



Northgate High School & Dereham Sixth Form College

Learning and Teaching Policy Updated October 2022

Rationale:

Northgate High School & 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 (updated Summer 2022). 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 & 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 & 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 as teachers 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

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, disciplinary 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 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 NASEN 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 (See appendix 1 for Feedback and Assessment Policy)**
- 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 that 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 that 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 that 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, practising and developing study skills, and through effective formative feedback and target setting on how to improve
- Learning objectives must be shared and reviewed
- Clearly structured lessons promote learning
- Formative Assessment (see Feedback and Assessment Appendix of this policy) is a constantly evolving dialogue that 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: Why this, why now?

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.

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 & 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. Update to include reference to protocols and Appreciate Enquiry. Also 3 Is...

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)

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 and 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.

Parental Feedback

At Northgate High School, and across the Trust, parents are regularly asked for their views around Learning and Teaching.

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. 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

Assessment and Marking Policy

Updated: June 2022

Associated Policy documents:-

Learning and Teaching Policy (embedded)

Staff Responsible:	DBr
Review Date:	2024

NGHS and DSFC recognise that:

- Effective assessment is an ongoing process and has a significant positive impact on student learning ([+0.77 on Hattie's effect size index - 52nd out of 252](#))
- It is neither possible nor useful to mark every piece of work in the same way
- Students need to do something with Feedback for it to be effective.
- Peer assessment and self-evaluation are valuable techniques and, if used effectively, can make a considerable contribution to learning

Feedback: General Principles

The following principles of effective feedback, [taken from research by the EEF](#), should underpin our approach to feedback and assessment: -

- The timing of feedback should be considered carefully, and feedback should focus on moving learning forward
- From the start of a learning task students need to be clear about the type of feedback they will receive and how it will be used to improve their learning.
- Written and verbal feedback are both effective approaches to providing feedback. Careful consideration should be given to when and how each is used.

- Dedicated time for acting on feedback must be built into lessons. This is where students are given time to read comments/ feedback and respond in some way to the feedback.
- Marking less, but making marking higher quality when completed, has a higher impact on students progress and development.

Key Terms: -

Feedback – any form of information that students receive regarding their learning and their work

Formative Assessment - monitoring of student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning

Summative Assessment - evaluating student learning at the end of an instructional unit by comparing it against some standard or benchmark

Feedback: Implementation:-

As our Learning Cycle states, feedback is not always teacher marking. There are lots of different Feedback and Assessment strategies, and choosing the most appropriate approach is an important decision.

Assessment and feedback approaches may include: -

- Assessing against external criteria
- Internal tests or examinations as a checkpoint in the course
- Whole class feedback
- Initial marking of drafts
- High challenge, low stake quizzes
- Skim marking (to check for completion and acknowledge effort)

Feedback will often fall into one of two categories: -

Feedback = students are given advice on how to improve a piece of work they have already completed. They use the comments to improve the work.

Feedforward = students use comments about previous work to plan how to complete a future (similar) task to a higher standard. Also can be used to describe Formative Assessment.

A common approach to Feedback and Assessment.

Each subject area will have its own Assessment and Feedback policy, which is based on research and best practice in the subject area. As students benefit from a consistent approach, every subject will incorporate the following practices: -

- All assessment by the teacher will be undertaken using a blue/black pen or pencil.
- Students self-assess and respond to feedback in green pen. Peer assessment is also in purple.

- Teachers should use their Verbal Feedback stamp to indicate where verbal feedback has been given. Students should write a brief summary of the feedback next to the stamp, and there should be evidence of students responding to this feedback.
- Teachers will ensure that a dedicated time for responding to Feedback is built into lessons. Where Feedforward advice has been given, time should be given at the start of a new task to reflect on the advice they need to use.
- In a situation where most of the class has performed poorly in a particular question or assessed task, it is important to provide time to re-teach this information in a different/more appropriate way
- To support students' literacy needs, teachers will ensure that key language errors are addressed.
- Use of the whole-school merit system to acknowledge achievement/progress.

Tracking Progress - students and teachers

Each subject will have a tracking sheet in place which records summative progress data from standardised assessments across each key stage, as well as any other key progress data (eg KPI progress in KS3).

Subjects who use online programmes for students to complete work (eg Seneca/GCSEPod, subject-specific sites) should download student progress data from the programme at agreed points in the year as a record of progress.

