



Teaching and Learning Policy

Review date: June 2018

Next review date: June 2019

Staff resp. for review: ARO

Norbury Manor Teaching and Learning Policy

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

- 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
- A curriculum that allows flexibility of timetabling to cater for students of different abilities and aptitudes
- 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, numeracy and thinking skills by teachers in all subject areas
- Rigorous and consistent marking and assessment focused on what students need to do to improve (see marking policy in ARR policy)
- A knowledgeable and enthusiastic teacher
- 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 using SLANT (sit up straight, listen, answer questions, never interrupt, track the teacher). See behaviour policy
- Lessons are planned with key features such as starters, plenaries, key questions, Assessment for Learning (AfL), differentiation, literacy; the format of lesson plans is not dictated but there is a suggested format for lesson plans available to all staff (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 assessment criteria that students understand; wherever possible this is linked to level/grade descriptors
- Marked work gives students and their parents/carers clear guidance on what is needed for improvement
- Work is differentiated
- Due attention is given to equality and diversity within the classroom, with all groups catered for and none excluded or disadvantaged
- Cross-curricular numeracy, literacy and ICT skills are highlighted
- Teachers provide a positive learning environment by keeping classrooms tidy and ensuring display work is of a high standard and is engaging
- The use of IRIS Connect as a CPD tool for reflecting on and sharing teaching practice (please see Appendix 3)
- 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 or 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 our performance management objectives - all observations are agreed in advance and follow our classroom observation protocol (see Appendix 4)
- **Learning walks** – at least once a term a cross section of staff/students walk the college with a particular focus which will be publicised in advance; the findings of the learning walks are discussed at SLT and circulated to staff
- **Book review** – at least once a term a cross section of staff/students sample exercise books; the findings of the work sampling are discussed at SLT and circulated to 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
- Marking policy
- Home learning
- Literacy & numeracy across the curriculum
- ICT across the curriculum
- Behaviour and anti bullying
- 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.

Updated June 2018

Appendix 1

NORBURY MANOR BUSINESS AND ENTERPRISE COLLEGE - LESSON PLAN

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

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

Timings	Teacher	Students	Evidence of progress

Relevant whole college issues: (E.g. ISA, enterprise, SEAL, PLTS, Lit, Num, ECM, cross curr., APPL,B&E, safety, health, contribution to community, economic well-being, spiritual, moral, social and cultural, RECIPE (resilience, engagement, cooperation, independence, pride and enthusiasm and other skills/qualities such as critical thinking, creativity, reflection, leadership and SMSC (social, moral, spiritual, cultural))

Home Study – Learning expected	Resources:

Appendix 2



Norbury Manor Business & Enterprise College *for Girls*

LESSON OBSERVATION FORM

Date: _____ Period: ____ Class: _____ Subject: _____

Teacher: _____ Observing Teacher(s): _____

Length of observation: _____ Purpose of observation: _____

Development targets from previous observation/ appraisal target:

1.
2.

Guidance notes

This form supports the process of forming judgements about the effectiveness of teaching, with a particular focus on its impact on student learning. Observers should make judgements for teachers' standards and record supporting evidence in the spaces provided. The judgements made for the Teachers' Standards should be used to inform an overall judgement.

Please note that the overall judgement must be no higher than the lowest judgement for standards of:

- 1. Setting High Expectations*
- 2. Promoting Good Progress and Outcomes*

Good observation practice

The following points should be adhered to as a matter of professional courtesy by observer(s):

- Observers should not disturb teaching and learning during the observation but should collect evidence through: observation of activities, speaking to students, scrutinising students' work over time and examining teaching resources
- Written and oral feedback should be arranged at a convenient time for both parties and should take place at the first opportunity

Updated November 2016

1. High expectations which inspire, motivate and challenge students (limiting judgement)			
<p>1: Outstanding Teacher has high expectations of all students, providing a high level of challenge. A culture of learning is evident.</p>	<p>2: Good Teacher has high expectations of students that supports learning and provides the appropriate challenge to most students.</p>	<p>3: Requires improvement Teacher does not provide an environment in which learning takes place for most students and students are not adequately challenged to improve their work.</p>	<p>4: Inadequate High expectations of learning are not evident.</p>
Evidence:			

2. Encourage excellent progress and outcomes (limiting judgement)			
<p>1: Outstanding Almost all students make excellent progress over time; students can articulate what they can do and what they need to do to improve further. Consistent and sustained progress can be seen in students' books/folders and/or the lesson and in the data.</p>	<p>2: Good Most students achieve well over time, they can talk about their work and their targets for improvement. Progress will be seen in the students' books/folders and/or the lesson and in the data.</p>	<p>3: Requires improvement Students are not making progress in line with their starting points, they are not able to discuss how they can improve and the books/folders and/or the lesson and data do not show progress over time.</p>	<p>4: Inadequate Students are not making progress.</p>
Evidence:			

3. Demonstrate excellent subject and curriculum knowledge			
<p>1: Outstanding Teacher is secure and confident in their subject knowledge and this is reflected in their clear explanations, level appropriate vocabulary and the use of engaging and relevant examples. The teaching/modelling of literacy/numeracy is highly effective.</p>	<p>2: Good Teacher is able to clearly explain the topics covered, and can respond appropriately to students' questions. Literacy /numeracy is well taught and modelled.</p>	<p>3: Requires improvement Teacher's subject and curriculum knowledge requires improvement. Effective teaching strategies are not used well. Numeracy and literacy is not taught/ modelled effectively.</p>	<p>4: Inadequate Learning activities are not sufficiently well matched to the needs of students. There are errors in the teaching of numeracy and literacy which are not corrected.</p>
Evidence:			

