



# Teaching and Learning Policy

**Review date:** **June 2019**

**Next review date:** **June 2020**

**Staff resp. for review:** **ARO**

# Norbury Manor Teaching and Learning Policy

At Norbury Manor, we believe that quality learning and teaching is facilitated by:

- An exciting and challenging curriculum which is broad, balanced and well planned
- A curriculum that caters for students of all abilities and aptitudes
- A knowledgeable and enthusiastic teacher
- The care with which lessons are planned and learning is structured, reinforced by high expectations of what will be achieved in the classroom with appropriate pace and challenge
- A safe environment where students have confidence that all staff will support whole college policies and procedures
- The quality of dialogue and interactions that take place in the classroom; good teaching encourages questioning, debate, experimentation, presentation, critical reflection, enjoyment of challenge and a sense of personal achievement
- Staff having high expectations of students' abilities and behaviour
- Clear objectives in schemes of work that are made explicit to students
- A positive working environment with good use of resources (including ICT), quality displays and well organised tidy classrooms
- An environment in which teachers are supported by middle (HODS/HOFs) and senior leaders to 'take risks' in the classroom by experimenting with current pedagogic thinking and research
- An understanding of the importance of basic skills, literacy and numeracy by teachers in all subject areas
- Rigorous and consistent assessment and feedback focused on what students need to do to improve (see marking and feedback policy in ARR policy)
- The acknowledgement of achievement
- A happy and healthy staff
- The opportunity for staff to share excellent practice

In order to support our teaching and learning statement certain practices are expected from staff. Every department area will have their own systems with regard to these practices that are outlined in department handbooks. Practices common to all departments are:

- Teachers use sanctions and rewards consistently and in line with whole college procedures in order to create a safe and secure learning environment
- Baseline data is used to ensure pitch, pace and challenge
- Objectives are made explicit to students
- Teachers have clear expectations regarding behaviour for learning such as: expecting students to line up in an orderly fashion, be punctual to lessons and listen to others See behaviour policy
- Lessons are planned with key features such as starters, plenaries, key questions, Assessment for Learning (AfL), challenge, support, literacy; the format of lesson plans is not dictated but there is an example format for lesson plans available to all staff if required (see Appendix 1)
- Up-to-date records of students' assessment data are kept in registers/planners by all class teachers
- Work is marked (teacher, peer and self assessment) according to success criteria or assessment criteria that students understand

- Feedback gives students clear guidance on what is needed for improvement
- Due attention is given to equality and diversity within the classroom, with all groups challenged with appropriate support
- Cross-curricular numeracy, literacy and ICT skills are highlighted where relevant
- Teachers provide a positive learning environment by keeping classrooms tidy and ensuring display work is of a high standard and is engaging
- Staff support each other in carrying out these practices

This policy is monitored through:

- **Lesson observations** – all teachers have two formal observations per year, one of these will be by a member of the SLT/ELT, using the agreed observation form (see appendix 2); NQTs will have one formal observation each half term; other informal observations may take place throughout the year by HODs and/or peers in order to share and develop good practice in line with performance management objectives; all observations are agreed in advance
- **Learning walks** – at least once in spring and once in the summer term, a cross section of staff walk the college with a particular focus; the findings of the learning walks are discussed at SLT and shared with staff
- **Work sampling** – a cross section of staff sample exercise books; the findings of the work sampling are discussed at SLT and shared with staff
- **Curriculum Area Reviews (CARs)** – these monitor faculties and encompass the above strategies in our quality assurance; they will be reviewed during the year

This policy is supported by the following policies:

- Assessment, Marking, Recording and Reporting Policy
- Marking and feedback policy
- Home learning
- Literacy and numeracy across the curriculum
- ICT across the curriculum
- Behaviour and Anti-bullying Policy
- Training and development (CPD)
- Equality, Race Equality and Cultural Diversity Policy

An Equality Impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

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# Appendix 1

## NORBURY MANOR BUSINESS AND ENTERPRISE COLLEGE - LESSON PLAN

Teacher:		Year group:		Subject	
Number in class:		Period:		Ability group:	
Day:				Room:	

<b>Context</b> :(Students' prior learning/ including information gained through marking and assessment)		<b>Key Terms / Concepts:</b>	
<b>Learning objective/ learning questions:</b>			
<b>Learning outcome:</b>	All		
	Most		
	Some		
<b>SEND/differentiation/extension:</b> (including TAs/LSAs)			

