



The Piggott School

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

TEACHING & LEARNING POLICY

Date last reviewed: Spring 2023

Responsibility: Deputy Head and Governors' SALT Committee

Review Period: Biennial

Aims

The aim of this policy is to recognise the right of the individual teacher to teach in his or her own way, provided effective learning is seen as a priority. Good practice and innovation should be encouraged and shared across the school.

The aim of this policy is not to ensure that everyone teaches in the same way but to ensure that there is a richness and diversity of styles and methods within a set of clear expectations based around the Teachers' Standards:

1. High expectations, which inspire, motivate and challenge students

Teachers have high expectations so that:

- the students are engaged and involved
- the lesson objectives produce ambitious and challenging outcomes
- the students arrive equipped for the lesson and present work in a clear and organised fashion
- appropriate support is given as needed to all groups of students
- students are encouraged to be independent learners

2. Range of teaching styles

Teachers have a range of teaching styles at their disposal so that:

- a variety of activities are used that meet all students' learning needs
- students work in a variety of different groupings (i.e. pairs, groups, individual, whole class)
- They use creativity to make the topic and the lesson engaging

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Noted by the FGB: ~~20th April 2023~~ ~~6th February 2020~~

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3. Subject and curriculum knowledge

Teachers have secure subject knowledge of the topic so that:

- they are able to communicate with enthusiasm, enabling the student to feel confident with their learning
- they are aware of contemporary ideas and current developments
- the imparting of knowledge is broken down into manageable chunks
- the student is enabled to learn about the topic at a pace suited to ability and in a way appropriate to needs

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4. Classroom management and behaviour for learning

Teachers manage their classes so that:

- students and staff have positive relationships which engender mutual respect
- they use a variety of Behaviour for Learning strategies and behaviour that does not meet expectations is dealt with consistently
- there is a seating plan if appropriate.
- department strategies for disadvantaged students are followed
- there are set routines and clear expectations that are known to the students including entry, formal start and end of lessons
- there are clear time limits for tasks set
- students are set appropriate consequences for contravening classroom rules

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5. Use of resources

Teachers ensure that:

- there is a variety of resources used including ICT, IWB, instruments, web, text books, LRC, equipment for practical lessons etc
- the LSA is effectively used in the lesson to support students learning
- relevant, high quality resources are used to match ambitious intentions
- the needs of disadvantaged students are fully met
- ICT is used to enhance learning where appropriate

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6. Lesson planning

Teachers ensure that:

- Lessons are sequenced so that long term learning takes place
- they have planned a lesson which contains learning objectives and key learning activities.
- learning objectives are communicated and discussed at the start of the lesson
- learning objectives are clear and specify what the students will learn and not what they will do
- students understand the learning objectives
- a scheme of work is followed as appropriate
- the lesson is appropriate to the ability and group, and has good pace
- the planned lesson is structured and allows for progression and flexibility
- students can explain how a lesson links into prior learning

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they have planned how to scaffold learning (i.e. through questioning and differentiation)
the lesson planning considers which SMSE and character traits will be developed that lesson
effective transitions between activities are planned
Skills for future learning are incorporated to prepare for progression. Students can apply
their knowledge to new contexts, building on existing schemata.

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7. Effective questioning

Teachers ensure that:

there is structured and progressive questioning, providing opportunity for open/higher order questions
some questioning is targeted at individuals demonstrating differentiation
all students are given the opportunity to ask and answer questions
sufficient take up time is given so that students have the opportunity to prepare their answers before speaking

8. Accurate assessment of students' learning

Teachers ensure that:

visual and non verbal checks are used throughout the lesson to ascertain students' understanding
questioning and talk is used to determine students' understanding
the lesson is adapted when necessary to take into account slower or quicker than expected progress
they use data to inform their planning for progression

9. Feedback

Teachers ensure that:

regular marking is completed in line with department policy
a variety of feedback is provided (e.g. written comments, verbal feedback peer assessment, self-assessment etc)
smart targets are given to (or written by) students
Dedicated Improvement and Reflection Time (DIRT) is built into some lessons where work is returned, so students can act on their feedback.
students know their target grade /range and what they need to do to meet/exceed this
clear objectives are set for work so that feedback links to the objectives
Students respond to MY RESPONSE IS (MRI)

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10. Homework

Teachers ensure that:

there is a variety in the type of homework set (e.g. written, reading, planning, research, thinking, making, revising etc)
the setting of homework is discussed with students in the lesson
Where appropriate Homework is recorded on Satchel One.

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homework has clear learning objectives
homework is assessed by the teacher or students
feedback given to the students on homework is discussed in lessons - time is set aside for students to reflect on their homework

Learning

At The Piggott School, we want students to be inspired by their lessons. In order to do this, we have certain, high expectations of them.

1. At the start of the lesson

Students are:

- punctual and go straight to their allocated place/seat
- fully equipped with everything they need for the lesson
- expected to listen carefully to the learning objectives and make the links to what they have learned in the previous lesson

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2. During the lesson

Students must:

- expect to be asked lots of "how" and "why" questions
- expect to be challenged
- expect to be occupied with tasks for the whole lesson which are appropriately challenging
- expect homework to be set as per schedule, asking any questions they need to in the time given
- if homework is being returned, listen carefully to the oral feedback the teacher gives. Read the written comments and act on them through the DIRT task asking any questions they need to in the time given
- be prepared to show their teachers what they have learned in the plenary section

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3. At the end of the lesson

Students must:

- ensure the room is tidy
- wait behind their chair until they are dismissed by the teacher
- leave in an orderly fashion and ensure they are on time for their next lesson

Monitoring and Evaluation of the Quality of Teaching and Learning

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Teachers should:

- self-evaluate and develop their subject knowledge, have an awareness of educational initiatives, quality and effectiveness of their own teaching and their classroom management skills. This could be through class based action research, whole school CPD sessions linked to

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teaching and learning communities and twilight sessions, coaching or other Continuous Professional Self Development (CPsD)
monitor student progress in relation to their set targets (from data such as CATs, SATs, ALPS etc.) and prior achievement and take action as appropriate

Form Tutors should:

monitor the progress of students in their tutor group as specified in the Form Tutor job description in the Staff Handbook

Heads of Department/Heads of Key Stage should:

evaluate the teaching of their subject, and lesson planning and use this analysis to share best practice and inform targets for improvement in the Department Development Plan
ensure school policies on assessment, recording, reporting and target setting are implemented
analyse and interpret data on student performance against predictive data (e.g. GCSE target band ranges, ALPS etc.) and implement actions where appropriate
monitor students' work through sampling in order to ensure policies are being consistently applied and implement strategies for improvement where appropriate.
observe teachers through unannounced learning walks and as part of the appraisal programme and give constructive feedback.
evaluate progress of Teaching and Learning priorities in the Departmental Development Plan

Heads of Year should:

monitor the progress and potential of the students in their year group by using available data
monitor the work of tutors and their academic mentoring time and support tutors as appropriate
report back to the Senior Leadership Team where appropriate

Senior Leadership Team members should:

monitor the effectiveness of the Teaching and Learning Policy in their curriculum area through lesson observations, learning walks, [Deep Dives](#) and frequent discussions with the appropriate member of staff including Heads of Year, Heads of Department/Key Stage, SENCO or the More and Most Able Coordinator.
analyse school performance data and feedback from appropriate meetings to set targets for improvement
give support and arrange CPD

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