Fulston Manor School

Teaching and Learning Policy

(Including Classroom Observation Protocol)

Version (Date):   **September 2023**

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Member of Staff Responsible: **Mrs J Dunnett**
                                                          Deputy Headteacher

Teaching and Learning Policy

Our Mission: everybody matters, everybody succeeds, everybody helps

This policy should be read in conjunction with other school policies on **Academic monitoring** and **Curriculum**

Rationale

In order for teaching and learning to be effective departments must have a curriculum that will allow for progression throughout the year and key stages for all students. This curriculum will be facilitated by schemes of work that will be ambitious and inclusive for all students.

Effective teaching is seen as ensuring the Fulston Five are met.

Aims and intentions:

Effective Learning is seen as acquiring or consolidating substantive and disciplinary knowledge, developing understanding and a change in long-term memory. This will be led by evidence-based practise; using CPD rooted in Rosenshine Principles and the Head of Department/Curriculum leaders identifying other CPD needs and use of additional resources to aid the acquisition of knowledge.

The learning environment will be tidy and conducive to learning, it will ensure inclusivity of all students and enable students to continue to develop their knowledge in the curriculum area.

Teaching and Learning will be based on the 'recipe for success' and 'The Fulston Manor Way':

Teaching and Learning: A recipe for Success

All Fulston Family teaching staff uphold the school's philosophy

All Fulston Family form staff ensure they follow a consistent approach to monitoring students

All Fulston Family teaching staff **PLAN** effective lessons to enable high quality delivery which meets the needs of all students

All Fulston Family teaching staff **TEACH** effective lessons using key pedagogy and a development culture

All Fulston Family teaching staff **MARK** effectively so students act on feedback to make progress over time and inform future planning and teaching

All Fulston Family support staff support teaching and learning

All Fulston Family staff will follow the Family Values, teaching standards and role model expected behaviour to support each other and the school to **consistently** achieve the areas above.

The Fulston Manor Way

Do Now Activity On Entry
Recall knowledge

Learning Intention

Explanation
I do

Guided Practice
We do

Deliberate Practice
You do

Independent Practice

Checking/Reflecting on your Learning

Checking understanding, Marking, Assessment and Feedback

Fortitude Ambition Mindful Integrity Leadership Young Citizens
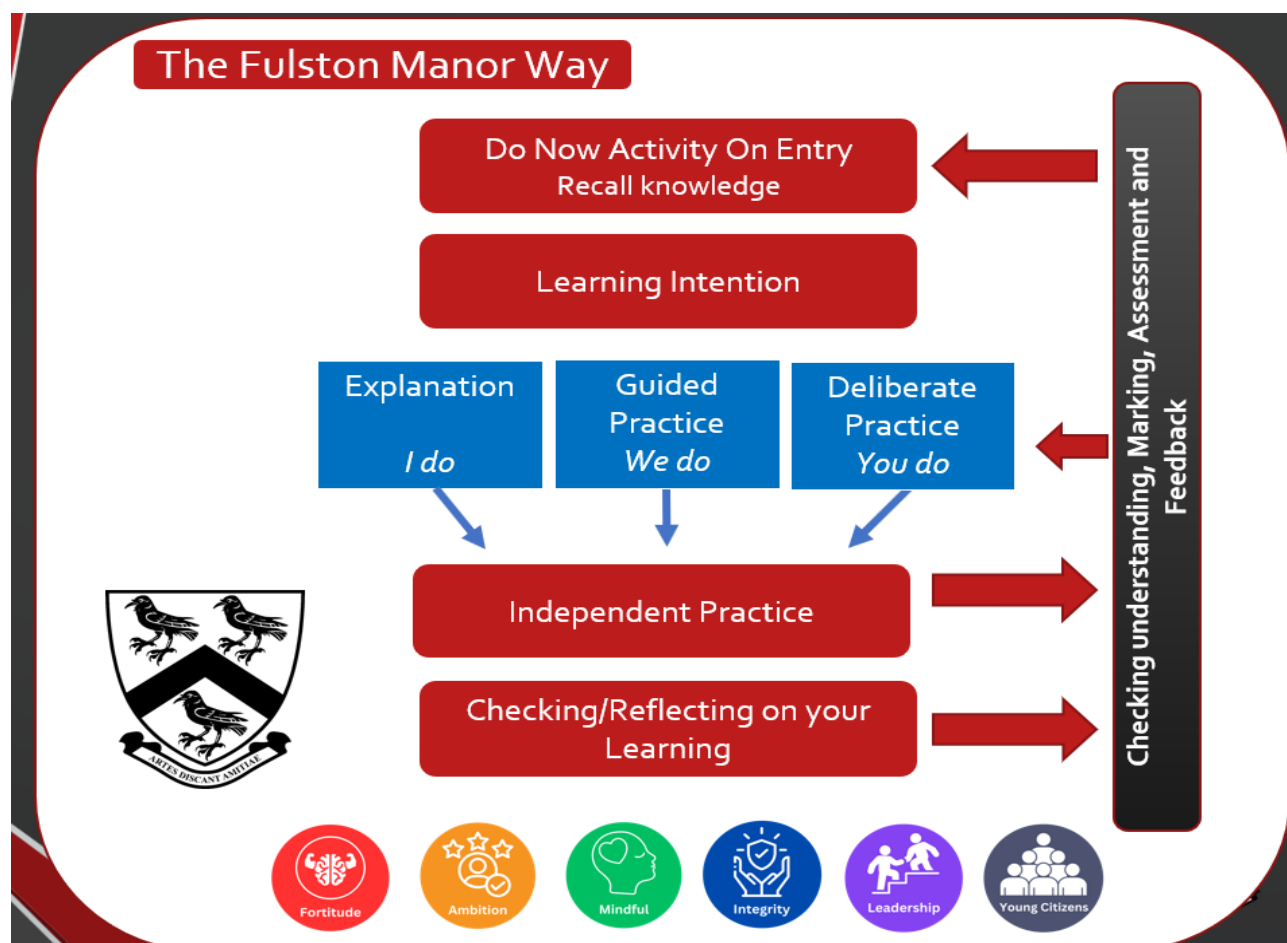
Sharing mastery practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its CPD programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school.

