




The Heys School

Teaching and Learning Procedure

Date Reviewed:	June 2022
Next review Date:	June 2023
Role (COG/CEO Trust)	I Mclaughlin
Signed:	

The Heys Teaching and Learning Policy

At The Heys we firmly believe in the concept of lifelong learning. Learning is our core purpose and responsibility of the whole community. Every student is entitled to teaching and learning that is of the highest standard and that takes account of the individual and their specific needs.

AIMS

- To ensure that secure and mastered is the standard for all lessons.
- To ensure that all students realise their academic greatness.
- To ensure that 'The Heys expectations' is the model by which all teachers plan and deliver lessons putting progress of students at the heart of all lessons.
- To aim for children to enjoy learning and ensure they achieve.
- To promote active and engaging behaviour for learning
- To set out clear expectations regarding the quality of lesson delivery, - without limiting creativity, individuality and innovation from staff and students
- To improve consistency in achievement across the school, by honest self-evaluation, professional learning and review

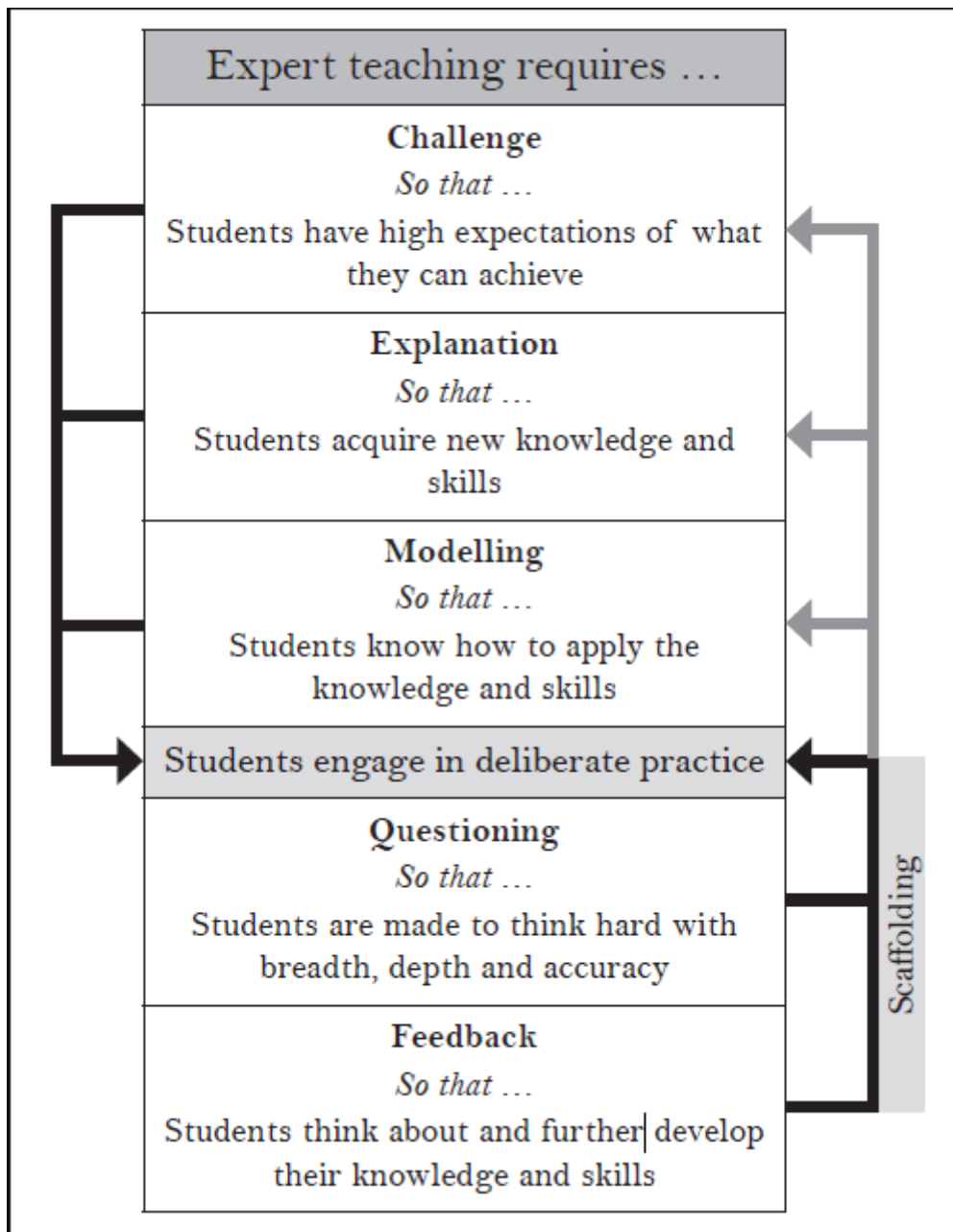
Effective Learning indicators: Students:

