



Teaching & Learning Policy

Policy Name:	Teaching & Learning Policy			Review Date:	3 Years 12/09/2022
Presented to the Achievement and Curriculum Committee:	Date: 12/09/2019	Adopted by the Full Governing Body: 12/12/2019	Date: Revised 09.07.2020	Chair of Governors Signature:	

TEACHING & LEARNING POLICY

RATIONALE

Students are entitled to experience a high standard of teaching which in turn results in academic success and a lifelong passion for learning. The school recognises not only the breadth of the curriculum but also the values of students experiencing a range of teaching styles and approaches as this variety will better prepare them for the people they'll encounter in the wider world. However, what this policy intends to do is establish the set of non-negotiables that underpin teaching practice in every teaching space at the school. It is underpinned by evidence-based practice and is, as a result, constantly under review and refinement in line with both internal and external pedagogical research.

PURPOSE

The purpose of this policy is to clearly outline the principles of practice that every teacher will adhere to and base their lesson planning around. This commonality of approach will ensure that teachers are delivering knowledge and generating learning experiences that are fundamentally grounded in evidence of 'what works'. The policy is principally underpinned by Barak Roshenshine's 'Principles of Teaching' which have been adapted to suit a process of learning.

GUIDELINES

The Process of Learning

Review

Reviewing previously acquired knowledge or the knowledge associated with expression and utilisation of skill is an important part of teaching. Embedding previously learned material is achieved through regular recall. Deeply embedded learning facilitates the connection of new material as working memory is freed up to assimilate new material and connect it to prior learning. As a result, teachers will:

- Use low stakes tests to ascertain the amount of knowledge students have retained and to practice recall to help support commitment of this knowledge to the long-term memory.
- Provide dedicated improvement and reflection time (DIRT) to enable students to not only revisit prior learning models and processes, but make corrections based on formative assessment feedback
- Use formative assessment to instigate conversations that explore prior learning and provide opportunities to connect new learning

Question

Skilful questioning allows the teacher to understand how well the new material is being learned. It allows teachers to identify misconceptions at an early stage and correct them. It is important to use questioning to measure content, not confidence.

- Over the course of the lesson the learning of all students is assessed through skilful questioning that directly and indirectly quizzes the acquisition of knowledge and the application of skill
- Careful attention is paid to ensure that if not all, then a variety of students from different learning groups are targeted through questions to uncover the effectiveness of learning across the ability range
- A culture of conversation and dialogue pertinent to the exploration of new learning is skilfully developed by the teacher using questions to prompt discussion

Model

New material is presented in new steps and built on, where appropriate, existing knowledge or 'schema' in the long-term memory. Modelling is used effectively to help clarify the specific steps involved in the application of learning. Scaffolding is the most effective form of differentiation to provide equity, not equality in the expectations we have of our students.

- Teachers demonstrate worked examples and provide initial support to enable students to develop the skill necessary to complete more complex tasks
- Learning Intentions slides are used in each lesson to provide clarity as to the learning process within the learning, provide transparency to the expected outcomes and success criteria and clearly identify how the lesson links to the wider field of knowledge and/or assessment criteria
- The skill of applying knowledge or technique to a particular task is rehearsed and demonstrated both for and by the teacher and students

Practice

The learning of new material occurs when students are exposed to it in a range of different circumstances, formats and elaborations. Time for this is built into curriculum models with interleaving a trait of effective cognitive learning. Independent practice is expected within all subjects where students' understanding of new knowledge and skills are 'over learnt'. As a result, new material is recalled automatically.

- Teachers guide students to practice the application of their learning in a variety of different contexts and constructs
- Assessments are used as refined and effective tools for students to apply their learning and consequently identify misconceptions and or gaps in learning
- As part of a programme of study, knowledge organisers may be used to support the structuring of knowledge into schema and enable learners to see the wider context within which they are learning
- Homework is set regularly to provide opportunities for students to put their learning into practice and/or develop new learning in advance of forthcoming lessons. This 'flipped learning' approach is inherent in all key stages but a strong feature in KS5 teaching
- Students can articulate with absolute clarity their current level of achievement and the next steps they need to improve their practice and level of achievement

FEEDBACK & MARKING POLICY

RATIONALE

Assessment and feedback are essential aspects of teaching and learning. They serve to maximise progression, achievement and success whilst simultaneously are transparent and actively engaging with by students. Feedback and marking are tools to empower students to take responsibility for their own learning and drive it forwards.