4. Plan and teach well structured lessons			
<p>1: Outstanding Teacher plans and teaches lesson that enables students to learn exceptionally well. There is appropriate pace, high quality resources and support staff enhance the learning of students (where applicable). Appropriate homework is set.</p>	<p>2: Good Teacher plans and teaches lesson that enables students to learn well. Support staff are engaged in supporting the learning of students (where applicable). Appropriate homework is set.</p>	<p>3: Requires improvement Planning and teaching requires improvement as the lesson is not well matched to students' needs. It is not evident if appropriate homework is set. Support staff do not adequately support student progress (where applicable).</p>	<p>4: Inadequate Planning and teaching are not sufficiently well matched to the needs of students. Homework is not appropriate or not set.</p>
Evidence:			

5. Adapt teaching to respond to the strengths and needs of all students			
<p>1: Outstanding Differentiation and intervention is sharply focused and timely so students learn exceptionally well.</p>	<p>2: Good Differentiation and intervention is appropriately targeted and matched well to most students' individual needs, including those most and least able, so that students learn well.</p>	<p>3: Requires improvement Teaching is not adapted to meet the strengths and needs of all students. This prevents effective student learning taking place.</p>	<p>4: Inadequate Learning activities are not matched to the needs of students with no evidence of differentiation.</p>
Evidence:			

6. Make accurate and productive use of assessment			
<p>1: Outstanding Teacher systematically and effectively checks students' understanding throughout lesson, anticipating where intervention may be needed. Marking and feedback are of a consistently high quality. The use of green pen is consistent along with effective formative comments to enable improvements.</p>	<p>2: Good The teacher regularly listens to, observes and questions students and individuals in order to re-shape tasks and explanations to improve learning. Marking and feedback are regular and accurate and ensure students know how well they have done and what to do to improve. Green pen and formative comments are evident.</p>	<p>3: Requires improvement Assessment for learning is not effective and intervention does not take place as a result of this. Marking and feedback is not regular and/or high quality with little evidence of formative comments or green pen.</p>	<p>4: Inadequate No assessment of learning seen and little to no marking or feedback.</p>
Evidence:			

7. Behaviour for learning			
1: Outstanding Students' attitudes to learning are exemplary. Skilled and highly consistent behaviour management contributes to an exceptionally positive climate for learning.	2: Good Students are interested and engaged. Students' attitudes to learning are consistently positive and low-level disruption is uncommon. Behaviour is managed consistently well.	3: Requires improvement Some students or groups are not engaged, with many demonstrating poor attitudes to learning. This may include some low level disruption that impedes learning.	4: Inadequate Students have little or no interest in the lessons. Disengagement and low-level disruption contribute to reduced learning or a disorderly classroom. Some students show a lack of respect and intolerance resulting in poor behaviour.
Evidence:			

8. Development of RECIPE (resilience, engagement, cooperation, independence, pride and enthusiasm and other skills/qualities such as critical thinking, creativity, reflection, leadership and SMSC (social, moral, spiritual, cultural) where opportunities arise.
Evidence:

Overall quality of provision (must be no higher than judgment of 1. Expectations or 2. Progress)			
1: Outstanding	2: Good	3: Requires improvement	4: Inadequate

Main strengths of the lesson:
Main priorities for development:
1.
2.

Teacher's comment:	Observer's comment:
Teacher signature	Observer(s) signature(s)

Circulation - please pass this form to Debbi McCardie who will upload to BlueSky



IRIS Connect Code of Practice

The IRIS Connect system is designed for professional development and uses video and audio recordings to enable teacher reflection and collaboration. As a learning community we recognise the need for a shared understanding of what the system is for and how it will be used:

As a professional learning community we agree:

- The system is for personal reflection, collaboration, coaching and enquiry learning and remains under control of the individual teacher at all stages
- The system will not be used for surveillance
- No pressure will be placed on teachers to share their practice with other users of the system
- All individual users, agree to use the system sensitively and developmentally and with due respect for colleagues
- Individual users agree to use all of the systems security features and protocols to ensure privacy and security for teachers and students (see the ICT Policy's appendix for staff and governors regarding acceptable use of the Internet)
- Consideration will be given to teachers applying to use the system for different purposes, however, each new purpose will only be agreed if it can be shown to enhance teaching and learning and be aligned with our collective ethos of positive, trust-based collaboration
- If new uses for the system are agreed in the future the adoption of the new approach will proceed on an opt-in basis and old videos will not be put to the new use
- All individual users have the responsibility to gain appropriate training in the use of the system
- All individual users have the responsibility to ensure that relevant parties, learners, other teachers, visitors etc. know when the cameras are recording and the purpose of the recording
- All individual users have the responsibility to protect their own data and the data of others and not to disclose passwords

Appendix 4

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 that **mutually agreed** observation of colleagues', along with associated peer mentoring and coaching, to be a powerful CPD tool. These 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

- Oral 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.