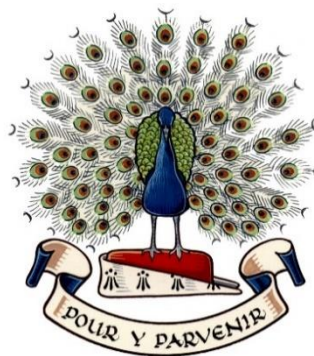


LADY MANNERS SCHOOL

TEACHING AND LEARNING POLICY



TEACHING AND LEARNING POLICY

AIMS OF THE SCHOOL

At Lady Manners School we strive to attain the highest standards in our work, have respect for others, and develop our individual talents.

CONTEXT OF THE POLICY

We strive to provide high quality lessons that are both inspiring and challenging for all our students. All teachers will carefully plan, organise and deliver activities to promote outstanding learning and behaviour from the students in their classes. We also aim to develop students' skills in independent learning, preparing them to be life-long learners.

OBJECTIVES

Teachers are aware of the features identified by Ofsted which are characteristic of outstanding lessons. This is supported by teaching and learning work within school. At Lady Manners School we promote an approach in which outstanding lessons are characterised by clarity of purpose, adaptive teaching, pace, challenge and rigour, assessment for learning and engagement.

Teachers are aware of the available progress and background data regarding individual students in their classes and use these to inform lesson planning.

Support for teachers and other classroom based staff in developing strategies for effective teaching and learning is provided in a number of ways, and certainly includes that provided by Curriculum Leaders, the Senior Assistant Headteacher responsible for teaching and learning and by external agencies where this is deemed helpful.

The Senior Assistant Headteacher responsible for teaching and learning leads on all CPD across the school to ensure appropriate CPD is tailored to the needs of individual teachers. There is a Teaching and Learning Group which acts as a vehicle for reflection on current and innovative practice. Membership of the group is open to all staff. Senior staff are involved in the work of the group when appropriate and ideas and outcomes are disseminated to all members of the teaching staff. Teaching and Learning communities and membership of professional bodies such as the National College of Teaching and the Chartered College of Teaching are also used as a way of sharing and developing good practice at a whole school level.

Teaching and learning is monitored in a number of ways including the appraisal system; by staff with curriculum responsibilities and through other observations by the Senior Leadership Team. Lesson observations, learning walks, CPD visits and subject review weeks all are used as developmental exercises as well as for monitoring and quality assuring provision. There is also external verification in the form of joint observations which take place as part of the quality assurance processes and testing the reliability of lesson

observation data. All information from lesson observations is recorded in SISRA Observe which allows for the identification of best practice and areas for development for individuals, departments and at whole school level. Governors regularly review the outcomes of learning, often in the form of reports from the Headteacher including the examinations report and from meetings with Senior and Curriculum Leaders following a Subject Review process. This is part of school quality assurance and self-evaluation which also includes work sampling, analysis of assessment outcomes and student views about their progress and experience.

TEACHING AND LEARNING FOR SPECIFIC GROUPS

Most Able

The most able students are identified upon entry into Year 7 or Year 12 from data received from feeder schools and is reviewed regularly following assessment points. Students prior attainment is identified to staff through Schools Information Management System (SIMs) and we have developed specific teaching and learning resources to challenge the most able students both in and out of lessons. These resources are varied and range from challenge boxes, targeted activities in lessons to digging deeper weeks and materials available on Myvle. In addition there are events run by departments that provide opportunities for the most able to develop their learning to a higher level.

Special Educational Needs and Disabilities

Students with identified learning needs or a disability are on the school's SEND register and the details of their needs and how best to address these are made available through provision mapping software (Edukey) and shared with all staff. Advice on specific teaching and learning resources to challenge these students are included in the advice for each individual on Edukey and via guidance from the SENCo and Assistant SENCo on quality first teaching strategies. .

Working with Teaching Assistants: when Teaching Assistants are deployed in the classroom they are most effective when they are informed of, and involved in, the learning. Teachers should hold regular discussion of student progress and wellbeing with the TA. Teachers should also give TAs appropriate guidance on their role within the lesson or sequence of lessons. TAs should share their in-depth knowledge of the students on the SEND register. We constantly review best practice advice about the best ways to support students with SEND. The Education Endowment Foundation advises that students with SEND should spend as much time with their teacher in lessons as possible and for this reason TAs are not generally assigned to an individual student. Instead, they are deployed to support a class so that the teacher can spend some time each lesson providing individual support for the SEND students whilst the TA supports others. Increasingly, assistive technologies, for example reading pens, laptops and voice activated software, are used in lessons to support students' learning.