- Follow The Heys expectations within lessons
- Achieve progress in line with flight path over time.
- Students know where they are now, and their next steps in their learning
- Take an active interest in their studies through positive behaviour for learning- engagement, questioning, giving opinions, collaboration, concentration etc.
- Improve their performance and be willing to learn from areas for development as well as strengths.
- Enjoy lessons and readily respond to challenge.
- Children take risks and understand that 'getting it wrong' sometimes enables the best learning to take place.
- Demonstrate, in assessments and tests, that they are making expected progress.
- Respect their teacher, other adults and other learners through cooperative learning, presentation of their work and taking care of resources.
- Developing over time, the ability to work autonomously and to take responsibility for their own learning, increasingly taking initiative.
- Present high-quality work which they show pride in
- Are improving, practising and applying literacy and numeracy skills across all subjects.
- Respond positively to opportunities given to extend their learning.
- Retain knowledge, apply it in unfamiliar contexts and make connections across the curriculum.
- Demonstrate an understanding of SMSC and British Values
- Feeling that they are valued by their teachers and that their achievements are being recognised.

Effective Teaching Indicators: Teachers

- Set high expectations which inspire motivate and challenge students.
- Promote good progress and outcomes by students.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good, safe learning environment.
- Fulfil wider professional responsibilities.

A key summary of core principles that underpin effective teaching taken from 'Making every lesson count' by Shaun Allison and Andy Tharby



How the effectiveness of teaching and Learning is judged

Monitoring of teaching and learning takes place as per the Quality Assurance Calendar using the SISRA Observe online template (Appendix A).

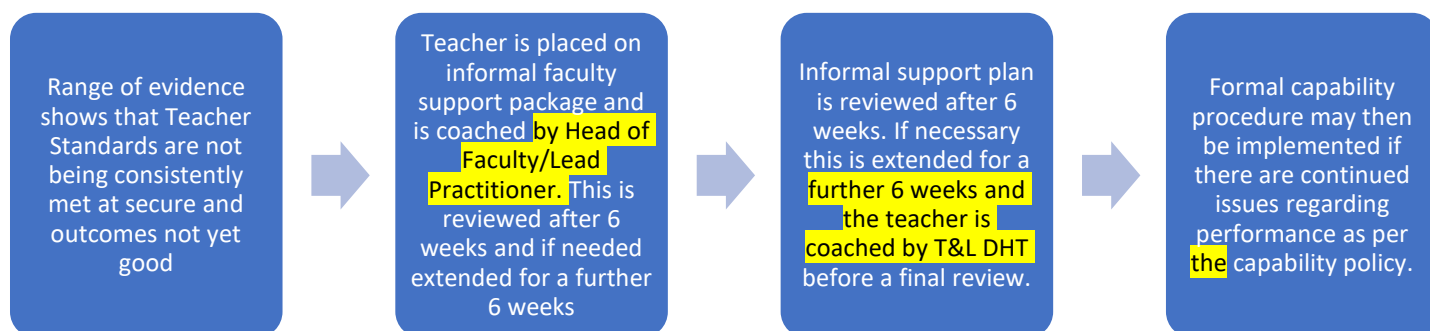
Judgements are made on the quality of teaching according to: Progress over time and, where appropriate, attainment data of all groups, what is seen in lessons, what students experience, what is seen in books/record of student work/folders.

