Reddish Vale High School 2023-24
Teaching and Learning Policy

Our school vision is to **"positively change lives**, through **personal growth** and **academic excellence"** underpinned by our core values of **respect, aspiration, determination and independence**. We see high quality teaching and learning as central to positively changing lives.

Our teachers are reflective, consistent and see their role as a crucial tool to ensure that barriers are removed to support pupils accessing the wider curriculum. Every teacher at Reddish Vale deserves access to high quality CPD and training that will ensure they continually improve.

We work with faculty areas to ensure that teaching and learning is prioritised and that every teacher is responsible for the implementation of this policy.

Date approved by Governors:	10th October 2023
Date approved by SLT	19th September 2023
Last reviewed:	Sept 2023

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1. Teaching and Learning at RVHS

Our school vision is to **"positively change lives**, through **personal growth** and **academic excellence"** underpinned by our core values of **respect, aspiration, determination and independence**. We see a high quality curriculum, teaching and learning, assessment and feed**forward** as central to positively changing lives.

Our vision is to empower our pupils with life-long skills, that they are reflective, that they see the purpose in assessment as a means of improving their life chances. Our teachers value assessment as a crucial tool in moving learning forwards so that barriers are removed to support them accessing the wider curriculum.

We work with faculty areas to ensure that the quality of education is prioritised in their delivery and that every teacher is a responsive teacher.

At Reddish Vale High School we will place an emphasis on:

- Assessment and Feedforward strategies

- Embedding Rosenshine's Principles and underpinning them with TLAC techniques into our planning and delivery

- Investing in high-quality CPD that is regular and reflects consistency in practice

- Disciplinary literacy with explicit vocabulary teaching and reading comprehension

We ensure that we:

- Plan highly effective lessons that focus on learning and progress.

- Know our pupils and what knowledge and skills we need them to learn.

- Provide a mastery curriculum, accessible to all and ensure that we model and scaffold effectively.

- Ensure that all pupils have a secure base knowledge and that they build fluency in basic skills and concepts.

- Actively engage with and learn from all CPD sessions to embed research driven strategies into our planning and pedagogy.

- Use data to inform our planning using a feed-forward structure.

- Learn from exemplary practice and improve our practice through collaboration with others, within departments and collectively as a staff team.

- Maintain high expectations for planning and classroom practice.

- Systematically reflect on our practice to ensure we are constantly striving to improve.

- Actively participate in collaborative and shared planning.

2. Classroom expectations and routines

The classroom environment

Standardised learning visuals:

- We praise via use of RADIs on Whiteboards - 'Praise in Public'
- We celebrate pupils' work on our walls
- Standardised slides on entry to ensure that students receive a consistent daily diet
- Subject specific keywords are visible for our pupils

The environment:

- Movement around the classroom is not hindered
- Teacher can see all pupils
- Pupils can easily face the front of the class
- Chairs, tables, surfaces free from graffiti/damage
- Walls free from graffiti/damage
- Rubbish in the bin (incl. recycling)
- Working IWB and other ICT equipment

Classroom routines

Teachers ensure that they:

- Arrive before/on time to lessons, meeting and greeting pupils at the door
- Ensure pupils are wearing the correct uniform before they enter
- Ensure pupils are sitting in the correct seat, with belongings underneath chair
- Ensure pupils planners and essential equipment are put on desks
- Ensure pupils write the date and title into their book and underline with a ruler
- Have a meaningful **'Do it Now'** task upon entry, which is a retrieval activity/linked to learning which promotes fluency and is started immediately in silence.
- Ensure pupils put their hand up to ask/answer questions (unless explicitly using other techniques such as cold calling)
- Ensure pupils listen silently when you are speaking
- Ensure pupils record homework in their planner
- Follow the behaviour system
- Use the board to acknowledge and praise pupils
- Check pupils' work spaces for litter, graffiti at the end of a lesson
- Ensure pupils stand behind their chair in silence at the end of the lesson and dismiss them in an orderly manner (or line up in PE/PA)