PURPOSE

- To provide absolute clarity for all stakeholders around the values and beliefs underpinning our approach to assessment, marking and feedback at Queen's Park High School.
- To clearly outline our expectations in relation to assessment
- To guide and inform all stakeholders to ensure a consistency of practice and experience across all subject areas.
- To guide assessment practice to support all learners from all key stages to make progress
- To promote our Prepared, Engaged and Respectful principles through the shared accountability of engagement with teacher feedback.

PRINCIPLES

- Assessment, marking and feedback must be used to secure and maximise progress for all students
- Teachers must plan for assessment to consolidate learning, identify gaps in knowledge/skill, shape the delivery of future teaching and empower students to take an active responsibility for their own learning
- To balance the purpose of assessment against the practicalities of teacher workload and to ensure a fairness and parity of expectation across the school

GUIDANCE

Formative Feedback

- Teachers will provide regular formative feedback to students making it clear what they have done well and how they can improve (actions).
- When required, feedback will reference errors in literacy and the presentation of work which falls short of our expectations
- For each subject in each key stage a student will receive formative feedback from their teacher at a frequency of no less than once per eight lessons. This applies equally to shared classes where teachers will need to arrange giving feedback so that the frequency of once per eight lessons is maintained
- Teachers will, as appropriate, dedicate time for students to act on feedback. This may include re-writing responses, additional questions
- Students will write in green pen when responding to teacher feedback


- Subjects that are more performance practical based and which do not use exercise books will provide formative feedback by the most appropriate means and teachers of these subjects will be expected to demonstrate how they are recording progress of learners at the same rate of all other subjects
- Examination course guidelines with specific prohibitions relating to the frequency and type of feedback are not overruled by this policy, but whenever possible this policy represents the default position of the school in terms of marking and feedback

Assessment of Learning Assignments

- The frequency of these assignments is determined by the subject team and serves to assess key knowledge/skills learnt up to a point in the curriculum
- When an ALA is carried out, the cover sheet must be stuck into exercise books, or in KS5 subjects where books are not used, on the actual test papers which should be kept in student folders
- An ALA counts as teacher assessment and supersedes the need for a formative assessment as part of the 8 lesson cycle
- When an ALA is conducted, presentation and literacy must be addressed in both the assignment and preceding piece of written work in the student's book to ensure issues relating to these are consistently addressed
- As with formative assessments, students will respond to action points set by teachers in green pen

Recording Progress

- Teachers will be responsible for keeping an up-to-date record of student progress in an online mark book. This may include raw scores from low stakes testing, ALAs, mock examinations and homework
- As with any hard copy, teachers will be responsible for ensuring that mark books are kept up to date for example, when a new student joins the class, their name is added to the spread sheet
- Curriculum Team Leaders will work with teachers to use the data in the online mark books to identify under-performing students and initiate intervention planning as appropriate


Menu	Feedback
The teacher will...	The Student will....
<p>List common areas for improvement including technical errors and misconceptions. Then direct students towards personalised area.</p> <p>Challenge Option – encourage students to identify their own areas for improvement.</p>	<p>Produce improved response based on the target they have been directed to.</p> <p>Read through 4 different feedback comments to identify which is associated to their work. Improvement response.</p>
<p>Use a photograph/model answer to display a successful response or a response which requires improvement.</p> <p>Teacher guides whole class verbal assessment.</p>	<p>Record areas of strength and areas for improvement based on success criteria/mark scheme. Annotate photograph/model.</p>
<p>At the end of a piece of work... provide one strength // and one area for improvement.</p> <p>T</p>	<p>Next lesson, student responds to area for improvement by 'closing the gap'.</p>
<p>Creates a question and analysis sheet and endorses or suggests further improvements.</p>	<p>Will RAG rate their own responses and write a 'how to improve comment.'</p>
<p>Checkpoint questions marked using a tick / or x</p> <p>Targets/further questions set based on students responses.</p>	<p>Complete questions and improved response.</p>
<p>Use QR Code to provide verbal feedback, print out code</p> <p>for individual students.</p> 	<p>Students will scan code and respond to feedback.</p>
<p>Puts a double tick // next to the best part of the student's work.</p>	<p>Adds the reasons for the double tick with reference to the success criteria/ mark scheme</p>
<p>Only writes annotations in the body of the work.</p>	<p>Writes an overall comment highlighting one strength and one area for development.</p>
<p>Verbal feedback given to individual students.</p>	<p>Students record the given verbal feedback and evidence improvement.</p>
<p>Use a visualiser to feedback on live work within class</p> <p>Teacher guides whole class verbal assessment.</p>	<p><u>LIVE MARKING</u></p> <p>Will record areas of strength and areas for improvement based on success criteria/mark scheme.</p>
<p>Marks improved response either by double tick // or written comment.</p>	<p><u>SELF/PEER ASSESSMENT</u></p> <p>Puts a double tick // next to the best part of their work and writes an improvement target.</p> <p>T</p> <p>Writes improvement response.</p>

