



ASHFIELD
SCHOOL

TEACHING AND LEARNING POLICY

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ASHFIELD SCHOOL Ambition | Teamwork | Honesty



School Aims

SCHOOL AIM 1: TO MAXIMISE THE ACHIEVEMENT/PERSONAL DEVELOPMENT OF ALL LEARNERS THROUGH THE PROVISION OF AN OUTSTANDING CURRICULUM

SCHOOL AIM 2: TO DEVELOP HIGH PERFORMING TEAMS THROUGH EFFECTIVE LEADERSHIP

In order to secure the school aims the following principles apply to teaching and learning within the school:

- providing a safe, stimulating learning environment for all pupils and teachers;
- enable pupils to achieve their full potential by learning in a variety of ways, and through
- challenging learning experiences and outcomes;
- provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- set high expectations for all pupils in order to raise their aspirations; and
- raise standards of both teaching and learning.



These principles are underpinned by the school ethos of Ready to Learn, Teach and Lead.

READY TO LEAD

What we expect from our leaders



- ACHIEVEMENT**
Set ambitious goals based on a clear vision and strategy
- SECURE**
Be supportive, approachable and ensure good communication
- PRIDE**
Be a role model who is visible and ensures that everyone takes pride in the learning environment
- INDIVIDUAL**
Listen to, value and demonstrate trust in colleagues allowing them to develop professionally
- RESPECT**
Treat colleagues with trust and respect
- EXPECTATIONS**
Set high standards, challenge consistently and recognise high performance in others



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READY TO TEACH

What we expect from our Teachers



- ACHIEVEMENT**
Formative marking and assessment of progress
- SECURE**
Apply school routines consistently
- PRIDE**
Maintain a positive learning environment
- INDIVIDUAL**
Challenge and support each student to improve
- RESPECT**
Build positive relationships with all students
- EXPECTATIONS**
Active and inspiring teaching



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READY TO LEARN

What we expect from our Students



- Be on time for your lesson**
- Be prepared for the lesson**
- Show pride in your work**
- Co-operate with your teacher**
- Respect other people and the classroom**
- Work hard to make progress**
- Challenge yourself to do better**



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Via Ready to Lead, Teach and Learn, all staff are asked to develop and teach elements of the 'The Ashfield Lesson', a template for the education we aspire to provide. It is not expected that all elements will be seen in every lesson, as this is a fluid structure that also allows for staff creativity and individual styles of teaching.

The Ashfield Lesson

Expectations of all lessons		
<p>No hands up policy: We aspire to be a 'no hands up in lessons' school.</p> <ul style="list-style-type: none"> • Use alternatives that work for you to include/engage/challenge all students • Plan your questions (both written and verbal) to encourage higher order thinking • Circulate to check understanding (AFL - red pen/stamps/take the temperature and adapt where required) 		
<p>Plan for progress and participation: <i>T&L INSET/TARA/PP4S/Lesson Study</i></p> <ul style="list-style-type: none"> • What content/skills will be taught/practised and with which assessment in mind? • Will your planned lesson best engage the participation of all (incl. PP/SEN/MAT)? • Consider the lesson plan against Bloom's Taxonomy. <ul style="list-style-type: none"> i.e. <i>planned activity/resources/task instructions and questions</i> • Adapt resources and activities using Blooms - e.g. turn 'Find' task into 'Explain' • Reflect and evaluate - do you need to re-visit skills/content? What next? 		
BLOOM'S TAXONOMY		
<p>CREATING</p> <p>USE INFORMATION TO CREATE SOMETHING NEW</p> <p><i>Design, Build, Construct, Plan, Produce, Devise, Invent</i></p>	<p>EVALUATING</p> <p>CRITICALLY EXAMINE INFO & MAKE JUDGMENTS</p> <p><i>Judge, Test, Defend, Criticise, Predict, How far do you agree...</i></p>	<p>ANALYSING</p> <p>TAKE INFO APART & EXPLORE RELATIONSHIPS</p> <p><i>Categorise, Examine, Compare, Contrast, Organise</i></p>
<p>APPLYING</p> <p>USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION</p> <p>Use, Diagram, make a Chart, Draw, Apply, Solve, Calculate</p>		
<p>UNDERSTANDING</p> <p>UNDERSTANDING & MAKING SENSE OUT OF INFORMATION</p> <p>Interpret, Summarise, Explain, Infer, Paraphrase, Discuss</p>		
<p>REMEMBERING</p> <p>FIND OR REMEMBER INFORMATION</p> <p>List, Find, Name, Identify, Locate, Describe, Memorise, Define</p>		



Teaching

Teachers, as part of 'the Ashfield Lesson', should plan a series of lessons which exhibit elements of the principles below.

