



## Northgate High School and Dereham Sixth Form College

### Learning and Teaching Policy

#### Rationale:

Northgate High School and Dereham Sixth Form College, as part of Unity Education Trust (UET), understands that a comprehensive and clear teaching and learning policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to teaching and learning.

This policy recognises that there are many facets to teaching and learning; not of all of which will be covered in this policy.

This policy document draws together the emphasis the school places on learning and teaching alongside our policy on Assessment, Feedback and Marking. It focuses on the importance of successful partnerships between staff, pupils and parents to ensure high standards.

#### Outcomes:

The policy seeks to identify key principles and procedures linked to the learning of our students. In particular, it seeks to:

- Highlight good teaching practice for our teachers
- Suggest strategies for maximising learning opportunities
- Provide opportunities for monitoring and evaluation of effective learning and teaching
- Ensure learning opportunities and outcomes of the highest standard for our pupils.

#### Key learning principles:

- Every student at Northgate High School and Dereham Sixth Form College has the right to be successful and to achieve their potential
- Delivery of a successful curriculum requires teachers to know, understand and challenge each student they teach
- Each student must know what to do, and how to do it in order to improve
- Each lesson should constitute a learning opportunity for each student in the group

- Consistency of experience is fundamental to good progress.

### **Part One : Teaching**

Teachers at Northgate High School and Dereham Sixth Form College, and across UET, should make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

#### **A teacher must:**

##### **1. Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils rooted in mutual respect
- Set goal that stretch and challenge pupils of all background, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and be self-critical; forge professional relationships; and work with parents in the best interests of their pupils.

##### **2. Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study, in line with 'The Northgate Way' and the 5 Rs (see appendix)

##### **3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of, and take responsibility for promoting high standards of numeracy, literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.

##### **4. Plan and teach well -structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a 'growth mindset', in addition to engendering a love of learning and engaging pupils' intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social, and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms, and around the school in accordance with the school's Attitudes to Learning policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationship with colleagues knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from, colleagues

- Communicate effectively with parents with regard to pupils' achievement and well-being.

## **Part 2: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' wellbeing in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within the statutory frameworks which set out their professional duties and responsibilities.

## **Learning and teaching – First Principles:**

- Students should be taught how to learn and how to reflect on their learning through discussion, explanation, scaffolding, modelling developing study skills and through effective formative feedback and target setting on how to improve
- Learning objectives must be shared and reviewed
- A 'growth mindset' and the '5 R's' should be encouraged and developed in relation to learning
- Clearly structured lessons promote learning
- Formative Assessment (see Assessment and Marking section of this policy) is a constantly evolving dialogue which recognises and celebrates positive progress, and focuses on the necessary next steps in learning and challenges underachievement.
- Teachers encourage an ordered atmosphere and purposeful learning environment with access to resources and materials to stimulate learning.
- Students' emotional needs are met through feeling secure, that their contributions are encouraged and valued, and that consistent and appropriate discipline supports all pupils.

## **Planning for learning:**

When devising schemes of work, Heads of Department need to consider many aspects of will ensure successful learning. These may include;

- The overall aim of the unit/topic/module/project, breaking down into manageable areas of study.
- The number of lessons required
- Differentiation of tasks to ensure the curriculum is accessible to **all** students
- Resources to inspire and support learning
- Variety of learning experiences offered
- Appropriate assessment opportunities and homework opportunities (see associated policies attached)
- Signposting of appropriate opportunities for literacy, numeracy, citizenship, ICT, British Values etc.

## **The Northgate Lesson**

The 'Northgate Lesson' – included in this policy – is to ensure consistency in planning and delivery of lessons, without impacting on teachers' creativity and inspirational learning experiences.

## **Part 3. Monitoring Learning and Teaching**

Learning and Teaching developments and sharing best practice have always been a key aim of our self-evaluation at Northgate High School and Dereham Sixth Form College, and across Unity Education Trust. Central to this are the relationships between school, home and the wider Trust. The Trustees, Senior Leadership Team, Middle Leaders and class teachers all have responsibility for maintaining and improving the quality of teaching and learning.

