

The Priory School



LEARNING AND TEACHING POLICY

Monitoring	Frame of engagement	Date
Member of Staff Responsible	Assistant Headteacher – Learning & Teaching	May 2022
Governor Accountability	Full Governing Body	
Consultation Parameters	Senior Leadership Team	
Information	Teaching staff / Parents / Carers	
Date of latest version		May 2022
Date for next review (Annually)		May 2023
Uploaded to Website		June 2022

The Priory School

Learning and Teaching Policy

Purpose

The Priory School vision is to achieve a consistency of practice in learning and teaching across all areas of the school that means students are experiencing high quality teaching practices to support their learning.

This document sets out the school's expectations on the experience students receive in the classroom, how we try to ensure consistency and support staff to enable this to happen. The review of Learning and Teaching at the Priory School is an ongoing process. All teaching staff are encouraged to be reflective of their own practice and to be active participants in their own professional development.

This policy should be read in conjunction with:

- The Priory School Feedback and Assessment policy
- The Priory School Curriculum policy
- 318 Trust Performance management policy

Learning and Teaching Rationale

We aim to:

- Ensure a common high-quality experience for all students to help maximise each individual's potential allowing them to achieve their personal best, whilst supporting creativity and individuality within learning and teaching.
- A mixed ability ethos and positive teacher-student relationships to engender and encourage student aspiration is at the core of our guiding principles
- Ensure all teaching and learning is routed in high quality, effective educational research.
- Identify and share good practice across the school, the MAT and beyond.
- Evaluate the quality of teaching in line with Priory School and 318 Trust expectations
- Identify areas for development and support teachers in that development
- Standardise monitoring procedures using a range of evidence to ensure teaching is having a measurable impact on the progress of our young people

Lesson Expectations

The Priory School Lesson expectations are embedded in the principles and research of Barack Rosenshine and are reflective of the 318 Trust lesson expectations. (Seen appendices ii-iv).

All teaching staff are regularly reminded of these parameters and are expected to deliver each lesson in line with their underlying principles. However, we do not expect lessons to be rigidly identical from subject to subject and lesson to lesson. It is important that young people experience a rich diet of styles influenced by a teacher's own personality and flare and an outstanding experience cannot be achieved without this.

We expect to see our young people enjoying their learning, having fun and engaging with their teachers. We deeply believe that student aspiration should be encouraged and at the core of everything are positive teacher-student relationships.

Some subject areas deliver their lessons to classes set according to ability, but this is often only when there is tiered entry at GCSE. We whole heartedly embrace mixed ability

teaching, looking to provide an inclusive learning environment in the classroom and expect to see clear personalisation of learning to cater for a range of needs.

CPD and Opportunities to Share Good Practice.

All staff have a personalised CPD plan which highlights areas to focus on taking into account review against the teaching standards as a result of performance management and monitoring processes. It highlights specific areas of professional development they should attend or contribute to.

All staff will have access to a range of in-house and external CPD opportunities. Wherever possible staff and departmental meetings begin with a sharing best practice session. For whole staff meetings this is where best practice has been identified by SLT and individuals are given an opportunity to discuss these with the wider staff body.

The Assistant Head Teaching and Learning will coordinate an annual in-school programme for new staff, ECTs or anyone else wishing to develop their practice. This will be published at the start of the academic year but will also cater for those joining us in the middle of the academic year

The Assistant Head Teaching and Learning will organise a half termly programme for teaching staff meetings which focused on key CPD and T&L priorities within the school development plan. This will then inform the foci of SLT monitoring; learning walks, book scrutiny and student voice, to gauge the impact of CPD on pedagogy.

All recording, requesting and booking should use CPD Genie. Justification for attendance at external CPD sessions should be given on each application with a direct reference to how it supports the school or department development plan. Staff attending external CPD provision may be requested to disseminate this information to the rest of the teaching staff as a requirement for attendance. Identified CPD needs from performance management will help to focus the provision of internal training.

Where staff or departments are subject to an intervention action plan or capability procedures they should identify appropriate CPD and training through discussion with their line manager or SLT link.

Informal peer observations are always encouraged and these often happen informally or through discussion with line managers.

