



# Teaching and Learning Policy

**AIM:** To enable all learners in our school community to achieve their very best, academically and personally, through high quality teaching and learning.

To ensure all students have the qualifications, behaviours and attitudes necessary to be successful in their next stage of education, training, employment and adult life in Modern Britain.

## Policy Objectives:

- **To provide a clear framework for planning high impact Teaching and Learning at Liskeard School.**
- **To ensure students receive high quality, challenging, inspiring and differentiated learning experiences to meet their individual needs.**
- **To ensure all students make good or better progress from their starting point.**
- **To support every students' personal development through the explicit teaching of our School Attitudes and British Values including Social, Moral, Spiritual and Cultural learning (SMSC).**

## Every Liskeard Lesson will:

**Develop subject specific knowledge, understanding and skills**

**Support every student's personal development**

Teaching and Learning at Liskeard School is fully inclusive and learning is planned using all available information<sup>1</sup> to ensure good or better progress for all learners from their starting point. Systematic and rigorous summative assessment of learning gives accurate progress information to plan for a student's next stage of learning and in lesson intervention. The progress of discrete groups in relation to the whole class will be systematically monitored and acted upon by every teacher in their lesson planning.

Marking regularly provides students with formative feedback and clear next steps. Students are provided with dedicated improvement time (DIT) to improve their work in purple pen. Students develop and deepen their knowledge, understanding and skills through responding to high quality focussed written and oral feedback in all curriculum areas.

Learning at Liskeard School is collaborative and we believe that through courage, resilience and kindness students will achieve more together. Co-operative learning structures are planned for and used in lessons to ensure full engagement in group tasks, challenging discussions and support.

Every teacher believes every student can achieve and actively supports students in developing a growth mind-set to raise aspirations and promote self-development. Resilience is developed in lessons and across the wider school to enable students to 'bounce-back' and tackle positively the challenges of learning. Student independence is developed through the 4 B's, brain, book, buddy, boss strategy.

## Non-Negotiables:

- **RESILIENCE:** 4B's (brain, book, buddy, boss), Austin's Butterfly.
- **FEEDBACK:** D.I.T (dedicated improvement time).

- **CHALLENGE:** Arrow work, higher order questions.
- **EXPECTATIONS:** Date, title, learning objective/context, do now task, not accepting sub-standard work.
- **LITERACY:** Marking for spelling, punctuation and grammar, literacy mats and highlighters.
- **INTERACT:** Every student, every lesson.
- **NUMERACY:** Everyone's responsibility

## LESSON PLANNING

High expectations of all learners is evident in lesson planning that effectively uses student data to plan for progress. Lesson planning extends all students previous knowledge, skills and understanding in relation to their individual starting point. Planning is focussed on the desired learning outcomes and will take the most direct route to achieve them, ensuring learning time is used effectively and pace is appropriate.

The Liskeard Lesson Observation form provides clear generic and subject specific guidance on the classroom conditions for learning and progress over time. Detailed guidance on lesson planning and lesson observations is available in the staff resources on Learn Liskeard.

The Liskeard lesson planning form will be used for all formal observations and a seating plan annotated with students' data available at all times.

## QUESTIONING

A range of questioning strategies are used and appropriately selected for their intended outcome. Whole class questioning will use strategies that optimise student engagement, including no hands up etc. Questioning will be used to support and challenge students through a range of high and low order questions as appropriate. Questioning is integral to assessment for learning and is used to formatively check a student's understanding and misconceptions.

## WRITTEN AND ORAL FEEDBACK (Marking)

- Work will be marked fortnightly in Maths, English, Science and MFL and once every four hours of teaching in all other subjects.
- Summative assessments will be marked using the subject specific criteria or exam mark schemes.
- Formative marking provides students with clear next step guidance about how to improve, extend or develop their work. Dedicated Improvement Time (DIT) allows students to respond in their purple DIT pens to secure further progress in their learning.
- Opportunities for peer and self-assessment will be routinely provided for students.
- Spelling, Punctuation and Grammar will be marked using the SPaG annotations and students will be encouraged to independently make amendments or will be given DIT to improve their work.

