



Queen Mary's Grammar School

Teaching and Learning Policy

Approved by the LGB, February 2021

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.

Teaching and Learning Good Practice Leads:

- 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.

- In 2020-21 two new 'Teaching and Learning Good Practice Leads' positions were created. Working alongside the Assistant Head with T+L responsibilities, they will conduct an area of action research to aid vulnerable learners alongside coaching colleagues.
- These post-holders, alongside the Assistant Head with T+L responsibilities will coach 6 colleagues. There is a plan to expand these posts to 4 in September 2021 and then 6 in September 2022.

Educational Technology Coordinator:

- This position was created in January 2021 and acknowledged the current and long term benefits of strengthening the school's approach to using technology in education.

Remote Learning Statement:

- This document (Appendix 5) outlines the school's approach to remote education during the Coronavirus pandemic. It was created in Sept 2020 and updated in Jan 2021 and meets DfE guidelines and expectations.

The policy will be reviewed annually by:

The SLT
The LGB



Queen Mary's Grammar School: Remote Learning Statement

Rationale:

In line with DfE requirements (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>), Queen Mary's Grammar School recognises the importance of high quality, consistent remote education where required during the Covid-19 pandemic. In the longer term, the School also recognises the benefits of establishing a blended learning curriculum.

Principles:

Our approach to Remote Learning is governed by the following key principles;

- Pupils working remotely will still have full access to our broad, balanced and challenging curriculum, roughly following their daily timetable.
- Remote education will be well sequenced, following the in-school curriculum intent offer for all subjects, giving students access to high quality remote learning resources including teacher support.
- Our remote offer will be the equivalent length to the core teaching pupils would receive in school.
- Recognition of the workload implications on teaching staff who are still offering in school education whilst offering remote education.
- Our remote learning is conducted using Microsoft Teams.
- Keeping children safe through adapting our Safeguarding policy for remote education. Please see separate document.

Procedures:

In the case where a whole class/year group are receiving remote education;

- Work set should follow the class timetable for the time the group is off. The amount of work set should be approximately in line with the amount of lesson time for that subject, bearing in mind that it often takes students longer to work through work remotely.
- Work set should all be via the Teams assignments function - to allow parents to see this in the weekly email digest. Students should be given a reasonable length of time to complete this.
- If the work set remotely would not normally be formatively marked in a classroom scenario, then there is no expectation for it to be marked online in detail. However, teachers will check that work is being submitted via the assignment function.
- Teachers may make use of self-marked formative assessment where possible.
- Where there are concerns about the amount or quality of remote work from a student, teachers will contact the Head of Year.
- Staff will make themselves available during their timetabled lesson slots to support pupils via the Teams 'conversation' function.
- Live, synchronous remote learning will compose of at least 1/3 of the timetabled time for each subject. This could take many forms; live delivery of subject matter, a question and answer session, or being available online to verbally interact and/or support pupils.

In the case where an individual or individuals from a class are receiving remote education;

- Staff will make all lesson resources available on MS Teams and communicate this
- There is not an expectation to set assignments for these individual students, but the completion of work will be checked once the pupil/s have returned to school.
- Students have self-nominated 'work buddies', to communicate with each other over work issues.
- Teachers will make themselves available online to offer support to pupils if needed.
- Some teachers may also 'live stream' lessons according to the normal timetable and allow those pupils working remotely to access them. However, this is not a school expectation.

In the case where the school is forced to close and the entire student body receives remote education;

- All students will receive assignment work, following subject curriculums, on MS Teams following a clear timetable.
- Teachers will offer support to pupils either in the form of 'live' synchronous learning or being online at specified times.

What are the school's expectations regarding pupil engagement with remote learning?

It is vital that pupils fully engage with remote learning, to minimise the impact of their absence. To this end we expect;

- Pupils to complete and submit all assignments set within the deadline set by the teacher.

- Pupils to 'attend' any live synchronous learning events offered by teachers , as long as they are fit and well.
- Pupils should let staff know in advance if they are unable to meet the above expectations.
- Any concerns staff have about student engagement will be communicated to the relevant Head of Year. The school will contact parents and students where these concerns have arisen.
- Parental support can also play a key role in ensuring their child works effectively, by setting clear routines and minimising distractions at home.

What should parents do if their child is struggling to access remote learning?

QMGS recognises the importance of online and technological access in order to facilitate remote learning.

- Where students are encountering temporary issues accessing remote learning, they should contact relevant teachers and the Head of Year/Form Tutor to make them aware.
- Where students do not have access to a device and/or internet access at home, they should contact the school as a matter of urgency. We will do our best to support pupils where this is an issue.

How will the school help pupils who need additional support whilst they are working from home?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways;

- The SEND and Pastoral Team will continue to "check in" with SEND pupils to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND pupil support plans.
- Parents should be aware of the remote education resources available with Oak National Academy. There is specialist content for pupils with SEND which covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This may complement the other remote education resources set by the subject teacher. <https://classroom.thenational.academy/specialist>
- We can provide printed resources, such as worksheets for pupils who do not have suitable online access. Please ask.

Who is responsible for monitoring the quality of remote education?

Heads of Department are responsible for monitoring the quality and setting of remote education. This will be further monitored by the Headmaster, with the support of the Assistant Head with Teaching and Learning responsibilities.