

Teaching and Learning Procedures

Theale Green School



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1. Statement of Intent

Every Theale Green School student should experience some level of consistency in their lessons; this is the Theale Green Way. This means that our lessons all have similar features and students experience a level of similarity as they move from one curriculum area to another. Without doubt, we expect all learners to be challenged through quality questioning and being made to think hard. This will enable all teachers to help “Lift the Lid” for all learners and help our students reach above and beyond their expectations. We have a curriculum that enables all learners to achieve through our curriculum intent that is aspirations, coherent, enabling and supportive of all learners. We aim to deliver a high quality passionate curriculum, whilst supporting the development of the student, across the school and beyond.

2. Theale Green Aims

“When the Adult changes, everything changes...” Pivotal Education

This research underpins some of the basic expectations and aims of teaching and learning within Theale Green School. Our expectations of teachers and each other are:

- To meet all of the Teaching Standards and adhere to the ALET Professional Conduct policy
- To support all systems, policies and procedures with consistency and care
- To have high expectations of students and other staff, to inspire, motivate and help everyone achieve their best
- To uphold and demonstrate the Theale Green values of Hard work, Respect and Progress
- To develop and deliver a curriculum that is aspiration, enabling, coherent and supportive of disadvantaged and SEND learners
- To enable consistency so that every student, every lesson, every day experience high quality teaching and learning
- To support classroom teaching and learning with a clear and interleaved assessment procedure across the curriculum

3. Theale Green Lessons

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson. Staff are expected to deliver high quality lessons that support our learners through the Theale Green Way.

Every Student, Every Lesson, Every Day.

The Theale Green Way.

Positive and welcoming lesson start
Uniform checks
Challenging and appropriate DNA
Students thinking hard to 'Lift the Lid'
Challenging questioning
Knowledge of all students and their needs
Appropriate support & differentiation
Range of feedback
Response to feedback
High pride and quality presentation in all work
Literacy and numeracy considered
House points for above and beyond
Organised and calm lesson dismissal

The Theale Green School lesson and planning encompasses the elements from the diagram on the previous page. To exemplify this further, we expect the following to take place in lessons across the curriculum:

- Students to be greeted at the door and welcomed into the classroom
- Uniform to be checked on entry to the classroom/learning space
- Challenging DNA to be available for students to commence immediately (no lost learning time)
- Lessons are planned to Lift the Lid (regardless of ability)
- Knowledge of every student and their needs to be reflected in seating plans and planning
- Feedback and student response to follow the marking and feedback guidance, so that there is progress in student learning, through a mix of self, peer and teacher feedback
- Student work follows the marking and feedback guidance, so that it is well presented and completed with pride
- All students are made to think hard and respond to a range of challenging questioning
- Literacy is considered in planning and marked in line with the marking and feedback guidance
- Lessons end calmly with students being dismissed by the teacher, who offers positive conversation at the door
- Use of House Points to reward and engage students in their learning for going above and beyond

To support staff, we have high expectations of our learners so that **students will:**

- demonstrate the values of respect, hard work and progress
- participate fully in lessons
- strive for continual improvement
- support each other (and their teacher) so that all learn effectively

- take an active part in learning within and beyond the classroom through clubs and extra-curricular
- take pride in developing and applying their literacy and numeracy skills across the curriculum
- be enthusiastic, resilient and responsible in learning and improving skills
- take pride in their presentation of work
- respond positively to feedback and improve their work as a result of effective feedback
- rise to challenges, working collaboratively and supportively

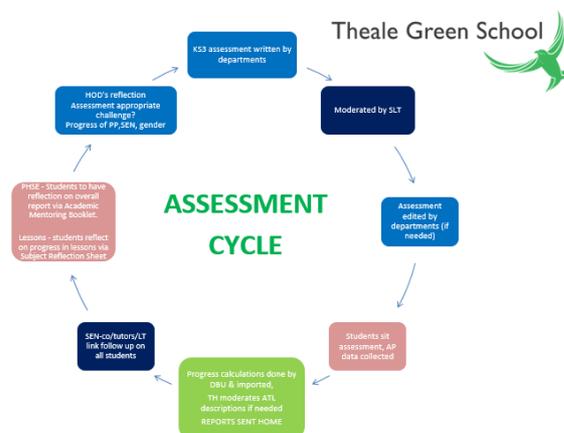
4. Assessment at Theale Green

Students have their work assessed regularly, through a mixture of self-assessment, peer-assessment and teacher assessment. Regular marking of books (or other forms of work) is fundamental to understanding the progress of students and should inform future planning. Teachers mark in a red pen and student response should be completed in a green pen, or for full rewrites it must be clearly indicated that students are responding to the marking and feedback

Every year group will have Key Assessment week three times a year where students will undertake assessments in all subjects. These assessments are on top of the mock examination periods for GCSE and A-level. The week following these assessments will be feedback week where teachers should dedicate learning time to go back over areas of weakness. Curriculum areas mark assessments using a standardised subject reflection sheet and use these in lesson time. Other assessment is marking, in line with the assessment framework, as required by departments.