Disadvantaged (Pupil Premium)

Students who are identified as disadvantaged (pupil premium) are provided with all that they need to support their learning in school, including equipment, revision resources and other aids.. All staff will ensure teaching and learning initiatives for use with disadvantaged students are used effectively, appropriately and at the right time so as to maximise progress

and diminish achievement differences. Seating plans, interventions in lessons, targeted support and catch up sessions are provided to ensure that the gaps between disadvantaged students and their peers are closed by the time the students reach GCSE. Care is taken in planning the curriculum and lessons to ensure that these students have opportunities for participation in educational trips and events to build cultural capital.

For all groups staff use adaptive teaching methods in their lessons to meet the needs of students and this is monitored via the appraisal process and lesson observations. This is the main way in which the needs of specific groups are met.

We aim to challenge all students in every lesson and use effective scaffolding strategies to enable all students of all abilities to access those challenge. We believe all students have the right to a high quality education that ensures they have equal opportunities in life.

CROSS CURRICULAR ASPECTS OF LEARNING

Literacy, mathematics, the use of ICT and generic thinking skills are all promoted across the curriculum. Literacy codes and support within our marking and feedback are consistent throughout the curriculum. Our personal development programme of lessons promotes transference of knowledge and skills as well as providing opportunities to understand effective study strategies.

INDEPENDENT LEARNING

Students have the opportunity to experience aspects of independent learning through some lesson activities, through homework tasks, cross-curricular work, extra-curricular activities and through the use of the individual subject pages on our virtual learning platform Myvle. Each subject has knowledge builders, lesson resources, revision materials and links to external websites and resources that both cover course content and extend learning.

CONCLUDING STATEMENT

The spirit of our approach is that all members of Lady Manners School continue to look for ways to improve the quality of teaching and learning so that students learn as much as possible, enjoy learning and achieve the highest possible standards .

February 2021

Appendix**LESSON EXPECTATIONS**

The following characteristics are features of outstanding lessons:

- 1. Set high expectations which inspire, motivate and challenge students**
 - The teacher establishes a safe, secure and stimulating teaching space.
 - Positive attitudes and behaviour are clearly expected from and communicated to all students.
 - Progressive objectives that challenge all learners are communicated effectively and revisited during the lesson.
 - 2. Promote good progress and outcomes by students**
 - The teacher is fully aware of all students' capabilities and their prior knowledge.
 - Students' work demonstrates rapid and sustained progress and the students are able to reflect on the progress they have made over time.
 - The teacher demonstrates outstanding knowledge and understanding of how students learn.
 - The teacher is successful in encouraging students to be independent learners.
 - 3. Demonstrate good subject and curriculum knowledge**
 - The teacher displays excellent subject knowledge at an appropriate level.
 - The teacher inspires and engrosses students' in the subject, while anticipating and addressing misunderstandings.
 - The teacher consistently promotes high standards of literacy.
 - 4. Plan and teach well structured lessons**
 - The teacher uses the lesson time very effectively such that all students are fully engaged throughout the lesson. Pace is excellent.
 - Homework consolidates and extends the students' knowledge and understanding and matches individual needs accurately.
 - Highly effective and engaging resources are used very skilfully.
 - 5. Adapt teaching to respond to the strengths and needs of all students**
 - The teacher has a clear understanding of the needs of all students, including SEND, most able and EAL and uses effective and varied differentiation to challenge all learners throughout the lesson.
 - TAs are used highly effectively to enhance learning. The teacher and TA clearly work as a team and have planned the TA's contribution to the lesson, which results in excellent progress.
 - 6. Make accurate and productive use of assessment**
 - The teacher knows and understands how to assess including statutory assessment requirements and focuses the students on the level of work.
 - Assessment is regularly and accurately. The teacher skilfully questions students to improve and assess learning. The teacher is aware where almost all students are throughout the lesson
 - Marking is up to date and in line with school policy. The feedback shows students how to progress and students respond effectively to further their progress.
 - 7. Manage behaviour effectively to ensure a good and safe learning environment**
 - The teacher has consistently high expectations of behaviour and has clear and consistent rules and routines including where appropriate praise and sanctions. Behaviour is exemplary.
 - All students really enjoy the lesson and concentration levels are outstanding.
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