3. Presentation Policy

- Folders have pupil books, assessments, assessment grids and Pupil Progress Tracker
- Books have names, classes, subjects, teachers and targets clearly written on the front of the book in pen.
- Titles and dates are underlined.
- Classwork and homework are distinguishable.
- Black or blue pen is used and pencil is never used for writing.
- Green pen is used for self/peer assessment
- Purple pen is used for improvements
- Red pen is only used by teachers
- Drawings and diagrams are in pencil
- Homework present, regular and clearly labelled.
- Knowledge organisers, supportive resources and guides are clearly stuck in.
- Assessment grids (MSD at KS3 and GCSE/voc) are stuck into pupil books and are in clear language that pupils know how to access and use.
- Assessments are stuck into books/included in pupil files.
- There are no loose pages in the books.
- Further information and guidance here

4. Expectations for planning

- All lessons must follow the relevant scheme of work.
- Schemes of work are available ahead of each term, are regularly reviewed in response to formative and summative assessment, to ensure the level of challenge is appropriate
- Lessons have a clear Do Now in place to retrieve prior knowledge.
- Clear objectives and success criteria are shared which pupils understand
- Principles of Rosenshine are adopted and TLAC techniques are used when delivering
- Pupil data drives planning and progress data is used to intervene/support
- Planning is collaborative, adapted according to formative/summative assessment
- Planning is monitored and audited by the Head of Department in learning walks/book looks
- Lessons must be engaging
- Misconceptions are anticipated and incorporated into planning
- Disciplinary literacy, explicit teaching of vocabulary and reading comprehension are incorporated into planning
- Use the Rosenshine Principles of Instruction to inform planning (see below)
- Ensure you scaffold to support those in need and stretch and challenge all pupils.
- Plan questioning to check for understanding, encourage independent thought, promote higher order thinking skills and that are inclusive and probing
- Include Assessment for Learning activities to allow them to check progress, intervene in class accordingly and further stretch and challenge accordingly.

Regularity of Key Pieces

	Core	Non-core	If 2 lesson per fortnight
YEAR 11	KP every 5 lessons		
YEAR 10	KP every 5 lessons		
YEAR 9	Every 5-7 lessons	Every 5-7 lessons	Every 5 lessons
YEAR 8	Every 5-7 lessons	Every 5-7 lessons	Every 5 lessons
YEAR 7	Every 5-7 lessons	Every 5-7 lessons	Every 5 lessons

Before planning teachers have:

- **Considered who they are planning for:** Every group will be different and pupil data must be used to plan lessons. This is also helpful when creating seating plans.
- **Reflected on their last lesson:** What went well in the lesson, what could have been better? Use this to inform your planning, the best practitioners are reflective.
- **Considered what the end goal is:** Have you thought pupil achievement by the end of the lesson/end of the topic/scheme of work? Backwards planning is essential to ensure that pupils can progress in the short/long-term, informing your objectives.
- **Asked colleagues who are delivering a similar topic/SOW what they are planning:** Collaborative planning is encouraged/resources shared. Personalisation is key to ensuring that all pupils' needs are catered for so that pupils make good progress.

Rosenshine's Principles of Instruction

Who is Rosenshine?

- Professor of Educational Psychology in Illinois
- Spent the past 4 decades researching and identifying what makes effective teaching
- 10 research-based principles of instruction based on 3 sources:
  - *Research in cognitive science, Research on the classroom practices of master teachers, Research in cognitive supports to help pupils learn complex tasks*

The 10 Principles:

R1 Begin with a short review of prior learning	R6 Check for pupil understanding **(WE)**
R2 Present new material in small amounts or steps **(I)**	R7 Obtain a high success rate **(WE)**
R3 Ask a large number of questions and check the responses of all pupils	R8 Provide scaffolds for difficult tasks **(WE)**
R4 Provide models **(WE)**	R9 Require & monitor independent practice **(YOU)**
R5 Guide pupil practice **(WE)**	R10 Engage pupils in weekly and monthly review

5. Marking and Feedforward

All staff are responsible for implementing this practice consistently.