Staff at all levels are closely and regularly monitored to ensure optimum learning outcomes for pupils across the school. Externally auditors are regularly invited to the school to provide an impartial and holistic evaluation of Learning and Teaching.

Where individual staff/departments/core groups are found to need extra support following a Learning and Teaching audit, a programme of focused improvement strategies are put in place. Examples of support include:

- Coaching - both within Northgate High School and across the Trust and externally provided by accredited coaches.
- Peer to peer support
- School to school support over 2 counties
- Targeted CPD at the point of need
- Action plan and targets reviewed on a fortnightly basis.

## **Learning Walks**

Key to our drive for the highest possible standards in learning and teaching is evidence gathered from learning walks. Senior Leaders are 'on call' each lesson and all colleagues both teaching and associate staff are encouraged to join a Learning walk to share best practice and identify areas of focus. Information regarding Learning Walks and Protocols are with staff and available in the shared area. Learning walk 'outcomes' are recorded and monitored on Lessons Learned ([www.llo.org.uk](http://www.llo.org.uk))

## **Lesson Observations**

Formalised observations of teaching and learning take place both as part of the Appraisal of teachers but also through SLT standardised lesson observations during the academic year. Teaching and Learning audits take place every Half term, and are calendared in advance and published at the beginning of the year to provide transparency. The Teaching Standards (DfE, 2011) are used to judge and give feedback to colleagues observed, with an overview of lesson grades analysed by the Senior Leadership team with regard to whole school issues, support or training need. All formal observations (prior warning of a minimum of a week, teacher to provide a lesson plan, at least 30 minutes long, grading and development points given) and informal observations (could be no notice, likely to be around 20 minutes long) are recorded on Lessons Learned (as above).

## **Work Scrutiny**

Work in books/folders/test form can give a clear indication of whether learning has been accomplished and what pupils need to do to improve. Regular work scrutinies take place as part of the half-termly Learning and Teaching audits. Copies of work are uploaded on to LL nand can be used as exemplars.

## **Pupil Perception Interviews**

In conjunction with Pupil Attitudes to School and Self (PASS) data, pupils are interviewed as part of the Learning and Teaching audits to gauge their views on the learning experience at Northgate High School and Dereham Sixth Form College.

## **Parental Feedback**

At Northgate High School and Dereham Sixth Form College, and across the Trust, parents are regularly asked for their views around Learning and Teaching. An example of this is the development of the Assessment policy (embedded within this policy) was formulated alongside the views and suggestions of parents.

## **Teacher's Role**

The class teacher is primarily responsible for the learning activities in the classroom and in promoting high quality learning. Good teacher-pupil relationships are essential for motivation and quality of learning and are a prominent feature at Northgate High School. Aspects of the class teacher role include:

- a thorough understanding of the nature of the subject taught with current development and wider curriculum

- using positive , genuine, calm, specific language to build relationships and raise student self-esteem
- clear explanations and instructions through organised learning experiences and resources
- offering proactive support when students require help
- questioning, testing and evaluating the learning activities undertaken by pupils
- having high expectations of all students
- being consistent and fair
- assessing both formally and informally throughout lessons, and checking the pace, timing and resource management
- use of ICT in enhancing the learning experience of students.

**Independent Learning:**

- Developing more independent learners is a key aim of Northgate High School and Dereham Sixth Form College. Pupils should be given opportunities to:
  - identify personal learning needs and goals
  - focus on their time management
  - develop their research skills including interpretation
  - apply knowledge or skills to new situations
  - develop their problem solving skills
  - evaluate and reflect on their progress

**Northgate High School and Dereham  
Sixth Form College  
Assessment and Marking Policy**

<b>Staff Responsible:</b>	ZG
<b>Review Date:</b>	

Updated: February 2017

Associated Policy documents:-

**Learning and Teaching Policy (embedded)**

Core Principles – why do we assess?

- Assessment is an indicator of a pupil's understanding and is diagnostic. It informs pupils and teachers and helps to analyse strengths and weaknesses and is therefore an important tool in planning future learning programmes.
- It enables the setting of targets for pupils' future learning.
- Assessment is a means by which progression can be monitored and should provide early indication of underachievement.
- Assessment should be used to motivate and improve the quality of pupils' work.
- Assessment is part of the information used for the setting of pupils where appropriate.

