



LEARNING AND TEACHING POLICY

RATIONALE

Nidderdale High School and Community College is committed to providing high quality learning experiences for all students which lead to good progress and “Achievement for All”. All staff in school recognise that they have a role to play in promoting effective learning and teaching. Nidderdale High School and Community College aims to inspire its students to become lifelong and independent learners.

ROLES AND RESPONSIBILITIES

Teachers

All teachers have responsibility for:

- Maintaining up to date subject specific knowledge, skills and understanding including knowledge of the new National Curriculum, exam specifications, specific information in classchart folders, assessment procedures and performance measures relevant to their subject(s);
- Creating and promoting a positive climate for learning;
- Creating and / or selecting resources which are appropriate to task, ability and any specific identified needs to promote effective learning and progress for all;
- Planning lessons which meet the requirements of Schemes of Work and / or exam specifications, provide opportunities to demonstrate progress within and between episodes of learning, meet the needs of all abilities in the group and provide a range of learning opportunities;
- Delivery of high quality lessons;
- Planning, setting and assessing homework in line with the school’s homework guidelines
- Use of assessment for learning in all lessons and providing quality assessment and feedback in line with the school’s Assessment and Feedback Policy;
- Providing accurate assessment data for calendared data collections and reporting to parents.

Directors of Learning

In addition to the above, Directors of Learning are responsible for:

- Ensuring that Schemes of Work are fit for purpose;
- Keeping abreast of national curriculum changes and modifications;
- Reviewing and adapting the current curriculums to ensure they meet the needs of all learners
- Monitoring and evaluating the quality of all aspects of learning and teaching in their Area of Learning ;
- Providing challenge and support for members of the AoL.
- Ensure regular scrutiny of students’ work and classchart folders at AoL meetings

SENCO

The SENCO is responsible for:

- Ensuring learning support resources are effectively deployed to support whole class learning, small group intervention and 1:1 support;

- Ensuring SEN information is up to date and accessible for all staff.

Learning Support Assistants

Learning Support Assistants are required to:

- Have an up to date knowledge of the needs and learning requirements of the individuals and groups they support and use this proactively to support students in lesson e.g. use alternative recording strategies;
- Contribute to the promotion of a positive climate for learning;
- Under the direction of the class teacher, work with individuals or small groups on differentiated tasks or activities in or away from the main classroom;
- Provide professional feedback to the class teacher about the students they are supporting in order to facilitate effective differentiation.

Headteacher

The Headteacher is responsible for providing strategic direction for the development of learning and teaching across the school;

Assistant Headteacher Teaching and Learning

The Assistant Headteacher is responsible for:

- Co-ordinating the monitoring and evaluation work of Directors of Learning across the school;
- Leading on the learning and teaching strand of the School Development Plan and providing accurate information for the termly update of the SEF.

Assistant Headteacher Progress and Achievement

The Assistant Headteacher is responsible for:

- Identifying students who need stretching academically;
- Identifying students who are not making expected progress;
- Working with Directors of Learning in order to ensure Literacy and Numeracy levels and core skills are secure.

Full Governing Body

The Governing Body is responsible for:

- Monitoring the school's work to develop all aspects of learning and teaching;
- Providing challenge and support to senior leaders with responsibility for learning and teaching.

All staff

All staff have a responsibility to ensure that they engage with and seek out professional learning opportunities including:

- Coaching and peer mentoring (all teachers are required to take part in at least one peer observation per academic year)
- Regular evaluation of their own practice
- INSET
- External courses
- Appraisal

EXPECTATIONS

All staff responsible for learning and teaching agree to meet the following expectations:

Climate for Learning

In order to ensure the most effective learning experiences, teachers will make best use of the following factors to create a positive climate for learning:

- Seating plans
- Display
- Learning Wall
- Ready, respectful and safe
- Positive language to promote a positive learning environment
- Fair and consistent application of rewards and sanctions
- Resilience time

Planning

In order to ensure that students are given every opportunity to make good progress, teachers will address the following in lesson planning:

- All lessons will have clear learning objectives and success criteria for assessment;
- All lessons will have an engaging initial activity or starter to ensure full participation at the beginning of a lesson;
- All lessons will have at least one planned plenary / consolidation of learning activity – this will not necessarily be at the end of a lesson;
- Planning will take account of the learning needs of various groups and individuals in a class. Activities and questioning will be planned and differentiated accordingly and will take account of Universal Provision / Wave 1 and information from SEN statements and Education, Health and Care Plans (EHCP). See Appendix 1;
- Prior attainment data and on-going assessment information will be used to plan for progress within and between episodes of learning;
- Opportunities to develop literacy, numeracy and ICT will be planned as appropriate to the subject and individual need;
- Opportunities for extended learning, independent learning and homework will be planned in line with the school's homework guidelines;

Delivery

In order to ensure that students are given every opportunity to make good progress, teachers will address the following in lesson delivery:

- Lesson objectives and success criteria will be shared with students;
- A range of Assessment for Learning and questioning techniques will be used;
- Misunderstandings and misconceptions will be addressed through 1:1 intervention during the lesson/homework or whole class teaching as appropriate;
- The development of good literacy (and numeracy as appropriate) will be actively promoted e.g. through modelling, key vocabulary, teaching the conventions of subject specific text types;
- Teaching Assistants and additional adult support are given clear direction and enabled to fulfil their role in supporting the learning of identified individuals or groups.

Appendix 1

Universal Provision – Wave 1, Quality First Teaching for All

- We use Interactive whiteboards with a coloured (pastel) background rather than white.
- Any notices/labels/signs/ worksheets are in a sans-serif font - ideally Comic Sans or Arial. Any labels on equipment drawers/trays/cupboards contain both text and a picture/symbol.
- There is an up-to date, relevant and accessible Learning Wall in every classroom, displaying key subject vocabulary. Text is big and bold (same guidelines for font and background as above).
- We provide dyslexic students (see SEN register) with worksheets on coloured backgrounds and we do not require them to copy large amounts of work from the board. We provide concise notes with plenty of open space and with visual rather than textual information e.g. flow charts, diagrams, concept maps.
- Planning emphasises what students will learn based on an assessment of what they already know, understand and can do. AFL is in place.
- Consideration is given to seating plans and the layout of each room to ensure that students are seated in a manner conducive to their learning.
- Lessons begin with a recap of previous learning, which supports students in identifying links between this lesson and previous ones.
- New learning is presented in small chunks, with the logical next steps explained.
- Teaching, including questioning, is personalised and differentiated.
- We allow plenty of time for recall. Students are given time or support before responses are required. We allow time to talk through ideas or concepts and for discussion.
- We make learning multi-sensory – visual, kinaesthetic and auditory – and we make students aware of their strengths rather than just focusing on their areas for development.
- Learning Support Assistants are used to advance learning, provide support and to promote independence.
- Tasks are clearly explained or modelled and the success criteria are made clear (through the lesson objectives), as are outcomes (through mini/summative plenaries).
- We use procedural facilitators such as writing frames with suggested openers and sentence starters accompanied by higher order questioning and teacher dialogue to extend learning.
- Students are provided with relevant and accessible resources e.g. word mats, number lines, dictionaries, spell checkers, coloured overlays and rulers, line markers, times table squares and magnetic letters/numbers. (Some of these are provided in the LSC boxes). We provide spare equipment for students with organisational difficulties who will forget or lose their own equipment.
- All staff share the responsibility for supporting students in becoming more organised and independent, by teaching revision strategies, memory strategies, encouraging the effective use of planners and ClassCharts, post-its, colour coding etc and through the use of resilience time.
- Students are encouraged to make use of ICT whenever possible, including its use for homework tasks.
- We give out homework in a manner which allows sufficient time for all students to record it accurately. We create homework on labels either prior to or during the lesson which can be quickly stuck into planners.
- Alternative recording strategies are used when writing skills are not the main focus of the learning e.g. bullet points, concept/mind maps, posters, word processing, sound/video recording, flow charts, story boards, models, drama.