Lessons and learning is judged as per the criteria on SISRA observe template, which is in place for each focus area. Teachers as reflective practitioners, with their line manager, use the criteria to aim for achieving outstanding in every focus area on the template.

Good practice in lesson observation

- Feedback should be given within 24 hours of observation (where possible), a private space should be used for discussion.
- Involves staff in evaluating their own performance and identifying professional learning needs.
- Allows the teacher and the observer to introduce views and information about topics which they both feel are important.
- Encourages the teacher to identify what s/he is good at and areas where support is needed.
- Gives the observer opportunities to reinforce performance which is good or better.
- Prepares the ground for constructive discussion of areas where performance is less effective.
- Identifies clear priorities for improvement and the support available to improve.
- Is conducted positively and professionally.
- A range of evidence is looked at to base the lesson in the wider context- attainment data, progress data, student books/folders/video/recording, attitudes to learning, student voice etc.

Teaching and Learning flow chart of Support:



Appendix A: SISRA Observe Teaching and Learning template

Learning Walk_LW & BS

Record Date: 15/06/2022 Status: New

Observer List

Lord; Frankie (FL)

Department/Team/Staff

Department: English
Team: English
Staff: Lord; Francesca (FLL)

Areas of focus

Evidence of Recap, Recall and Refine

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

Effective Questioning

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

Modelling

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

Work challenging and Quality First Teaching Used

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

Books are Marked in line with Faculty Policy

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

Feedback leads to students improving

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

Students applying knowledge and skills in book

Outcome:

Outcome Not Selected

Comments:

Comment Not Entered

Criteria for each area of focus:

Evidence of Recap, Recall and Refine

Outstanding

RRR tasks are used consistently at the start of lessons which is evidenced via the lesson slides and in students' books. Students are able to talk about the RRR tasks confidently and explain how they help them to remember key knowledge. RRR tasks are starting to be used at other places within a lesson to encourage students in being able to remember more and apply the knowledge appropriately.

Good

RRR tasks are used regularly at the start of lessons, and this is seen via the lesson slide and in student books - although they may not always be clearly labelled. Students are able to talk about the RRR tasks they are able to do and explain how they help them make progress.

Requires Improvement

Some evidence of RRR tasks but not done regularly and there is a lack of evidence of RRR in books. Students are able to discuss the fact that RRR tasks are sometimes done but not regularly and they are unsure how they help support their learning.

Inadequate

No evidence of RRR within the lesson or in any books and students are not able to talk about or give examples of RRR tasks that they have completed in class.

Effective Questioning

Outstanding

Teacher uses questioning to effectively draw out and elicit more detailed and developed responses that support students' understanding and allows them to apply their knowledge. The teacher uses questioning to effectively identify any gaps in knowledge/misconceptions and addresses these with the full class/students within the lesson.

Good

The teacher uses questioning to effectively draw out and elicit more detailed and developed responses that support students' understanding and allows them to apply their knowledge most of the time, but sometimes misses opportunities to do this. The teacher uses questions to effectively identify any gaps in knowledge/misconceptions and will address these with the full class/students within the lesson most of the time, but sometimes these opportunities are missed.

Requires Improvement

The teacher sometimes uses questioning to effectively draw out and elicit more detailed and developed responses that support students' understanding and allows them to apply their knowledge but misses a number of opportunities to do this within the lesson. The teacher sometimes uses questions to effectively identify any gaps in knowledge/misconceptions and will sometimes address these with the full class/students within the lesson but misses a number of opportunities to do this.

Inadequate

Teacher does not use questioning effectively/appropriately to support student progress by not asking questions that allow them to provide more detailed responses that rely on their knowledge and understanding. The teacher does not use questioning to identify any gaps in knowledge/misconceptions or to develop student knowledge and understanding and does not address any of these issues.

Modelling

Outstanding

Teachers consistently use a variety of modelling such as live modelling of answers within the lessons, annotations of model-answers/WAGOLLS/demonstrations, 1-1 modelling of responses/ideas etc. to students who require further support, and these are used appropriately and in a timely way to ensure that they enable and support student progress.

Good

Teachers use a variety of modelling such as live modelling of answers within the lessons, annotations of model-answers/WAGOLLS/demonstrations, 1-1 modelling of responses/ideas etc. to students who require further support, and these are used most of the time to ensure that they support student progress.

