



## Ash Manor School

# Learning and Teaching Policy

<b>Governors' Committee Responsible:</b>	Experience
<b>Nominated Lead Member of Staff:</b>	SLT lead for Learning and Teaching
<b>Status &amp; Review Cycle:</b>	3 years
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Learning and Teaching is why we exist as a school. The aim of Learning and Teaching is to instill a sense of challenge, enjoyment and passion for learning that will equip our students to achieve their potential and raise their expectations as to what they believe they can achieve. Teachers who do this have a passion for their subject, make learning interesting and engaging and, very importantly, build positive relationships with their students.

We aim to ensure that every lesson is excellent. In order to deliver excellent learning and teaching we share some common beliefs that we have summarised in the Ash Manor 8. It is based upon eight elements of excellent learning that, irrespective of the subject, age or ability range we believe will provide students at Ash Manor with the best possible outcomes.

### Ash Manor 8

Positive beginnings	The teacher <b>creates an environment that allows the learner to focus on learning</b> . This could be through a number of methods such as but not limited to; greeting at the door, an established calm routine, engaging and challenging starter activities.
Engaging learners	Students are <b>committed</b> to their learning, know how to <b>study effectively</b> and do so. They are <b>resilient</b> to setbacks and <b>take pride</b> in their achievements. Relationships among learners and staff reflect a <b>positive and respectful culture</b> . The teacher has <b>high expectations for learners' behaviour</b> and applies these <b>expectations consistently and fairly</b> . This is reflected in learners' behaviour and conduct. Learners' attitudes to their education are <b>positive</b> .
Sharing clear objectives	The objectives are clear and are shared with students, referred to during the lesson enabling learners to reflect on their progress during the lesson. The lesson provides for <b>learners' broader development</b> , enabling them to develop and discover their interests and talent, including their <b>resilience, confidence and independence</b> .
A positive safe secure environment so the learner can focus on learning	The teacher <b>creates an environment that allows the learner to focus on learning</b> . The lesson equips them to be <b>responsible, respectful, active citizens who contribute positively to society</b> , developing their understanding of <b>fundamental British values</b> , developing their understanding and appreciation of diversity, celebrating what we have in common and <b>promoting respect</b> .

<p>Learning is sequenced to enable development of knowledge and skills</p>	<p>The teacher has an <b>excellent knowledge and understanding</b> of their subject(s). The teacher presents subject matter <b>clearly, promoting appropriate discussion</b> about the subject matter they are teaching. It is clear the lesson is <b>coherently planned</b> and is <b>sequenced towards cumulatively sufficient knowledge and skills for future learning</b> and employment. The work given to pupils, over time consistently matches the aims of the ambitious curriculum. The lesson contributes well to delivering the curriculum intent. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the <b>ambitious intentions</b> for the course of study and clearly <b>support the intent</b> of a coherently planned curriculum.</p>
<p>All learners achieve consistently highly</p>	<p>Learners develop <b>detailed knowledge and skills</b> and, as a result, achieve well. Pupils’ work is <b>consistently of a high quality</b>. Students <b>consistently achieve highly</b>, particularly the <b>most disadvantaged</b>. Students with SEND achieve <b>exceptionally well</b>.</p>
<p>Assessment is used to inform learning and allows the teacher to support learners to succeed in lesson</p>	<p><b>Learners’ understanding is checked systematically, misconceptions are accurately identified and provide clear, direct feedback</b>. They <b>respond and adapt their teaching</b> as necessary, without unnecessarily elaborate or differentiated approaches. The teacher <b>use assessment well</b>, for example <b>to help learners embed</b> and use knowledge fluently or to <b>check understanding and inform teaching</b>.</p>
<p>Learners demonstrate and reflect on their learning with confidence</p>	<p>The teaching is designed to <b>help learners to remember in the long term the content they have been taught</b> and to <b>integrate new knowledge into larger concepts</b>.</p>

### **Learning & Teaching Team**

This team has responsibility for the improvement of Learning and Teaching across the whole school.

The focus of the Learning and Teaching Team is to support every teacher to develop and improve their practice.

The team will play a significant role during the school observation process, whole school learning walks and whole school CPD; they will be at the heart of designing and delivering the CPD in Ash Manor School.