Effective practice is shared in a number of ways which includes:
- CPD – the in-house programme e.g. Best Practice
- Regular pottering with feedback to staff
- Professional dialogue
- Twilights
- INSET Days
- Department Meetings

Feedback

Feedback In order for students to maximise their progress during their time at Fulston Manor School, they receive top quality feedback in order to map out their next steps in progression for each curriculum area and, where relevant, to ensure specific examination board assessment guidance is followed. This is regarded as a major contributing factor that aids the student progress made during lessons on a day to day basis.

Fulston Manor School believes that feedback to students' work:

- Is an interactive process between the teacher and the student that forms the key part of the learning dialogue.
- Develops students as reflective learners who are resilient.
- Allows the teacher to make a personalised and individual response to the work of a student.
- Keeps the teacher informed on the current standard of work.
- Addresses literacy and/or numeracy misunderstandings.
- Identifies any potential gaps in knowledge / misconceptions that need addressing

Use of Verbal Feedback
Verbal feedback is likely to be the most frequent form of feedback students receive. Verbal feedback allows students to instantly address comments to make rapid progress and is essential to supporting students to reach or exceed their academic potential.

Some staff may wish to evidence that they have given verbal feedback, for example through the use of a stamp, sticker or VF written on work if relevant.

Verbal feedback can include questioning and could be to the individual, small group and/or the whole class.

Use of Peer and Self-assessment

Peer and self-assessment will be used regularly to aid student progress

Use of Written Feedback

- Written comments will enable teachers to ensure students have disciplinary and substantive knowledge to progress and enable students to address the gaps identified.
  - Classwork may be regularly verified through light touch marking by the classroom teacher

Examples of light touch marking strategies are (but are not limited to):
- Occasional checking of class work with brief comments where appropriate
- Addressing literacy errors
- Could include the stamping of work to show targets met or LO achieved

● Feedback **will be** written in a colour that stands out from the black student writing, with exception of Creative Design faculty.
● Feedback may be given through typed sheets

Practically this means that feedback comments should be:

● **Progressive:** leading to ongoing individual progress
● **Inclusive:** be personalised to the needs of each student
● **Effective:** be easily accessible for students and regularly acted upon by students
● **Reflective:** be used as a tool to plan future lessons to ensure all students are able to progress and as a tool for students to reflect on their progress and attainment
● **Selective:** Comments will be focused, specific and clear to students

Use of Artificial Intelligence in Education

The school welcomes the use of technology to aid education, please see the policy in **Artificial Intelligence in Education**. However, there are strict guidelines on AI use within examinations/ coursework. For further guidance please see in conjunction with the **JCQ guidance** and the **school examination policies**.

Homework Feedback

Homework at Fulston Manor School should support, reinforce or extend classroom study.

Enrichment/Independent learning Projects

Those subjects using enrichment projects may choose to use the project as a feedback point. Where a project is not a feedback point the project will be acknowledged by the teacher to the student. This feedback may take the form of teacher, self or peer assessed work (or a blend of each method).

