



Queen Mary's Grammar School

Teaching and Learning Policy

Approved by the LGB, February 2020

The Principles

The School aims to instil a love of learning that will last a lifetime.

We recognise both the extensive learning that takes place in the classroom and the opportunities for learning that are offered by extra-curricular activities.

A good learning environment is created when students:

- participate actively in the lesson
- enjoy the lesson and are motivated by its content
- interact well with both the teacher and the other students
- develop confidence in their abilities

This policy details ways in which the School aims to create such a learning environment.

Effective Learning:

where learning is effective, students ...

- take an active interest in their studies and show a positive attitude to their studies through a high level of concentration
- participate in lessons and contribute positively to the class
- work independently or collaboratively as appropriate and encourage others through thoughtful behaviour
- take responsibility for their own learning and, increasingly as they move up the school, undertake independent research
- meet deadlines
- care about the presentation of their work
- communicate their ideas to others, offering comment and explanation
- acquire knowledge, develop understanding, practice skills and apply them in unfamiliar contexts, making connections with other work and subjects
- demonstrate, in assessments and tests, that they are performing at least as well as can be expected, including through self assessment
- feel that they are being valued by their teachers and that their personal achievements and progress are being recognised
- Are self reflective in recognising their own STAR targets and how to make progress towards them

Effective teaching:

where teaching is effective, teachers ...

- Show enthusiasm and passion for the subject they are teaching
- Make their lessons purposeful through carefully planned, well structured and properly paced lessons in order to inspire learning
- Allow for spontaneity and useful digression from their planned lesson
- Have expectations that are high for all and appropriate for individuals in order that progress can be made by classes and students
- Make the aims and objectives clear
- Ensure that all pupils are familiar with the demands of the course (the big picture) and are involved in each lesson
- Show innovation, imagination and creativity in preparing teaching materials
- Use a variety of teaching styles to take account of individual learners' needs
- Recognise the importance of developing reading, writing, communication and mathematics (RWCM) skills in task setting
- Make appropriate use of ICT to enhance learning
- Create a safe and positive learning environment which allows both silent individual work and group discussion
- Uphold fairness and show consistency in the use of discipline
- Set and mark homework regularly, annotating work with written comments, including targets for improvement and recognising the principles of AfL
- Follow up the non-completion of work
- Keep up to date and accurate records in mark books and submit attainment grades for reports in line with published deadlines
- Record STAR targets grades at the beginning of each year and make use of these in achievement tracking with students and for informing communication with parents with the aim of developing strategies for sustained improvement
- Develop positive and productive working relationships with students, recognising and praising their achievements where appropriate

The School will seek to ensure that these principles are embedded in the practice of the school by:

- Publicising aspects of the policy to pupils through assemblies and on notice boards
- Using the policy as the basis for an Induction session with all new staff
- Highlighting key features (as appropriate) in the annual School Development Plan
- Incorporating key features (as appropriate) in the lesson observation pro-forma used in the Appraisal Cycle (see Appendix 1).
- Observation of staff through the SLT Focus Weeks (see below).
- Teacher Talk meetings every two weeks (see below).
- Promoting peer review and visits through the Watch a Colleague scheme every term (see Appendix 2).
- Using as an agenda item for discussion in Curriculum Group meetings

SLT Focus Weeks

- SLT select a focus to frame a whole school enquiry into lesson observations. Potential foci include; behaviour for learning in KS3, Pupil Premium progress in KS4 etc.

- SLT decide which staff to observe and the time required to investigate the focus– this will determine the length of the focus.
- Staff are given one week’s notice of the observations. Lesson observations last the whole lesson (which allows for a more in depth discussion of T+L). Whilst the focus is important, it cannot be the only element of a lesson that is observed. Underpinning this are the well-established criteria of; Learning and progress, Teaching, Behaviour, Assessment to support learning.
- Feedback takes two forms: a ‘hot debrief’ on the same day to ease staff anxiety, then more detailed feedback within 48 hours which includes written feedback (see Appendix 3).
- SLT meet at the end of the focus period to review findings.

Teacher Talk Group – ITT, NQT, RQT and open to all other staff:

- This is a working party of teachers formed of colleagues who are newer to the profession (ITT, NQT and RQTs) as well as being open to more experienced staff. It meets every fortnight at lunchtime.
- The focus and purpose of this group is to help colleagues develop their classroom craft by discussing areas of pedagogical interest and educational research. Topics so far have covered retrieval practice, metacognition, responsive teaching and behaviour for learning.
- An emphasis is on giving staff practical strategies to take away and use in the classroom. See appendix 4 for an example of presentations used in this.

