new contexts

> Can persevere when learning is hard

> Can manage their emotions if things are not going well

> Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school are a shared responsibility, and everyone in our school community has an important role to play.

This is how we will always create the above conditions for pupils' learning:

3.1 Teachers

Teachers at our school will:

> Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards

> Actively engage parents/carers in their child's learning via clear and consistent reporting systems, open communication with parents and teachers via the school bulletin and website and clearly communicating the purpose of home learning via the home learning policy

> Update parents/carers on pupils' progress via termly reports and produce an annual written report on their child's progress

> Meet the expectations set out in our behaviour, curriculum, home learning, SEND and assessment policies.

3.2 Support Staff

Support staff at our school will:

> Know pupils well and differentiate support to meet their individual learning needs

> Support teaching and learning with flexibility and resourcefulness

> Use agreed assessment for learning strategies

> Use effective marking and feedback as required

> Engage in providing inspiring lessons and learning opportunities

> Feedback observations of pupils to teachers

> Ask questions to make sure they've understood expectations for learning

> Identify and use resources to support learning

> Have high expectations and celebrate achievement

> Demonstrate and model themselves as learners

> Meet the expectations set out in the school's SEND policy.

3.3 Team and Subject Leaders at our school will:

> Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

> Sequence lessons in a way that allows pupils to make good progress from their starting points

> Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

> Drive improvement in their subject/phase, working with teachers to identify any challenges

> Timetable their subject to allocate time for pupils to:

  o Achieve breadth and depth

  o Fully understand the topic

  o Demonstrate excellence

> Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in behaviour, curriculum, home learning, SEND and assessment policies.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in behaviour, curriculum, home learning, SEND and assessment policies.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in behaviour, curriculum, home learning, mobile phone, SEND and assessment policies.

3.6 Parents and Carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment

- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress. These will focus on metacognition and retrieval practice which is proven to improve pupil outcomes.

Students often struggle with retrieval practice because they feel as though they already know the information. This makes it difficult for students to learn new material. In order to help students overcome this problem, teachers must provide retrieval practice opportunities throughout the year. By providing these opportunities, students will become familiar with the content and will retain the knowledge longer. Retrieval practice is a powerful tool that every teacher should incorporate into his/her teaching style. It helps students remember the information and allows them to apply the knowledge to new situations. (Please see Appendix A)

Our curriculum is designed to be balanced and rigorous, in order to maximise students' knowledge, as well as their cognitive and personal development. We continually work to provide coherence within and across subjects, while also mapping the curriculum vertically from Key Stage 3 to Key Stage 5. At RGS, we organise our curriculum around these key principles:

- Core Knowledge – each department ensures their curriculum is built on the substantive and disciplinary knowledge of their subject. This allows students to obtain foundational knowledge and also to engage in, test and question the key concepts within a discipline.
- Literacy and communication underpin the whole curriculum. We are particularly conscious of the role that literacy and vocabulary play in unlocking the whole curriculum. All staff are teachers of literacy.
- A spiral curriculum – for core knowledge to be learnt and abstract concepts understood and applied, students need repeated opportunities to revisit the specified knowledge and deepen their understanding.
- Entitlement – we believe that all young people have the right to learn what is in our curriculum; it follows that we have a duty to ensure that all of our young people are taught the whole of it. In ensuring that students acquire substantive and disciplinary knowledge, we are able to empower students, irrespective of background.
- Stability – we are not inclined to make frequent changes to our curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise, and we constantly build assessments and teaching materials to support the curriculum

5. Learning environment

When pupils are at school, learning will take place in appropriate classrooms, music rooms and ICT suites.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

> Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
> Posters of material pupils have previously learned about and can identify
> Accessible resources for learning such as books, worksheets and other equipment
> A seating layout that allows everyone to see the board and participate
> Displays that celebrate and support pupils' learning
> Meet the expectations found in the Display policy

6. Adaptive Teaching and Differentialtion

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

> Pupils with special educational needs and disabilities (SEND)
> Pupils with English as an additional language (EAL)
> Disadvantaged pupils

Student Services and Support (SS&S) is at the centre of our support for the learning and well-being of all students at RGS. Student need is assessed during transition and during the year a referral system is in place led by the appropriate Head of Year. This enables students to receive a support package specializing in high-impact provision.