- Assessment should provide accurate and specific information for anyone who has a legitimate interest in progress data.
- Assessment helps to determine the most appropriate level of entry for external tests and examinations.
- Assessment should be an integral part of the teaching and learning process.
- Assessment should enable the identification of pupils with Special Educational Needs and those who are Gifted and/or Talented within subject areas

Feedback of pupils' work is an important means of enhancing the learning situation and part of the key Assessment for Learning framework. It should aim to achieve several goals:-

- It should be constructive and positive
- It should be a motivator and never seek to demoralise or put a pupil down
- It should be used to identify how well the pupil has performed towards the success criteria of the task and give feedback on how to improve and access the next level/grades
- It can be used to set targets
- It builds up an assessment profile of a pupil

Students need to know what is expected of them and to work towards challenging and aspirational targets. Parents need to know how their child is progressing, and what they can do to fully support their learning.

## **1. Marking**

### **1.1. Aims and objectives:**

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's abilities and goals
- The areas a pupil can improve
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

### **1.2. Setting 'Missions' for pupil progress.**

'Missions' are structured questions or action points written by the teacher to the individual pupil. They are designed to close or narrow the gaps in the pupils' learning, as ascertained from the teacher's marking of the pupil's work. There is an expectation at Northgate that 'missions' should be set every 6 -8 lessons as a minimum. The mission should take the form of a question or a task based upon an area the pupil needs to improve on, as identified through marking. Teachers should consider the following points when setting missions:

- Are the comments/missions easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments/missions highlight particular points for improvement?
- Is the pupil likely to understand why the mission has been set?
- Are the missions detailed enough to provide adequate feedback without being too long for the pupil to understand or respond to?

### **1.3. Pupil reflection time: 'Reflect and Correct'**

When marked work is given back to the pupils, teachers will allocate some time for them to read the comments/missions and reflect on how they can improve. The best time for this is before the start of the lesson which the marking pertains to. This is done so pupils have the new information fresh in their minds when they begin the lesson. A minimum of 10 minutes is recommended for 'reflect and correct', but it is up to the teacher's discretion to use the time for maximum benefit to the pupils.

### **1.4. Rewarding good work**

Positive reinforcement is a valuable and effective way for pupils to understand how they are improving. By pointing out that a pupil is performing well it encourages them to improve their performance over time. Rewards will be given in a number of ways, such as:

- Following the Northgate merit system and logging on E portal
- Praise in front of the whole class
- Displaying excellent work in the classroom
- Awards or certificates given for excellent work, or the most improved pupil over a certain time period

- Letters or notes to parents
- Verbal praise in a one-to-one setting

### **1.5.Numeracy and Literacy marking**

Northgate High school has comprehensive calculation and literacy policies separate from this policy which provides greater detail on these areas. There is a clear expectation that all subject teachers should be regularly marking for numeracy and literacy, in addition to subject content/accuracy.

### **1.6.Self-evaluation**

A simple way for pupils and teachers to improve communication is for pupils to look at and evaluate their own work. It is also useful for teachers to assess whether pupils understand the feedback policy of the class. Using specific phrases can enable pupils to take part in their own improvement. Teachers will encourage pupils to use some of the following phrases:

- I learned...
- I still don't understand...
- I found...difficult because...
- I solved...by...
- I need help with...
- I could get better by...

### **1.7.Peer-to-peer feedback**

By involving students in reviewing each other's work, teachers will help pupils to identify successful methods of learning. One example of effective peer-to-peer learning would be for pupils to highlight quality work by others, i.e. I liked the way (insert name of pupil) described this. 'Green penning', where pupils highlight literacy, spelling and punctuation errors, is a further example.

## **2. Feedback**

Feedback differs from marking; it is not limited to comments placed on the work of pupils. Feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

### **2.1.Focussed learning and feedback**

Northgate High school believes the most effective way for pupils to learn is with clear guidelines. In this way, they are aware of the subject content they need to learn and understand. At Northgate, teachers will ensure lessons remain focused by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas the pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

### **2.2.Improvement suggestions**

There is a fine line between guiding a pupil to the answer and inadvertently giving the answer away. Teachers at Northgate will help pupils find the correct path to successful learning. This will teach pupils the process of investigation and discovery that will help them to find the correct answers in the future. There are three methods of suggesting improvements to pupils:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question you can guide them to the correct answer. An example of this may be: “are you trying to achieve A, B or C?” By doing this, you guide the pupil to looking at these three areas. They will find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, you can guide them into exploring why they should choose one option over another. An example of this may be if a pupil was writing a story in class and was struggling to find the correct word to use. The teacher could give three examples of possible words and leave the pupil to choose.