At key stage 3 the assessments are holistic and standardised across the year group. A key feature of the assessments is they build on memory skills & provide an opportunity to recap prior knowledge built up over time. As a school we then calculate the progress students have made compared to students of comparable ability and this is reported home to parents. Staff are given clear underperforming students and departments are expected to undertake appropriate and timely intervention.

The assessment cycle is provided as clarity of the process.



All staff have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against individual target grades or progress percentages (KS3). This is reported to parents termly in interim assessments. All teachers will identify students in their class in need of additional support, including vulnerable groups such as pupil premium students, SEN students and the ablest. All subject leaders have the responsibility to monitor assessment across their department or year group, to analyse data using SISRA, to identify individuals or groups who are making less progress than expected, and to intervene where necessary to ensure students get back on track. Assessment KS3 sheets for underperforming students support this process.

5. Monitoring and Evaluation of Teaching and Learning

Review of teaching and learning is on-going and regular, and will involve:

- Up to three Lesson observations conducted by relevant LT or Line Manager
- Learning Visits
- Book Looks
- Appraisal Reviews
- Student voice
- Teacher Support Plan (where needed)

The point of reviewing teaching and learning is to enable:

- secure judgements of teaching and learning across the school
- monitoring and evaluation the progress of students during a lesson and over time
- to evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- to identify group and individual training needs across the teaching and support staff (CPD)
- to ensure consistency and help promote a positive and developmental culture

A Protocols for Lesson Observations

(including joint observations)

During the lesson:

- Teachers may expect to be observed for part of, or a whole lesson. Lessons are not graded.
- The observer will complete the Theale Green Observation form and feedback as quickly as possible.
- The observer may need to talk to a student or look at their work as part of the self-evaluation process.
- There is an expectation that the teacher class information folders will be available to look at, alongside other data such as SMHW reports, recent assessments or House Points.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the Theale Green lesson observation form.
2. An electronic copy is stored with the HR manager.
3. Feedback will be honest and clear, setting out clear strengths and areas for improvement. No grading is to be given.
4. Lesson observation will be recorded in the appraisal documentation and maybe shared with the relevant senior and middle leaders.
5. Relevant CPD will be offered as appropriate.
6. The AHT and HT will summarise the strengths and weaknesses after each observation cycle and set the next round of observations.

B Protocol for learning visits

(including senior leadership learning walks, joint learning walks and middle leader learning walks)

The purpose of the learning visit is to obtain a brief snapshot of the classroom in order to celebrate positive work with the students the reflect the school values. No hard evidence is recorded as part of the learning visit. Leaders can carry these out as and when they are needed.

During the learning visit:

- Teacher class information folder must be available with intent and seating plans
- No grading or written notes are made
- Feedback may be given at an appropriate time to the teacher
- Students may be spoken to and work may be looked at
- There will typically be no or short notice for learning visits
- Positive reward slips may be shared with students and emails sent home

C Protocol for book looks

(including classwork, homework, coursework, controlled assessment, internal exams, displayed work in classrooms)

The purpose of book look is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Book look is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment, curriculum intent and feedback.

During book looks

- Senior and middle leaders will conduct book look as part of the self-evaluation process. This may occur within lessons or as a sample requested.
- Books looks will be used to quality assure school, department policies and standard operating procedures.
- Written or verbal feedback will be given, often in the form of a detailed report. Department HoDs will receive copies of the reports. Other feedback, with more direction, may be supplied.
- Book looks are planned in the school calendar for notice.
- Book looks will assess books against the clear framework, as laid out in the staff handbook, and also involve student voice to help triangulate.

Evidence will be:

- Presentation of student work
- Quality of written feedback and assessment
- Quality of student progress and response
- Quality of Literacy and/or Numeracy
- Understanding of pride in student work
- Evaluation, not exhaustive, of house points, awards
- Student Voice (qualitative)

D Student Voice

This research information is used to capture feedback from our school community and inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at Theale Green School.

Student voice will take place in a variety of manners, from classroom level, department level to leadership level. It will be used for monitoring and evaluation of the Teaching and Learning Policy and may involve questions around

- Marking, assessment and feedback
- House Points and behaviour
- Home Learning
- Lesson Expectations
- School Values
- Curriculum Intent and Implementation

D Teacher Support Packages

When there is a need for underperformance against the national teaching standards, the leadership team may establish a support package for a teacher and/or department. This is focused around the teaching standards and is there to support and develop teaching and learning. This sits well within the Theale Green appraisal system and is an additional layer of support to raise teaching and learning. A TSP document will be established and shared.

6. Responsibilities

The Governors (Intent and Implementation) are responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of high quality lessons and for reviewing it at the appointed review date.

The Assistant Headteacher (Teaching and Learning) is responsible for leading the development teaching and learning across the school.

The lead practitioner is responsible for working alongside the assistant Headteacher to raise and support teaching and learning across the school.

Subject Leaders are responsible for ensuring the curriculum intent meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.