The members of the team are selected based on their excellent teaching and all bring different strengths to the team. All members are regarded as displaying best practice consistently.

The roles and responsibilities of the L and T team evolve as any academic year progresses to meet any need identified but the core focus of their work is to support excellent learning and teaching.

The work of the L and T Team supports every member of staff to be a better teacher at the end of the academic year, than they were at the start and to foster a reflective and collaborative approach.

### **Learning walks**

Learning walks are an integral part of developing Learning and Teaching across the school. The system is designed to support heads of departments in improving learning within their subject area, and allow teachers to see practice within and outside their departments. The departmental learning walks are led and managed by the Head of Department. The L and T team will work with HODs during the process and it will be a collaborative process focused entirely on supporting and developing Learning and Teaching. The learning walks outside the department will be led and managed by the L and T team, and again this is a collaborative process focused entirely on supporting and developing Learning and Teaching. There is an expectation that HODs are regularly conducting learning walks in their department and recording what has been seen, sharing the best practice and supporting where necessary.

### **Lesson Observations**

Rationale:

The aim of the lesson observation cycle is to:

- 1) Ensure that Teaching standards are being met consistently across the school
- 2) To provide teaching staff with diagnostic feedback and the necessary CPD to improve the quality of teaching and learning.
- 3) To promote the process of self-evaluation.
- 4) To provide teachers with written evidence to support their performance management reviews.
- 5) To minimise the administrative load and maximise the impact of the lesson observation cycle.

These will be formative only – not summative. This means there will not be a grade given to an individual lesson. The minimum expectation is that the teaching standards have been met. Staff will be expected to self-reflect on the lesson prior to written feedback given by the observer. Together, constructive and specific guidance will be agreed to help teachers to improve their lessons. Most staff will be formally observed once a year.

The lesson observations will take place throughout the half term of Spring 1 rather than one concentrated week. All teaching staff (including SLT) will be observed.

Staff will be informed of the day of their observation, but not the specific lesson, at least a week in advance. Lesson observations will normally last around 25 minutes and can take place during any part of the lesson.

Observations will normally be paired and be conducted by a combination of SLT, middle leaders and the Learning and Teaching Team.

Feedback meetings should be arranged in advance to try and ensure all staff are given verbal and written feedback within 48 hours. Staff are expected to attend the feedback session having first evaluated their lesson using the observation pro-forma and have questions to guide them on their self reflection. This is to enable the process to be as formative as possible and for the teacher to lead the learning and teaching discussion.

Lesson observations will focus on quality of learning and teaching matched against the school's expectations.

New members of staff will be observed after four weeks of working at Ash Manor. In these cases teachers will be informed of the specific lesson that is being observed.

The only documents teachers need to provide for their observers are a SISRA data sheet with class profile and a seating plan. Staff are able to provide any other additional data they feel would be helpful and a lesson plan if they wish.

If a teacher feels that lesson observation feedback has been unfair or inaccurate, then they can formally appeal the observation to the Headteacher.

### **Paired observations & feedback protocols**

The pairings may be with SLT/Lead practitioners/HODs/2ic & Line Manager or across Departments.

Though both teachers observe the lesson only one Observer Feedback Form needs to be completed. Both observers therefore need to discuss & agree on the feedback to be given, any areas of expertise or areas of development.

The feedback meeting should take place as soon as possible after the Lesson Observation and always within 48 hours.

One of the observers will be the Lead Observer (star on the Lesson Observation Timetable). Both observers should attend the feedback meetings.

The teacher will lead the discussion in the feedback meeting.

The lead observer ensures that the Feedback Form is complete and signed by the observed teacher and him/herself.

At the feedback meeting the observed teacher should be asked whether they agree to sharing areas of expertise within the school. This will be noted on the Observer Feedback Form.

At the feedback meeting the Lead Observer and observed teacher must sign and date the form.

The Lead Observer will give the teacher observed and the HOD a copy of the signed Observer Feedback Form. The signed original form is to be given to the SLT member responsible for Learning and Teaching. This will be used to analyse the lesson observations across the whole school and Departments. This analysis will also help identify teachers with areas of expertise across the school to share best practice.

### **Handbook**

The specifics of each years Learning and Teaching program will be communicated with staff through the school handbook.