### **2.3. Verbal feedback**

Verbal feedback is integral to creating a positive classroom environment and ensuring rapid pupil progress. At Northgate, pupils can record the verbal feedback given (in case it is forgotten, and to show the feedback has been understood) through the use of ‘verbal feedback given’ stamps or (brief) written evidence in books. Verbal feedback should focus on the positive, in addition to giving guidance on how to improve.

### **3. The Northgate Lesson**

**All lessons at Northgate High School will have the following features:**

1. Lesson by lesson register is taken.
2. The learning objectives (*Key, Challenge, Next*) are made clear and written wherever possible.
3. The classroom code of conduct is followed and used alongside the attitudes/behaviour for learning policy.
4. Prior attainment, SEND requirements and targets are recorded for use on seating plans and used to differentiate, meeting individual pupils’ needs.
5. A variety of activities are planned to meet the needs of the students (Self Review, Higher level Q & A etc)
6. Assessment of progress is made (incl. sub group focus) and, where appropriate, recorded using Key Performance Indicators (KPIs) and/or Go4Schools.
7. The Learning Cycle (based on Sweller’s research) is used/referred to and Core Knowledge made clear to pupils.
8. Homework/Home centred learning is set well in time before the lesson end and recorded on ‘Show my Homework’.
9. There is a plenary where the learning objectives are reviewed and the learning outcomes are recognised.

### **4. Key Performance Indicators (KPIs)**

At Northgate we pride ourselves on ensuring that the progress of every Northgate pupil is maximised, independent of their initial starting point. Key Performance Indicators (KPIs) should be used throughout Years 7, 8 and 9. These are descriptions of

performance across all subjects and at all abilities. Pupils can clearly see what they can do and, most importantly, what they need to do next to make further progress.

#### 4.1 Underlying Principles of KPIs:

- Reporting to parents will be based on progress rather than a number or a letter.
- Baseline testing must be undertaken by every department. This should be done in September in Yrs 7, 8 and 9 as a minimum.
- Clear, 'pupil speak' Key Performance Indicators (KPI's) should be used in every department.
- KPI's must be linked with GCSE criteria (GCSE criteria for examination from 2017)
- Staff should monitor progress using KPI's. Whilst peer and self-assessment are appropriate for MLG wheels, staff should decide whether KPI's have been met, not students. This approach, combined with regular moderation within and across departments, will ensure consistency and accurate reporting to parents.
- A 'radar' system will be used for end of year reporting, both at subject and whole school level.
- KPI's should be in a 'dartboard' format to ensure consistency but we need to consider software /admin to assist
- KPI 'dartboards' should be stuck in books/ booklets (electronic for ICT) so pupils have continuous access to them.

#### 4.2 Reporting to parents:

- Reporting to parents will be based on progress rather than a number or a letter of attainment.
- Progress is a measure of understanding and application of knowledge from an individual's starting point (KS2) to an aspirational KS4 target.
- Pupil progress will be recorded as one of the following three; below expected progress, expected progress or above expected progress using the same online system as registration (eportal)
- In all cases, teaching staff should have evidence to show why they have made their professional judgement (e.g. linking back to KPIs)
- There are two forms of reporting to parents:
  - 1) via a termly external screening
  - 2) via a yearly full written report
- Internal screening also happens each term (in the other half term to the external) but this is for use by teachers, HoDs and HoYs and not reported home.
- All assessment dates are displayed on the school calendar at the start of each academic year

<b>Staff Responsible:</b>	<b>ZG</b>

<b>Staff Responsible:</b>	
<b>Review Date:</b>	<b>2020</b>

**Policy reviewed by the Curriculum Committee  
Date:**

**Signed by Chair of Curriculum Committee:**

**To be reviewed on:**