QPHS PRESENTATION PRACTICE

General Guidelines

QPHS PRESENTATION PRACTICE

- ✓ Your work should be completed in blue or black ink only
- ✓ Each new piece of work should have a title and date
- ✓ All dates, titles and sub-titles must be underlined with a ruler
- ✓ Errors must be indicated by a single ruled line through the relevant work
- ✓ Highlighters and/or coloured pens may be used in the process of self-assessment or identifying key words/material
- ✓ All worksheets/notes must be neatly filed in either chronological order or by topic or glued neatly into books..
- ✓ Use a pencil to draw diagrams/pictures/tables and graphs
- ✓ When you have completed a piece of work, you need to rule off before you begin a new task
- ✓ If the standard of your presentation is not satisfactory you will be asked to complete work again

Codes for Literacy Marking	
//	New paragraph
Sp X3	Spelling: student to write the correct spelling of the word in the margin three times
^ with a comment in the margin	Something missing
CL	Capital letter
Wiggly line 	Does not make sense
O	Missing punctuation mark

The Presentation of Key Stage 5 Folders and Books

To ensure a consistency of approach to the presentation of books and folders in Key Stage 5, the following criteria has been agreed by CTLs and the KS5 KSL as the minimum expectation in terms of parity between subjects. Having high expectations around the presentations and recording of work/assessments will contribute significantly to the work ethic of students on A Level and BTEC courses.

- **Course Overview Sheet**

This need only be a breakdown of the units of the course, their weighting and a brief description of the content and method of assessment. This should be at the very front of the folder or book.

- **Presentation Policy**

Books have this pre-printed on the front page so this needs only be consciously placed in folders where students' work is completed on loose-leaf paper. Please find this attached.

- **Assessments**

Key assessments in books should be preceded by an Assessment of Learning Assignment (ALA) cover sheet. In folders it is not always appropriate to stick in an ALA, so assessments should be clearly signposted by an Assessment Tracker Sheet.

- **Assessment Tracker Sheet**

This is for folders only where assessments may not be evidenced as easily amongst notes. Please see the attached pro forma. There is no need for an assessment tracker sheet to be used in books where ALA sheets clearly indicate where core assessments have taken place. Assessment Tracker Sheets support the student to reflect upon their own progress and areas for development whilst clearly signposting achievement and progress to interested stakeholders.

Some courses will make regular use of books and/or folders, others working on a more modular basis may only need to make use of them at certain periods based on the type of work indicated on curriculum maps. BTEC courses where assessment periods and protocol surrounding these prohibit the direct formative responsiveness of teaching practice will naturally dictate whether work can/should be evidenced in books. However, work relating to written examination preparation delivered through the 'teaching phase' should have a folder/book with the contents as outlined above.

Name:			Subject:			Target Grade:	
Date	Teacher	Assessment Title	Mark	Grade	Strengths	Areas for Development	

APPENDIX 4 – REMOTE and BLENDED LEARNING

RATIONALE

In response to the need to deliver learning remotely practices have emerged that make effective use of Microsoft Teams as the platform through which teaching and learning can be maintained. The purpose of this appendix is to highlight effective practice in the use of this platform and to compliment practice as stipulated in the overarching teaching and learning policy.

PURPOSE

Through practice and engagement with the platform across a range of subjects teaching staff have reflected on the effectiveness of their use of Teams and felt that a single, coherent, efficacious approach would be beneficial. We firmly believe that practice should always be shared and where support is needed, provided. The sharing of the practice, techniques and strategies below are meant as a guide and do not serve as a set of mandatory expectations.

GUIDELINES

The Process of Learning – in the context of blended and remote practice

The following information is an addition to, not a replacement of, the practice as stipulated in the overarching policy.