Progress in KS3 is measured against subject KPIs, which need to be in books or folders to allow students to refer to them regularly. All progress at KS4/5 is quoted in terms of grades; GCSE 9-1, A level A*-E, BTEC & OCR Technicals Dist-Merit-Pass.

Students need to have a place in their books/folders/ that allows them to keep track of their key assessment results (KS4/5) or KPIs (KS3). Students should be given regular opportunities to update their tracker so that they are able to explain the progress they have made and what their Next Steps are.

Further Guidance:

- **High challenge, low stake quizzes**

Quizzes are a good way of recapping learning and drawing out strengths and target areas for groups and individual students. By making them low stakes, students are more likely to engage and be motivated to participate. The challenge comes in the questions themselves, which could include recall, interleaving and addressing common misconceptions. Feedback could include an overall score, as well as questions or topics that need re-visiting- either for individual students or groups. Online Learning Platforms

- **Written comments/advice:**

The key reasons for offering written feedback/advice are to encourage students to reflect on their learning and to advise on next steps or improvement. The target

audience for written feedback is the learner. Written feedback is often called “formative assessment” – but it cannot be formative if no action is taken. If feedback is to have any value it should lead to action by the learner by providing:

- Clear targets for improvement or prompt questions for students to reflect on areas for improvement themselves
- Time to reflect on the feedback and ask for further explanation
- Correction or redraft time
- Opportunities to demonstrate progress in subsequent work/assessments

Note: where appropriate, students respond in a different colour so they can see where they have made improvements

- **Verbal Feedback/Learning Conversations:**

- Assessment made through dialogue can be built into questioning strategies used within the lesson, where strategic and targeted questioning draws out understanding, addresses misconceptions and challenges all students to extend their learning.
- Verbal Feedback can be indicated on the work (this can be recorded in writing or by using a stamp.) Points arising should be noted on the work by the learner for future reference (“I must remember to...”). This feedback is undertaken either as a one-to-one in the classroom, during the lesson, to small groups or to the class as a whole. As with written comments, it is the gradually accumulating nature of the learning relationship, built around effective feedback, that is critical to effective learning.

Peer-to-Peer Assessment:

Peer assessment will not be successful unless the learners have been thoroughly prepared beforehand, over time, to take on the responsibility. Learners who are to assess each others’ work need to:

- Feel safe in the classroom
- Be respectful of each other
- Be confident when interacting with their peers. Peer assessment is only effective where pairs and groups are used to interacting in a positive and supportive manner. Where learners are not used to working in pairs or groups, peer assessment should not be introduced
- Understand the criteria for assessment
- Recognise the duty of care that accompanies the assessment of another learner’s work

- In some circumstances, a specially designed sheet will be used to record students' assessments and is attached to the completed work
- It is the teacher's role to coach students to engage effectively with Assessment for Learning.

Whole-Class or Group Assessment:

The types of assessment activity that can be addressed by groups could include:

- Developing assessment criteria together/developing the language of learning or assessment
- Use mark scheme or criteria to assess anonymous work
- Grade or level work with evidence
- Oral presentations

Feedback can also be provided at whole class level, so that the teacher identifies common strengths and areas for development. Students are then guided to reflect on their own work in relation to this whole-class feedback and identify for themselves where they have met the criteria or where they need to make improvements. This type of feedback encourages the student to reflect on their work at greater depth and to begin to develop agency in their own learning. Using whole-class feedback in this way can be a good foundation for effective self-assessment.

Self-Assessment:

For self-assessment, students will, once again, need to have a knowledge of the task, including an understanding of the criteria for the specific task in a manner appropriate to their needs.

There will need to be opportunities built into the process for:

- sharing and developing an understanding of the success criteria
- a conversation about how the students can meet these criteria i.e. knowledge of the strategies that they need to apply to be successful.
- explicit modelling of the task, including the strategies used to successfully complete it.
- time to reflect on performance against the criteria both during and at the end of the task
- modelling of the self-assessment process of identifying success and areas for improvement- this might be through assessing a model response as a class or be scaffolded through whole-class feedback

Self-assessment should therefore be developed through explicit teaching of metacognitive regulation, including monitoring and evaluation. Self-assessment can be a powerful tool in developing students' knowledge of self, but appropriate time and training needs to be built in to make it effective. Teachers will need to guide and coach students to reflect on their knowledge of the task and use of appropriate learning strategies, until they are able to do this more independently.

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

Staff Responsible:	DBr
Review Date:	2024

Policy reviewed by the Curriculum Committee**Date:****Signed by Chair of Curriculum Committee:****To be reviewed on:**