SS&S creates an area within the school that focuses on support for all whilst driving forward an inclusive environment that ensures our vision of excellence for all is met.

We will do this by:

> Using support staff effectively to provide extra support or withdrawal if required
> Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
> Using ability groupings for certain subjects where appropriate
> Providing writing frames and word banks
> Please see our SEND policy and RGS COLI for further clarification on how we best support our students to achieve excellence for all.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Requirements for the Feedback

• Feedback should be diagnostic in nature and provide opportunities for the student to understand and apply feedback to improve their progress

•Feedback can be carried out in the forms of teacher feedback, teacher oral feedback, self-feedback and peer feedback.

• Formative comments should be given that show what has been done well and what still needs improvement and shows pupils how to improve their performance and move them on in their learning

• Over the course of a term when marked work is returned to a class time should be set aside to allow each student to respond to the teacher's comments and improve their understanding

• All teachers should have a common approach to feedback. Important and significant errors should be corrected Spelling, Punctuation and Grammar The following standard codes should be used across all subject areas

Sp = in the margin and the word underlined or highlight incorrect spelling. For spelling errors, students should be encouraged to learn their corrected spelling.

Gr= grammatical error

P = punctuation needed

// = new paragraph needed

Frequency of Feedback

• The type and extent of written feedback will vary from subject to subject, though Team and Subject leaders should ensure that all teachers complete the minimum assessed work requirement for their subject. Oral Feedback can be effective feedback and does not require additional notation purely for monitoring purposes.

• Marking that provides no constructive feedback is not required

• No ticking of work is required

•Live marking in a lesson can be efficient and effective to clarify the next steps in learning

Targets

• All students must have a clear understanding of what they need to do to improve after each piece of assessed work

At the end of each assessment, the teacher needs to Identify the strengths of the piece of work. Marking should be as encouraging and positive as possible

• Prompt specific improvement that increases progress.

9. Assessment, recording and reporting

Assessment is an integral part of teaching and learning at Ramsey Grammar School. We believe that, for students to make progress, we and they need to know where they are and where they are going to, and how they will arrive there. Marking and feedback at Ramsey Grammar School will be consistent with the principles of Assessment for Learning (AfL). Our assessment and marking processes will offer a good balance between this formative approach and providing summative information, ongoing feedback that supports the next stages of learning and making judgments about past or present attainment. We will track pupils' progress using a combination of formative and summative assessments.

Please see RGS Assessment policy for full details on our assessment guidelines.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders/heads of department and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting lesson drop-ins and learning walks
- Coaching pairings for staff for informal Teaching and Learning feedback in a supportive environment
- Reviewing marking and feedback
- Termly pupil progress discussions
- Gathering input from the school council
- Teachers will reflect on lessons and the evaluation that flows from this will inform future planning and practice.
- Team and subject leaders will continuously monitor members of their team both formally and informally/
- Teams will engage in the self-evaluation and review processes
- Whole school self-review and evaluation processes will gather evidence from students, staff and parents about their experience of teaching and learning. Findings will inform the school improvement plan.

At RGS we meet as a whole staff to discuss our Teaching and Learning vision and staff meet with each other to help coach each other through new techniques and practices. Staff CPD offers one of the most effective ways to improve student performance and develop a culture of excellence for our students which ties into our values and ways of being. We want to help teachers at all levels of experience continually improve the quality of their teaching and develop a CPD curriculum that addresses the development needs of individuals, departments, and the school.

11. Review

This policy will be reviewed every four years by the Senior leadership team and school staff. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:
- Behaviour policy
- Curriculum policy
- SEND Inclusion policy
- Home learning policy
- Assessment policy