Review

The process of reviewing prior learning is still fundamental to the development of long-term memory and the ability to recall knowledge effectively. To this end, low stakes tests are still pertinent in the online learning process. This can be achieved through a variety of mechanisms:

- The use of MS Forms to generate online quizzes for lesson LSTs
- The use of Kahoot! as an engaging tool to generate LSTs
- Stimulating material to support student engagement in online learning, such as videos, are an effective way of introducing strategies to review prior learning
- GCSEPod is an interactive platform on which the functionality of generating pertinent LSTs linked to key topics is very successful

Question

The process of ascertaining students' understanding is just as important through remote and blended learning as it is in a face-to-face context. It is important to note, however, that students may not feel confident in using their video function or

potentially, speaking into their microphone. To this end it is entirely appropriate to ask students to respond via the chat function in Teams. Questioning should still be planned and crafted to not only gauge learning but embed it through the promotion of recall. In essence, the functionality of Teams does not impede the ability of the teacher to effectively question all members of the class. What is important to note, however, is the context of blended learning and how students within the physical teaching space may not hear the responses of those online and vice versa. It is therefore important for the teacher to repeat these responses for the benefit of the whole group.

Model

The process of modelling practice online is no different to that in an in-school context. Resources (handouts, worksheets etc.) should be clearly signposted and uploaded into an organised, structured system in the 'Files' tab of the class channel. It is quite possible that some lessons will not feature live engagement with the teacher therefore the use of video resources and other multimedia resources is encouraged to support student engagement and help the promotion of best practice. Pre-recorded lessons are also encouraged where live lessons are not scheduled. As with classroom lessons it is important that complex tasks are clearly scaffolded, structured and broken down into sequences of progression which reconstruct a task into a modelled outcome. To support this padlets and webcam workspaces serve as an effective alternative view allowing the teacher to demonstrate practice clearly online.

Practice

Tasks must be succinct, clear and structured. The ease of asking for support and one-to-one guidance during the process of practice is a significant barrier to online learning as students are not able to easily share their practice with the teacher. During live lessons practice should be supported at regular intervals. Break-out rooms are an option to help foster student peer-to-peer engagement and should be encouraged to develop collaborative approaches and facilitate group tasks where appropriate. It is recognised that elements of the planned curriculum may not feasibly be practiced remotely either because of resource, safety or isolation issues. Through discussions with the curriculum team leader adaptations to the curriculum are perfectly acceptable, so long as the expectations of the full curriculum are, as far as possible, planned to be met across the academic year.

Assessment

Unlike in-school lessons, online learning offers instant access to a range of teach-based assessment platforms. The key is to keep assessment simple:

- MS Forms for short, multiple choice quizzes (self-marking)
- MS Forms for extended writing tasks (self or teacher marked)

- MS Forms for extended writing tasks with assessment criteria uploaded to aid self-marking
- Live-marking: teacher making use of padlets or webcam workspaces to model the marking of work, identifying key awarding features, processes and modelling best practice. Key to developing students' ability to self-assess remotely and understanding the criteria for success
- Educake, Hegarty Maths, Active Learn, GCSEPod are great systems we have access to not only help deliver content, but consolidate learning through online assessments
- Kahoot! is useful for short, competitive tests that engage students and assess/embed learning over time

It is recognised that marking students' work is often a barrier in terms of ease of practice and the physical restrictions on accessing it. There are a number of tech-based solutions to this:

- The sharing of work digitally e.g. students work on MSWord and submit typed pieces for teachers to annotate and margin comments too
- The digital upload of images of work to MSTEams 'Files' area for teachers to review
- The use of Class Notebook as an app to allow students to work online in electronic exercise books which can be viewed by teachers at any point from any location – work trialling this is in progress

Hardware and Software

The Remote Teaching and Learning working group has conducted a review of the hardware and software needed to make the delivery of remote and blended learning effective. The school will look at supporting the supply of and where possible providing, the following:

- 2nd screens/monitors to enable teachers to open two workspace windows (one for Teams to monitor student engagement, and one for other applications e.g. webcams, padlets, PowerPoints etc.)
- The supply of a padlet to replicate the functionality of the whiteboard
- The supply of an external webcam and stand to create a live workspace
- A reliable internet connection (laptops if possible should be connected to the school intranet via an Ethernet cable rather than using the WiFi)
- The option of using OBS (Open Broadcaster Software) to help construct lessons and select material from a variety of sources for broadcast

Safeguarding

Normal procedures and policies as set out in the Safeguarding policy apply to the practice of delivering remote lessons. In addition, it is expected that once online teachers ensure that live lessons are recorded to protect both students and staff. Recorded lessons may be reviewed by the school at any time and it is important to note that parents have the ability to review these too through the child's access to Teams.