Requires Improvement

Teachers use modelling such as live modelling of answers within the lessons, annotations of model-answers/WAGOLLS/demonstrations, 1-1 modelling of responses/ideas etc. to students who require further support some of the time to ensure that they enable student progress, but it may be just one particular type of modelling that is used.

Inadequate

There is no evidence of modelling in either teacher using modelling within the lesson via the board/visualiser or model answers. There are no examples of model-answers/responses/WAGOLL in books.

Work Challenging & Quality First Teaching Used

Outstanding

The teacher ensures that the work is suitably challenging for every student with high aspirations and puts in place quality first teaching strategies such as questioning, scaffolding, modelled answers, chunked tasks to ensure that all students are supported and able to make progress. Teachers are prepared to deviate from the lesson plan to address any misconceptions with whole class or put in further bespoke support for individuals/small groups to ensure they are able to access the work.

Good

The teacher ensures that the work is suitably challenging for most students with high aspirations and uses some quality first teaching strategies such as questioning, scaffolding, modelled answers, chunked tasks to ensure that most students are supported and able to make progress. Teachers are sometimes prepared to deviate from the lesson plan to address any misconceptions with the whole class or put in further bespoke support for individuals/small groups to ensure they are able to access the work but opportunities for this may be missed.

Requires Improvement

The teacher ensures that the work is suitably challenging for some students with high aspirations for some and uses some quality first teaching strategies such as questioning, scaffolding, modelled answers, chunked tasks to ensure that some students are supported and able to make progress, but this is not consistent. Opportunities are missed for the teacher to deviate from the lesson plan to address any misconceptions with the whole class or put in further bespoke support for individuals/small groups to ensure they are able to access the work.

Inadequate

The work is not challenging for the students and does not build upon students' knowledge and understanding. It does not develop their skills or understanding. The teacher does not use quality first teaching strategies to support students to progress.

Books are Marked in Line with Faculty Policy

Yes or No

11. Feedback Leads to Students Improving

Outstanding

Feedback to students is timely, focused and specific to ensure that students clearly understand what they need to do to improve and are able to improve their work to a higher standard accordingly. This could be seen via verbal feedback within the lesson or written feedback in books. Students always respond to the teacher's comments, completing all tasks set to the best of their ability.

Good

Feedback to students is focused and targets key areas that students need to improve. Students respond to it regularly and most are able to produce work of a higher standard as a result of the feedback. This could be either verbal or written feedback. Students respond to most of the teacher's comments, completing most of the tasks set.

Requires Improvement

There is some evidence of students being able to improve their work to a higher standard due to the verbal or written feedback they have received. However, this is not always consistent, and feedback may not have been timely or specific. Students sometimes respond to the teacher's comments and complete some of the tasks that have been set.

Inadequate

No Evidence of teacher feedback - or there is some teacher feedback but no evidence of students responding to any teacher comments.

Students Applying Knowledge & Skills in Book

Outstanding

There is a wide range of evidence of students completing work that enables them to apply their knowledge and skills. This would include responses to assessments/exam questions, shorter response tasks, model answers, WAGOLLS, annotations of WAGOLLS etc. Students are able to answer questions/complete tasks that are clearly based on prior knowledge/learning.

Good

There is a range of evidence of students completing work that enables them to apply their knowledge and skills but there could be further/additional evidence to support their ability to apply their knowledge. This could include responses to assessments/exam questions, shorter response tasks, model answers, WAGOLLS, annotations of WAGOLLS etc. Students are able to answer some questions/complete some tasks that are clearly based on prior knowledge/learning.

Requires Improvement

There is some evidence of students completing work that enables them to apply their knowledge and skills, but it is not always clear how this supports their ability to apply their knowledge. This may include some of the following: responses to assessments/exam questions, shorter response tasks, model answers, WAGOLLS, annotations of WAGOLLS etc. Students are not able to answer more in-depth tasks/longer response questions because they do not have the knowledge/learning.

Inadequate

No evidence of work completed by students that demonstrates them being able to apply any knowledge or skills they may have.