Instructional Coaching Group:

- This group was first formed in Sept 2019 to encourage the growth of a coaching culture amongst the teaching staff. In 2019-20 it consists of 3 coaches and 7 coachees.
- The coach and coachee meet on a regular basis and this can take the form of lesson observations, feedback sessions, as well as the sharing of resources and ideas. The focus is very much on providing strategies to help colleagues continue to improve their practice with a teaching and learning expert.
- The first term’s focus is on Behaviour Management, followed by Instructional Strategies, with the final term looking at Assessment in the Classroom.

The policy will be reviewed annually by:

The SLT
The LGB

Appendix 1: Aspects of the appraisal paperwork used to highlight teaching expectations

(a) Teachers' Standards Self Assessment Appraisal Pro Forma

Teachers' Standards	✓	Summary of self assessment Please indicate from where evidence might be drawn. There is no need to write out anything at length. In most cases a few words will suffice (Mark Book / Planner / Review of Results / Student questionnaire feedback etc)
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all background, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
<p>2. Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • plan teaching to build on pupils' capabilities and prior knowledge • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study 		
<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 		
<p>4. Plan and teach well structured lessons</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		

Teachers' Standards	✓	Summary of self assessment
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; & be able to use and evaluate distinctive teaching approaches to engage and support them 		
<p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 		
<p>8. Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being 		

(b) Teachers' Appraisal classroom observation checklist

Date:		Class:	
Reviewer:		Reviewee:	

	Satisfactory (ie Standard met)	Further development
<p>The extent of pupils' learning and progress</p> <ul style="list-style-type: none"> • The extent to which pupils acquire knowledge, develop understanding and learn & practise skills • The level of pupils' enthusiasm and interest in their work • How effectively pupils work; including their diligence and the pace at which they work • The progress made by pupils in the lesson 		
<p>Pupils' behaviour</p> <ul style="list-style-type: none"> • The extent to which pupils' behaviour contributes to learning and helps to ensure time isn't wasted • The responsibility demonstrated by pupils when asked to work on their own or in small groups • Pupils' individual and collective response to the expectations set by staff • The self-discipline exercised by pupils and the resulting learning atmosphere in the lesson 		
<p>The quality of teaching</p> <ul style="list-style-type: none"> • The extent to which effective teaching secures pupils' learning & progress • The level of pupil motivation and engagement in the lesson • The contribution that teacher's subject knowledge makes to pupils' progress • The use that is made of learning resources to enhance learning 		
<p>The use of assessment to support learning</p> <ul style="list-style-type: none"> • The extent to which regular assessment informs planning to meet the needs of the pupils • The quality of marking and dialogue between the teacher and the pupils • Evidence that pupils know how well they have done and what they need to do to improve • The teacher's monitoring of pupils' work during the lesson and how the lesson is re-shaped as a result 		

Observer comments

Teacher comments

Appendix 2 – Watch a Colleague scheme to encourage peer visits/observations

QMGs Learning Community

"Keeping teaching and learning at the heart of everything we do"



Watch A Colleague

Rationale:

- Peer visits are a great tool for self-reflection. When observing a practitioner during everyday practice it can help identify the observers own strengths and weaknesses through self-reflection.
- It can help the observer learn new skills.
- It creates an environment of mutual respect and of continuing development between staff.
- It involves a process that is i) personal to the member of staff ii) flexible – it is based round staff timetables and work load iii) not imposed from 'above' – this is a voluntary scheme from both the perspective of the observer and ~~observee~~.

The Process:

- 1) Staff will be given 1 'pass' per term which will allow them cover for their own lesson in return for going to watch another colleague. This can be done at the time of choosing of the teacher based on their own timetable and the timetable of the member of staff they want to watch. It is the decision of the member of staff as whether to use the 'pass' or not.
- 2) Colleagues should contact the teacher to be watched with plenty of notice (at least 1 week) and confirm that the visit is ok to go ahead. There may well be an agreed focus point to create a clear purpose.
- 3) The teacher who is carrying out the peer visit should contact AGK and Maureen ~~Stevenson~~ to confirm that cover is available for the chosen day and period. Once this has been confirmed the lesson visit can go ahead as planned.
- 4) During the visit, the observer should fill in the relevant 'Watch a Colleague' form. This is a very simple and quick process just requiring the observer to record 2/3 positive areas of practice and how this will impact on their own teaching.
- 5) Once the visit has taken place there should be a brief discussion between the relevant colleagues based round the area of focus. A copy of the completed 'Watch a Colleague' form should be placed in AGK's pigeon hole.

Ideas for use:

The visit should be seen as a great opportunity for professional development that can be used in a number of ways:

- A visit based round an area of pedagogy – e.g. questioning, stretch and challenge etc. The Yellow Pages should be ~~utilised~~ to facilitate this.
- A visit based round a dept. focus – e.g. a focus on assessment and marking at KS4.
- A visit based round a formed triad/pair – staff can carry out mutual observations around a joint area of need/focus.
- Observations of a particular class and/or pupil – this can help in terms of behaviour management and routines that are established.
- Use visits to develop an area of practice identified in a performance management target or of personal interest.