Timings	Teacher	Students	Evidence of progress

<b>Relevant whole college issues:</b> (E.g. critical thinking, creativity, reflection, leadership and SMSC (social, moral, spiritual, cultural), vocabulary, Gatsby benchmarks etc)	
<b>Home Study – Learning expected</b>	<b>Resources:</b>

**Appendix 2**

**LESSON OBSERVATION FORM - TBC**

## Appendix 3

### NORBURY MANOR CLASSROOM OBSERVATION PROTOCOL

*Written in conjunction with NUT/NASUWT/ATL guidelines*

1. Norbury Manor is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
  - carry out the role with professionalism, integrity and courtesy
  - seek to reach agreement in advance on classroom observation to be carried out
  - evaluate objectively
  - report accurately and fairly
  - respect the confidentiality of the information gained

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle, having regard to the individual circumstances of the teacher. At Norbury Manor, we expect all staff to have a minimum of two lesson observations a year with at least one of those relating to performance management.

There is recognition of the difference between lesson observations for appraisal and those that develop and share teaching and learning strategies. Ultimately, the former is concerned with judgements that will influence career and pay progression; the latter with non-judgemental support between colleagues. At Norbury Manor, we believe **mutually agreed** observation of colleagues, along with associated peer mentoring and coaching, is a powerful CPD tool. These sessions do not count towards the maximum three hours of lesson observations.

2. In accordance with these principles, the head teacher will:
  - Ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations
  - Ensure that classroom observation will be undertaken by qualified teachers with the appropriate training and professional skills; student learning consultants will undertake observations only with the teacher's agreement

Governor visits are different from informal and formal observations of lessons, as they are not statutorily required or professionally generated, therefore they do not fall within this classroom observation protocol.

Individual governors may wish to visit classrooms to become familiar with them or to observe specific aspects of the curriculum. Such visits should always be by prior arrangement and follow procedures agreed and specified by the head teacher and the governing body following consultation with the teaching staff. Such procedures should specify that governor visits are not observations but visits. Governors should not evaluate the work of teachers. No report by a governor evaluating the work of a teacher or teachers should be presented to the governing body.

3. Information gathered during the observation will be used, as appropriate, for a variety of purposes, including informing college self-evaluation and college-improvement strategies.

This information will assist the head teacher in the exercise of her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

4. Where teachers are identified as causing concern, additional classroom observations may be required. When agreeing the action plan with teachers to address issues with their performance the pattern and focus of observation should also be agreed.
5. The arrangements for classroom observation for appraisal will be included in appraisal meetings.
6. Visits to classrooms by head teachers or senior staff in order to support teachers or talk to students are separate from this classroom observation protocol.
7. The purpose of visits by head teachers and senior staff to classrooms will be made clear before they occur.
8. In keeping with the our commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of appraisal or for the evaluation of standards of teaching and learning (or for both purposes) will normally be agreed at least five working days in advance. Every effort will be made for observation to be conducted at an agreed time.
9. Before any appraisal observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.

## **Feedback**

- Verbal feedback will be given as soon as possible after the observation and no later than the end of the following working day; it will be given during directed time in a suitable, private environment
- Written feedback will be provided within five working days of the observation taking place; the written report should be evaluative, describing both strengths and areas for development, as appropriate; if issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher
- The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation; the reviewee will be able to comment on the feedback document
- Teachers will have access to all written accounts of the observation after their lessons

## **Learning Walks**

- 'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for college development; they are intended to be

developmental and constructive rather than judgemental and are a whole-college improvement activity; **there should, therefore, be no attempt to use this approach as part of capability procedures or for appraisal**

- A programme of 'learning walks' should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly
- The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement; that purpose or focus will not relate to the performance of an individual
- 'Learning walks' will be conducted with minimum disruption to teachers and students in a supportive and professional manner
- Those teachers whose classes are visited will be given the opportunity to see any informal notes which have been made about the 'learning walk'; these may be written up as generic notes and will be open for all to see in order to share good practice

Any concerns about the implementation of this protocol should be raised initially with management either by the individual teacher concerned or with the support of a union college representative.

An Equality Impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.