...knowing the students

Knowing your students enables you to assess their needs and effectively raise their expectations. When is their engagement drifting? Why might this be happening? Do they need some help or should you leave them to figure this out? Are you following P4S? Have you looked at SEND needs and allowed for this? Have you deployed your LPA effectively? These questions can only really be answered if we know our students well. Learners need a trusting, fair and safe environment that acknowledges that they 'may not know' and will make errors in learning. Learning takes time but one of the teacher's roles is to maximise the efficiency of the time available, to provide many opportunities to learn the same idea over time, and to ensure time is spent on learning and not merely doing 'something'.

...high levels of Challenge and knowledge retention

"A successful teacher establishes a student's expectations of their abilities but then dispels those expectations by telling them they can do better". Prof J. Hattie

Appropriate challenge ensures that students have high expectations of what they can achieve. Lessons are to be differentiated to allow all students to succeed and excel.

Robert Coe contends "Learning happens when people have to think hard." This seems like a great starting point and is directly connected to Daniel Willingham's proposition that "Memory is the residue of thought." What we think about is what we will remember and thinking 'hard' is more likely to produce long-term retention. Knowledge retrieval will be a feature of both homework and classwork, allowing students to develop long term memory. As OFSTED have defined the Quality of Education asks for 'developing of a deep body of knowledge', 'if nothing has altered in long term memory, nothing has been learnt'

...engagement

We need our students to engage in what is happening within the classroom. Engagement means that 'they will be thinking about that we want them to think about' and therefore learning is more likely to take place. Lessons must get off to a flying start, with students purposeful from the beginning.

...explanation & modelling

It is critical that new material is effectively explained in order for students to be able to move to other aspects of the learning process. If not, often you will find yourself returning to further explanations or students will need to look elsewhere for additional support. Once information has been explained to students, they need to know what to do with it. The best way for students to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge.

...effective questioning

Questioning, via the use of Bloom's Taxonomy, is a key part of what takes place in the classroom. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can force our students to think. This is a key part of the learning process. We are far more likely to transfer something to long-term memory if we think about it. Effective questioning can also ensure that students are accurately using subject specific language within their answers. Skilled questioning can be used to assess current performance. These 'hinge' questions, on which the next stage in the lesson depends, should be carefully planned in order to assess if students are ready to move on as well as diagnosing potential misunderstanding. As a school we promote a policy of 'no hands up questioning', encouraging fully engagement and staff directed questioning.

...feedback (see School and Faculty Feedback Policy)

Marking is planning, marking is differentiation.

Effective marking and feedback is crucial in order to determine the next steps a student needs to take and in communicating these appropriately. Sound marking and feedback practices lead to high levels of differentiation as students work on the particular content or skill that will move them forward.



...skillful formative assessment of student performance (see School and Faculty Feedback Policy)

This will enable the effective scaffolding of next steps within the lesson and beyond. Formative assessment is a means to consider the improvement in performance that a student is making. Expertly used it will enable a teacher to judge where next to take the lesson. It is important to acknowledge that learning takes place over time. We need to reflect on this carefully as teachers and consider how we will change this improved performance into learning.

...continue to be in control of own continuous professional development

Through bespoke CPD provision (lesson study, Ashfield Lesson, TARAs, twilights and INSET) continuously update subject knowledge and teaching practice in line with current developments and initiatives; discuss teaching and learning at Faculty and subject meetings in order to share good practice.



Monitoring and Evaluation of Quality of Teaching and Learning

The Monitoring of Teaching and Learning will take place through faculty review and the appraisal process (see relevant policy)

However in general;

Classroom Teachers are responsible for the progress of pupils in their classes and for self- evaluating their own professional development

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.

Middle Leaders

Middle leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements, and setting targets for improvement.

Senior Leaders

The Senior Leadership Team sets priorities and targets for improvement at whole school level, based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through department reviews and measuring the quality of teaching over time.

The quality of teaching over time is measured through the use of

- performance data
- faculty review
- student voice
- stakeholder surveys/interview