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'Watch a Colleague' Proforma

Observer:	Observer:	Date and lesson:
Focus (if any):		
Please note down 2 or 3 areas of good practice identified during the visit and how you will use it in your practice.		
1)		
2)		
3)		
Signature of observee :		

Appendix 3 - SLT Focus Week observation proformas

Member of staff:	Date of observation:	Period:
Class:	Subject:	Observer:
Focus:		

<u>What went well:</u>	<u>Even better if:</u>
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<u>Suggested follow up:</u>

<u>Teacher comments:</u>

Appendix 4 – example of a Teacher Talk Presentation

Teacher Talk 6 2019-20

“Keeping Teaching and Learning at the heart of everything we do.”

1

2

Aims of the session

- To look at the potential benefits of exemplifying 'great work' and 'expert thinking'.
- To look at some practical strategies for how this can be achieved in the classroom.

3

So what is 'Responsive Teaching'?

- "blends planning and teaching, based on an understanding of how students learn from cognitive science, with formative assessment to identify what students have learned and adapt accordingly".

4

Show students what great looks like – exemplify!

Check what students have learned in a lesson

Find out what students are thinking in your lessons

The key elements of 'Responsive Teaching'

The power of feedback – both written AND verbal

Effective curriculum planning – sequences of lessons

5

Exemplify! Exemplify! Exemplify!

- One of the **biggest challenges** – providing **specific examples of success is critical**. Students need to know what success looks like before they can achieve it.
- Teachers often don't have it clear in their heads what success looks like. **Notions of quality are often vague and tacit**. (Sadler 1989).
- Exemplars and examples** are the only way to pass great thinking/work on to pupils (Christodolou 2017).
- Studying worked examples with pupils has a powerful effect but **pupils have to engage** with them for them to work. Merely being exposed to great work is not enough; why is it great?! Should be studied alongside pupils.
- Live modelling** a model response is effective in giving feedback to the whole class.
- Sharing what success looks like will also **improve pupil metacognition and increase their motivation**

6

My own journey....

- The subjective nature of History

L5: Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. 25-30

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Check lists...

Criteria	Present?
Sound structure	
Correct evaluation criteria being applied	
Effective and fluent deployment of source details	
Integrated use of contextual knowledge	
Balanced response	
Supported judgement on value of sources	
Articulate, sophisticated written style with minimal SPaG errors	

8

Live modelling

- Its hard!
- Explain the thought process down to the minutest detail!

9

Exemplar answers peer assessment

Look at a top, middle and bottom.

Show them your thinking – in detail!

10

When assessing the content of sources its value is clearly enhanced by the fact that it offers an insight into both the positive and negative impacts of Thatcher's economic policies, giving quite a balanced interpretation. It makes mention of the "...tougher regions..." as well as the fact that she "...prevailed over..." some weaknesses in the economy. A study of the facts would certainly agree: despite a raft of monetarist policies including a reduction of income tax rates to 30% and a reduction of £900 million in public spending, unemployment continued to rise throughout the decade, combined with a stubbornly high inflation rate. This gave rise to the "...economic and social pain..." mentioned, such as increased inner city poverty and social disparities which manifested themselves in the 1981 riots in South of Liverpool and Brixton in London. Yet by the same token, it acknowledges that many of the negatives were all ready in motion. Certainly, Thatcher inherited significant economic challenges on becoming Prime Minister in 1979, not least of which was rampant inflation (29% in 1975), and a workforce that was both bloated and unproductive giving rise to large government subsidies of 'zombie' enterprises such as British Leyland. The accuracy of this point in its content does suggest a high level of validity. Perhaps the greatest strength of its content, however, is that its portrayal of events seeks to place the impact of Thatcher's policies in their historical context, especially in reference to the "...polarisation..." of society which was already underway. This fair analysis certainly increases our confidence in the value of the source.

In a similar fashion, the tone used in 8 is fairly factual, with negative connotations such as "...dislocated..." and "...inequality...". On their own these may give rise to a feeling that value is weakened, but the source's ability to account for some of Thatcher's worst excesses in a fair and to the point manner, certainly boosts the value significantly. The greatest criticism we can level at the source's value is its narrow emphasis and focus on the social impacts of her policies which would have been acutely felt in the old industrial of the north, the Midlands and South Wales. The provenance, does serve to increase its value immeasurably further as a left leaning journalist could be expected to lambast her policies. His ability to put things into the "historical" processes that were already occurring before 1979, is therefore a strength. This is further aided by the fact that he writes in 1982, when he would have been recovering from the labour disappointment of election defeat. At such an emotional time, his balance is commendable.

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My next task...

- Exemplifying other pupils great work/thinking rather than my own.
- Visualiser?

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