Instructional Coaching and Planning Coaches

This is a supportive mechanism where trained, high performing teachers coach an identified member of staff to help them improve a specific area of their classroom pedagogy. Members of staff can self-refer or be referred by their line manager to improve areas identified through self-reflection or monitoring.

Instructional Coaching is led by our team of planning coaches. They are paired with individual members of staff and will work closely with them on a personalised, instructional coaching programme for at least one term or the whole academic year depending on the level of need. This process is not part of any formal intervention or capability measure.

Monitoring of Learning and Teaching

This is essential to ensure a consistently high-quality experience for all students but will always be primarily focused on supporting each member of the teaching staff to continuously develop and improve to be the best teacher they can be. Staff can use any evidence they wish to support their performance management self-review and areas for focus. The main purpose of monitoring is to assist with individual's professional development and ensure a consistent experience of school; it is not focused on

Monitoring will encompass gathering information from a variety of evidence bases and will be carried out by middle or senior leaders according to a timetabled programme (see self-evaluation monitoring timeline):

-learning walks or lesson 'drop ins'. of approximately 15 minutes or less. These will be calendared for the academic year so staff will know when they are happening. The majority will be recorded so staff know strengths and areas for development. Learning walks will also focus on work scrutiny and student voice, with a small group of students being removed from the lesson to talk about the subject and their work. These occur on a half termly basis. The Headteacher reserves the right to visit any lesson at any time or to delegate this to the senior leadership team.

-SLT walk arounds. These will happen on a daily basis to ensure the smooth operation of the school, that rules and routines are being followed and to support staff where needed. They are supportive in nature and will not be recorded.

-Lesson observations -there will be formal lesson observations in the spring term of approximately 30 minutes which will also focus on work scrutiny and student voice. These will be formally recorded. Formal observations for the purpose of performance management will not exceed 3 hours (see 318 Trust PM policy).

-Student voice. This takes many forms but will occur during learning walks, drop ins and lesson observations to help gauge progress over time. It will often involve discussion of the student's work, feedback and progress and will centre on their learning. Separate, student voice focus groups will also take place to look at specific areas of learning and teaching but also to focus on student sub-group performance and engagement.

Work scrutiny. There will be additional sampling according to subject and year group to look at consistency of curriculum mapping, feedback and student progress.