The aims of 'feed forward' are to maximise the progress of all pupils of all ages and abilities, providing strategies for pupils to know how to improve in all subjects. This will give pupils **dedicated time** to improve their learning. It will create continual meaningful **learning dialogue** between the pupil and the teacher. It will encourage a **sense of pride** in pupil work and promote the **highest quality and consistent feedback** practice in all lessons at all times

On-going formative assessment of pupils' learning is a key feature of every classroom.

FEEDFORWARD will allow the teacher and pupils to identify areas for development, extension and challenge. Feed forward must be specific and focus on the subject specific skills and content.

Expectations for marking and feedback

- Teachers ensure that pupils' work is marked *in red pen* according to feed**forward** principles
  - This is developmental which informs the next steps in pupils' learning
  - This is purposeful, regular and in line with the expectations as set out in this policy.
  - This often refers to specific success/assessment criteria to give pupils targeted actionable steps to improve

- Pupils improve their work by responding effectively to the feedback given *in purple pen*
- Department Progress Trackers are updated in relation to pupil assessment marks (for key pieces and summative assessments) which inform planning
- Teachers use marking to inform next steps in planning, homework and re-teach lessons

Assessment criteria

- All teachers and pupils must know the assessment criteria in KS3 and KS4.
- These should be explicitly referred to in next steps feedback.
- At GCSE, these are clearly in relation to specified criteria which outline expectations of what pupils should do and know.

Checking for understanding

- High quality questions are asked to probe for depth of understanding
- Knowing via formative assessment/trackers/Progress Teaching who requires further questioning and intervention.
- Cold call and no opt out techniques are employed
- Identify & communicate the solution
- Anticipate and address misconceptions as they arrive
- Act rapidly to fix
- Facilitate the development of reflection and self-assessment in learning
- Use of literacy strategies to check understanding of Tier 2-3 vocabulary

Plan and provide opportunities to act

- Deliver high quality feedback to pupils: that enables them to self-correct
- Feedback is not merely correction, it allows opportunities to apply new knowledge through a variety of follow up tasks
- Fix any gaps rapidly
- Challenge pupils to 'go beyond'

Interleaving

- Strategically plan to revisit learning periodically
- Ensure that information has been remembered and retained
- Feed forward is acted upon and gaps in knowledge have been closed

It is important to acknowledge **that a range of techniques** will improve pupil progress and that not one in isolation will suffice. Departments should outline the key pieces in each half term, together with summative assessments that will complement this, which will receive written feedforward (in red pen).

7. Quality Assurance of Teaching and Learning

Learning walks

Learning walks are developmental and aim specifically to collect evidence about, highlight and share best practice in relation to teaching and learning, evidence of progress and academy focus areas. These are constructive and are a whole school activity.

Learning walks will be carried out following the delivery of whole school CPD and recorded on Progress Teaching. Whilst no formal lesson plans or class learner profiles are expected as part of a LW, it is an expectation that all teachers have well planned lessons that follow the curriculums scheme of learning.

Learning Walks will focus on school-wide priorities along with bespoke areas of pedagogy.

Progress Teaching **will record Learning Walks and BLs** and will be shared with colleagues. Prior to publishing a LW/BL on Progress Teaching, observers and teachers will discuss the LW/BL as appropriate, outlining strengths and areas of improvement.

This will take part along with a strong focus on **triangulation** of the curriculum, assessment criteria, predictions, work scrutiny and lessons within the department. Not one measure of QA stands on its own and must be interconnected.