Weekly Homework

➢ Will be acknowledged by the teacher
➢ Homework will be reviewed by the school QA processes
➢ Homework will be set to aid independent learning to consolidate the learning in the specific subject/ topic area

Structures for Monitoring, Evaluation and Review of Feedback

Heads of Department / Key Stage leaders:

● To identify key aspects of feedback that are subject specific
● To sample work feedback in line with the QA structure
● Ensure it is suitable to allow students to make curriculum progress as a result of the feedback
● To report to Leadership Group the findings from departmental work samples
● Participate in school wide work scrutiny activities

- Engage in the department review process to develop mastery Teaching and Learning

The Literacy Aims within Teaching and Learning

Roles and Responsibilities

- **Learners:** take increasing responsibility for recognising their own literacy needs, make improvements using strategies offered and commit to reading widely outside of school
- **Teachers across the curriculum:** provide a consistent approach to literacy with lessons.
- **Head of Department/Curriculum Leads**: provide a consistent approach to literacy across the curriculum
- **Carers:** to support literacy through reading, writing, speaking and listening at home
- **Librarian:** should embody good practice in library: i.e. literacy on displays, guidance on retrieving information, visual excitement
- **Senior Leadership Group:** lead and give a high profile to literacy
- **Governors:** visit classrooms, talk to staff and learners, with a view to reporting progress and issues to the governing body

Speaking and Listening

As speaking and listening has been proven to have to a major role in writing and reading, we will continue to develop strategies to teach learners how to:

- rehearse their ideas and structures in paired discussion (talk partners) and flexible groupings, both formally and informally
- identify the main points to arise from a discussion
- discuss and orally evaluate
- listen for specific purposes
- use thinking time to prepare for speaking tasks
- speak with confidence in a variety of situations

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of reading in all subjects in terms of knowledge, understanding and skills and also ways of responding to texts. This applies to the reading of a variety of texts including fiction and non-fiction (including the use of ICT). Supportive, consistent classroom displays will expose learners to a variety of key words and phrases to enhance their reading experience.

We will help learners to:

- read with confidence and understanding
- locate and use information
- follow a process or argument
- use a variety of reading strategies to access texts such as skimming and scanning as well as close reading
- discuss, summarise, synthesise, challenge and adapt what they learn from their reading

Writing:

We aim to give learners a level of literacy that will enable them to cope with the demands of writing in all subjects. We will teach them specific writing skills, develop their ability to write in different styles and also

teach them to recognise the importance of purpose and audience. It is important that we co-ordinate across subjects to reinforce learners' language skills through:

- inclusion of thinking and discussion time to inform planning for writing
- modelling processes to make explicit to learners how to write
- strong focus on audience and purpose
- providing opportunities for a range of writing including sustained writing
- using and referring to evidence to support and reinforce thinking
- supportive, consistent classroom and school displays which include key words and phrases, connectives and models of different text types

Teaching and Learning Quality Assurance

The quality and assurance of teaching and learning across the school will be mainly completed through a process of department reviews. These reviews will provide evidence in order to give an outcome of identifying strengths and areas for development within the curriculum area. All curriculum areas will receive at least two department reviews throughout the academic year, it should be noted that where a department review identifies a significant weakness in provision for students there maybe a need for more reviews to take place in order to monitor improvement over time.

Those conducting the reviews will:
- All hold QTS
- Carry out the role with professionalism, integrity and courtesy
- Evaluate objectively based on evidence seen during the review
- Report accurately and fairly
- Respect the confidentiality of the information gained
- Ensure that the review maintains a focus on the successful delivery of a broad and inclusive curriculum

The department review process will include any or all of the aspects below depending on the focus of the review:
- Review of the curriculum intent, implementation and impact
- Evaluation of the department review and action plan (targets identified for development from a previous department review will be a focus)
- Meetings with Curriculum Leader / Line Manager
- Meetings with Key Stage Leaders
- Observations of all staff within that department (where this is not possible on the designated day, an observation of staff will be organised after the review in order to add to the review outcome)
- Work samples of student books from all staff
- Student voice activities
- Teacher meetings

The reviews will be scheduled throughout the academic year and Curriculum Leads will be invited to participate in the planning of the day's logistics and will be part of an ongoing discussion with those conducting the review to ensure transparency throughout the review.

The review will conclude on the day with those involved sharing the outcomes of the review activities and confirming the strengths and areas for improvement for the department. This in turn will allow the curriculum lead to respond to the feedback in their department plans.

Feedback will also include feedback of strengths and areas for development for individual members of staff, forming the requirement for lesson observation quality assurance. Staff will be invited to receive face to face feedback on their lessons for a period of time after the review. Should the review identify a concern regarding a member of staff's performance, this will be followed up with the member of staff and curriculum leader according to the Underperformance Procedures Policy.

As the headteacher has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained, the Headteacher / delegated member of the school Leadership Group / school have the right to drop in to inform their monitoring of the quality of teaching and learning. This may involve work scrutiny or student voice activities in order to establish a picture of what teaching is typically like over a period of time.

Wherever possible notice will be given of additional observations, but this may not be practical on all occasions.

The school has an open door approach, based on a coaching model, to allow all staff to continuously improve.