Deep Dives

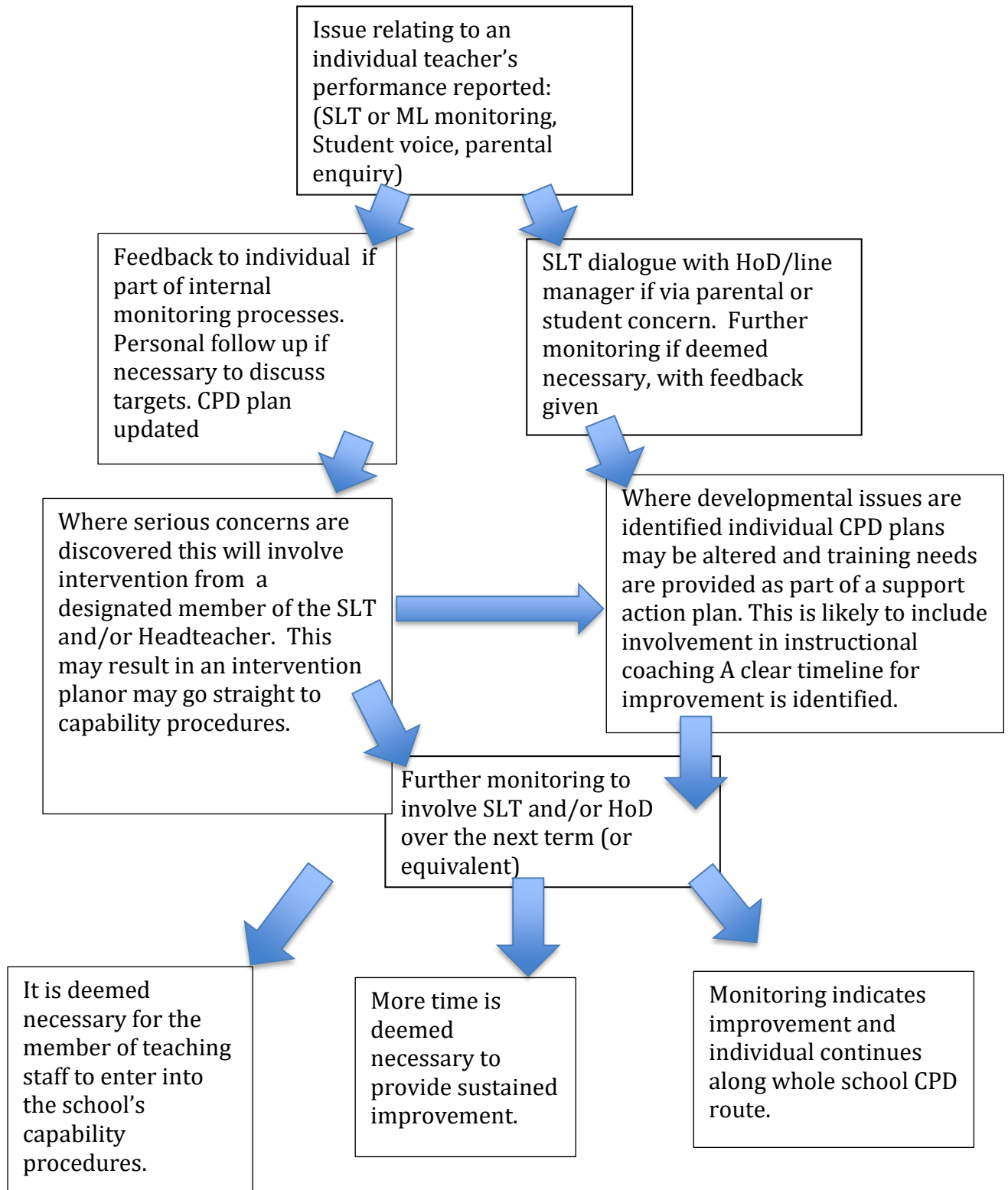
These are carried out for all academic subject areas, usually in the Spring Term. They focus on departments reviewing their curriculum and performance to aid with their own self-evaluation.

They focus on ensuring there is consistency within a department, led by the Head of Department who, in turns, meets with a member of SLT to review their paperwork and key areas for focus.

Process to ensure improvement in T&L

See Appendix i

Appendix (i) Monitoring and support procedures to ensure consistency of teaching



THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



Expectations for high quality lessons at The Priory School



- **Clear lesson objectives/aims** that are communicated to Students
- These aims and the lesson should be **planned around a learning hierarchy**. Blooms and not task based – what are they learning?
- **Quality First Teaching** even when teaching a 'setted' class **have you planned tasks that allow for progression** support and access, to stretch and challenge? It should not be one size fits all
- **Resources** - do they interest students? Do they support learning of all?
- **Activities** - based on learning and improving understanding, not copying and note taking
- **Seating plans** - should be based on the activity and groupings which encourage learning – ability, B/G, learning partners. Don't have to be sat in rows/pairs facing the front
- **Cooperative learning** and student discussion not simply didactic instruction
- **Questioning** - directed, mix of open and closed, encourage student reflection, include all
- **Proportion of teacher talk vs student learning** keep a check on how long you give explanation and direction
- **Time given to student reflection** what they have learnt as part of lessons and units of work. Do they know what they have learnt? Do you recap and review learning?

Appendix iv



TRUSTWORTHY LESSON EXPECTATIONS

COLLABORATIVE

Behaviour for Learning. Expectations, standards and ambitions are high. A purposeful, collaborative and respectful learning environment.

PERSONALISED

Knowledge of students and thoughtful differentiation ensures support and challenge for all, including SEN, disadvantaged and HAP.

REFLECTIVE

A sustained review of learning through meaningful feedback and reflection. Verbal or written, formative or summative, peer-led or otherwise, students know where they are and how to improve. Marking is minimal. Skilled questioning involves all and develops thinking.

HOLISTIC

Curriculum awareness enables students to understand the holistic picture of their learning. Students can talk about their knowledge and skills, and where these fit into previous learning, their progress and end-points