There are eight strands that can be covered, however, it is unlikely that this will occur in a short learning walk. Those **in bold** are our whole school priorities.
The strands are:
1. Climate, Relationships and Behaviour for Learning
2. **Literacy, Vocabulary and Reading**
3. Curriculum Planning
4. Practice and Retrieval
5. **The instructional core (I – presenting new information, modelling, WE – guiding practice and scaffolding, YOU – independent practice and retrieval practice)**
6. **Assessment, Questioning and Feedforward**
7. Marking and Feedforward
8. Progress Over Time - Pupil Voice

Depending on the strand, an observer will allocate either '**an area for development**', '**area of strength**' or '**exemplary practice**' to the strand that is being looked at. This will help identify strengths and areas for development across the school, inform CPD and coaching and aid the school's triangulation process.

The learning walks will follow whole school CPD, which will outline the areas/year groups of focus. This should help guide departments in managing workload, expectations and ensure that books are of a high quality when it comes to Learning Walks/BLs occurring. It may be the case that, should matters arise, that specific groups/classes require further quality assurance.

This will filter into departmental and link meetings, helping to sculpt the agenda, with opportunities to discuss key developmental areas, as well as sharing good practice.

My Profile

On Progress Teaching, you will have a profile where your feedback is stored. This will help you see what strengths and areas for development there are so that there is clear communication between you and the people that will be in your lessons.

Work scrutiny

Regular book scrutiny will cover all year groups each half term. Four key areas will be addressed

- Quality of classwork over time, with key pieces clearly outlined
- Quality of homework in line with department expectations (See Homework Policy and Schedule)
- Quality of feedforward and responses using different forms of formative/summative assessment
- Quality of presentation (see Presentation Policy)

Each section acts as a guide but they do not need to all be answered directly.

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1. **Quality of Class Work**
- Tasks are set in line with exam/assessment requirements
- The standard of classwork in line with pupils' target grades.
- Work shows pupils are developing and improving over time.
- Work shows pupils are challenged and don't always 'get it right' first time.
- **Curriculum**
- Clear evidence of the scheme of work being followed
- Learning journeys, knowledge organisers and assessment grids stuck in and used?
- Progression over time is evident
- Opportunities for extended writing are clearly demonstrated
- Level of challenge is appropriate and/or work is appropriately differentiated
- Matches exam/assessment requirements

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2. **Quality of Homework**
- Tasks are set in line with exam/assessment requirements.
- Homework follows the principles of researching, reviewing or practising.
- Homework takes place with deadlines on allocated days as outlined below.
- The standard of work is in line with pupils' target grades.
- The work shows pupils are developing and improving over time.
- The work shows pupils are challenged and don't always 'get it right' first time.

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3. **Quality of Feedforward**
- Written feedforward provides clear advice on how to improve and is in line with School policy.
- Pupils' responses to feedforward show they have understood how to improve.
- Follow up 'therapy' sheets are given to move learning forward.
- Written feedforward regularly includes marks/grades, particularly at key pieces and corresponds with the respective assessment criteria.
- Written feedforward shows pupils how to improve spelling, punctuation & grammar.

This document should be read in conjunction with our curriculum policy, which is located here:

7. Continual Professional Development (CPD)

'Teaching…….is a team sport where teachers make each other better, faster.'

Doug Lemov

There are two factors that directly impact on outcomes for our learners. These are the quality of teaching and the quality of leadership, with a focus on leading staff learning. CPD at Reddish Vale aims to be research driven, linked specifically to whole school priorities and reflect the context of our school. The different strands of CPD will encourage and create a collaborative, engaged and reflective community of staff.

All whole school CPD will be linked directly to the School Development Plan. CPD will be regular and new strategies to improve the quality of teaching will be embedded into our lessons. Department meetings will follow the whole school CPD and good practice shared amongst teams, this time will also be used to also improve our subject knowledge.

Strands of CPD

1. Whole school

2. Subject specific

3. ECT and instructional coaching

4. Leadership development

1. Whole school CPD

Delivered through INSET, briefing and calendared whole school CPD sessions including the SSAT EFA project, all teaching staff are required to attend these sessions. Support staff will be notified when they are required to attend relevant CPD sessions.