|          |   |
|----------|---|
| Spelling |   |
|          | Place a line under the spelling error.<br>Spelling Support:<br>Level 1: Underline spelling errors if the student has shown they can spell it. |

|             |   |
|-------------|---|
|             | Level 2: Words spelt incorrectly underline and place the correct spelling in the margin.<br>Level 3: A single letter is missing add it in once highlighting where with ^. |
| Punctuation |   |
| —           | Place a line underneath punctuation errors e.g. across sentences, or between words, <u>alot</u> = a lot or <u>who ever</u> = whoever                                      |
| ○           | Place a circle around apostrophe errors and insert an apostrophe when missing.  |
| Grammar     |   |
| ~~          | Underline using a wavy line where students have used the wrong word, tense or an odd expression.  |
|             | Place two lines to indicate where a new paragraph is required.  |

All Teachers should expect students to proof read their work for spelling, punctuation and grammar prior to handing in for marking.

Next step guidance for spelling, punctuation and grammar should focus on one aspect only from the following:

- Spelling
- Punctuation
- Grammar
- Paragraphs and sentences
- Handwriting to support spelling

Spelling, punctuation and grammar should always be marked on all pieces of marked work; the amount should provide enough support to allow students to make improvements and progress.

Students will receive high quality verbal feedback during lessons from adults and peers. Verbal feedback will identify the aspect of knowledge, understanding or skills a student has developed and will give focussed advice on how to develop their work further.

Verbal feedback may involve coaching students to identify their own next steps in the learning process - this promotes independence and creativity.

Everyone in the Liskeard School community will seek out and welcome feedback and will take the opportunity to act upon the advice.

## **EVERYONE A TEACHER OF LITERACY AND NUMERACY**

Everyone is responsible for developing a student's literacy and numeracy skills as these are essential functional skills for success in all school subjects and life in modern Britain. Teachers expect high standards of handwriting, spelling, punctuation and grammar in all pieces of written work and will support students to develop these skills through keywords, model answers, writing frameworks and explicit teaching.

Teachers will support the whole school literacy firmly focus in their lessons and will take every opportunity to promote a love of reading across the school community.

All adults will model the highest standards of literacy and continue to develop their skills as appropriate.

Planning takes into account the importance of developing numeracy skills across the curriculum and promotes a positive attitude towards the use of Maths as a key functional skill. Students will be supported in using the methods of calculations, data

handling and problem solving taught in Maths lessons. Non-specialists will use the guidance provided by the Maths department available in the staff shared area.

### **EXAM LITERACY**

Exam literacy is developed at all key stages to give students a secure understanding of exam syllabus assessment objectives. The structure and timing of examination papers is explicitly taught and students receive regular opportunities to practice exam questions which are assessed using exam mark schemes. Command words and subject specific terminology is used systematically in lessons through learning objectives and success criteria. Teachers employ a range of metacognition strategies to help students, plan, monitor and evaluate their learning. Modelling is used to demonstrate standards and the learning process.

### **HOMEWORK**

Homework is set regularly in accordance with the homework policy using Show my Homework. Homework will either consolidate learning, deepen understanding or prepare students for work to come.

### **PARENTS IN PARTNERSHIP**

Teachers will work closely with parents to provide feedback and support on their child's progress. This can be through phone calls, parent evenings, AFA meetings, meetings with mentors, postcards home and the termly Progress Checks.

### **PROFESSIONAL DEVELOPMENT**

All teachers at Liskeard School fulfil their wider professional responsibility to improve their teaching and student learning through appropriate professional development, responding to advice and feedback from colleagues<sup>1</sup>. All teachers develop effective professional relationships, drawing on advice and support<sup>2</sup> to research the impact of their teaching on learning through a professional development programme of deliberate practice.

Teachers take responsibility for developing up to date and deep subject and curriculum knowledge for the courses they teach.

### **LEADERSHIP OF TEACHING AND LEARNING**

All TLR holders are responsible for developing the highest standards of Teaching and Learning at Liskeard School and Community College.

Heads of Faculty will follow the monitoring calendar to identify areas of strength with regards to teaching, learning and marking and will set short term targets for their departments to further develop teaching and learning to ensure it is of a consistently high standard.

### **RESILIENT LIFE LONG LEARNERS**

Teaching and Learning at Liskeard School aims to develop confident, passionate, active and creative young people who readily take responsibility for their own learning and bounce back and learn from any setbacks. Liskeard School is a learning community where everyone is encouraged to foster a love of the challenge that is learning.