The CPD calendar will be shared in advance; sessions will have a clear balance in focus on both classroom culture and teaching and learning that complement each other, while following the natural progression of the academic year. This calendar will be adapted throughout the year in line with pupil outcomes, reviews of T&L and learning walks.

2. Subject specific

This is to be led by HODs, lead practitioners, external advisors (such as ARK etc) and members of the department through calendared departmental meetings.

Develop subject knowledge	Sharing and developing exam smart practice. Ensuring that the curriculum delivered allows opportunity for both distributed and interleaving practice, whilst mirroring the balance reflected in the GCSE exam in both topics covered and skills. Ensuring pupils are exposed to GCSE language and content from KS3. Regular reflection of examination reports and detail of mark scheme that informs teaching and modelling. Collaborative book scrutiny that celebrates and shares effective practice. Sharing exemplary departmental practice.
Pinpoint and monitoring of reteaches	Regular reviews of data as a department, pinpoint what is being retaught, why and how. Monitoring the impact of this.
Examination board training/ Subject specific CPD for pedagogy	Internal or external CPD

3. ECTs and Instructional Coaching

ECTs

Early career teachers at Reddish Vale will receive training sessions to support their development and acknowledge their career stage. These sessions are provided by the appropriate training provider will focus on ensuring this group of staff meet regularly in the model of train, try, share and reflect. This programme is implemented in line with the whole school CPD. Each ECT is allocated a subject mentor to support with their development.

Instructional coaching

It is a directive model of coaching that includes a rubric outlining exemplary practice with specific skills and techniques that are delivered to coachees, practised and reflected upon during coaching meetings. Training for coaches and coachees will be delivered.

4. Leadership development

Consisting of both internal and external provision. Staff will take part in external leadership development courses throughout the year, launching improvement projects through external providers such as NPQML, NPQSL, SSAT Middle Leadership Programme and Leadership Legacy Project, NPQH.

Internal leadership sessions will take part in the Summer term for aspiring or current leaders. 6 sessions in total focusing on leadership styles, leading change, leading others, strategic planning and leading an effective team.

Subject mentoring training will take place at the beginning of each term to ensure that expectations of the mentor are clear and trainees are supported throughout the year. The model of Plan, Practice, Repeat Cycle and giving and implementing feedback will provide subject mentors with the necessary tools to support the trainees planning and teaching.

Monitoring the impact of CPD

It is crucial that the professional development provided supports staff and students effectively. The impact of CPD will be monitored through various ways.

- Lesson observations
- Learning walks
- Pupil outcomes
- Staff voice

The planning and delivery of CPD will be adapted throughout the year to ensure that it supports both staff and students and effectively meets their needs throughout the year.

8**. Homework policy**

This document should be read in conjunction with our curriculum policy, which is located here:

9. **Curriculum Policy**

This document should be read in conjunction with our curriculum policy, which is located here:

https://docs.google.com/document/d/1oWBeJqu5Ci9OrMsCN2K0UYWysfifKVAc/edit?usp=sharing&ouid=107118194265029891582&rtpof=true&sd=true

10. **Assessment Policy**

This document should be read in conjunction with our assessment policy, which is located here:

https://docs.google.com/document/d/1AV54ykIl-tPRuctll54AeTs8t22cF1eZ/edit?usp=sharing&ouid=107118194265029891582&rtpof=true&sd=true

11. **Quality of Provision Document**

This document should be read in conjunction with our 'Quality of Provision completed handbook for September 2021' document, which is located here:

https://docs.google.com/document/d/1qw1XF50Ix2Fv4ANIh8Q1N893kRHQDymR/edit?usp=drive_web&ouid=107118194265029891582&rtpof=true

12. **Examinations Policy**

This document should be read in conjunction with our examinations policy