

# Priory Hurworth House School

## 'Inspiring for success'

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people's characters in order to fulfil their ambitions

# Teaching & Learning Policy

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## **Priory Hurworth House School**

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**Sept 2018**

<b>Procedure for:</b>		<b>Teaching and Learning</b>			
<b>Associated Priory Policy:</b>		Teaching and Learning	<b>Number:</b>		ES11 v04
<b>Unit:</b>		Hurworth House School	<b>Author:</b>		Claire Blackett
<b>Issue Date:</b>	Sept 2018	<b>Version:</b>	V3	<b>Review Date:</b>	Sept 2019

### **Overview:**

At Hurworth House every learner will have an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers will be given professional responsibility to ensure that their teaching meets this standard. The head teacher, and senior leadership team will monitor, evaluate and review teaching and learning to ensure that this standard is met.

This policy should be read in conjunction with the schools policies for Curriculum and assessment. Performance management systems are clearly outlined in this policy.

### **Aim:**

- To foster a love of learning that results in rapid progress and high aspirations for the future.

### **Objectives:**

- To ensure that all learners benefit from teaching and learning that is at least good or better to ensure that progress is at least good or better.
- To provide a basis for monitoring, evaluating and reviewing teaching and learning.
- To ensure that all teachers are given feedback on their strengths and areas for development.
- To improve the quality of teaching and learning to improve progress and raise standards
- To provide opportunities for teachers to collaborative and develop cohesive approaches across the school
- To instill Hurworth values of character building in all areas of the school

### **Strategies :**

- Teachers are expected to base their teaching on secure knowledge of the curriculum
- Teachers are expected to teach effectively the basic skills of the core curriculum
- Lesson planning should have clear objectives and differentiated success criteria expressed in the knowledge, skills and understanding that the learners need to acquire.
- Teaching should challenge and inspire learners of all ability levels
- Teachers should set high expectations with reference to the Hurworth Character building values
- Teachers should encourage a 'growth mindset' mentality in learners
- Teachers should use an appropriate range of teaching methods to enable all learners to learn effectively

- Strong features of all teaching should include clear explanation, good use of formal language: a wide range of questioning : building on prior learning: and use of investigations including challenge questioning.
- Lessons should have appropriate pace for teaching and learning
- Teachers should manage learners well
- Teachers must apply high standards of behavior for learning
- Teachers must ensure that teaching assistants are informed of planning and are used effectively to promote good or better progress.
- Teachers should assess learners work thoroughly and use their assessments to help learners overcome difficulty
- Teachers should allow time for students to respond to targets set in accordance with the school marking and feedback policy
- Teacher should reflect on the progress of every individual after every lesson to ensure appropriate challenge is presented for every young person within every lesson

## The Monitoring of Teaching at Hurworth House :

### At Hurworth we:

- Have a Systematic, rigorous and relentless approach to monitoring standards from all teachers in the school.
- Monitor student progress through rigorous targets based upon levels of progress and flight path tracking.
- Make 'Composite Judgements' on the quality of teaching that take in to account graded observations, pupil progress and standards of feedback.
- Take a differentiated approach to lesson observation focused on prioritising support for colleagues where needed and developing 'Outstanding' practice across the school.
- Ensure that all colleagues are involved in CPD to make Hurworth an exciting and dynamic learning community.
- Triangulate judgements about teaching over time against a wide range of evidence, including observation, joint observation and pupil data. SLT conduct a book a scrutiny every half term to monitor standards of marking and assessment.
- Focus on the impact on pupil progress: Cause & effect
- Keep rigorous, formal records of teaching standards. These are maintained by SLT and all teachers. The monitoring matrix for teaching is updated every half term by SLT.
- Invite external consultants (SIP) to conduct joint observations, train colleagues and moderate judgements.
- Conduct weekly learning walks by the Head teacher/ and assistant Headteacher
- Have a rigorous performance management process for all staff.

### **JUDGING THE QUALITY OF TEACHING & LEARNING AND DEVELOPMENT**

Each term senior leaders will judge and subsequently develop the quality of teaching and learning this will occur over a period of 3 cycles over the course of the academic year using Hurworth composite judgments. In addition:

#### **Observation and Triangulation:**

The observation of lessons is just one aspect of how teaching will be judged. **Those observing lessons should take in to account YP's progress data and the quality of feedback to pupils to triangulate judgments.** At Hurworth we take differentiated approach to lesson observation. Outstanding and good colleagues are observed formally with less frequency but are expected to support colleagues that 'require improvement' or are on any capability plans. The range of observation and the methods used to triangulate the findings are set out in the table below.

Composite Judgement*	Type/ Range of observation	Triangulation
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Outstanding	<p>Observation day term 1 Performance Management Cycle</p> <p><i>Those achieving an Outstanding composite judgement in Term 1 evidence further will be seen in their teacher profile.</i></p>	<p>Outstanding Composite Judgement 2018-19</p> <p><b>Composite Judgement*:</b> <b>T&amp;L observation</b> <b>Termly progress meeting</b> <b>Progress</b> Whole school book scrutiny Learner voice</p>
<p>Good</p> <p><b>This is the minimum expected!</b></p>	<p>Observation day term 1 &amp; 2 Performance Management Cycle</p> <p><i>The 'Consecutive Good x2' refers to composite judgement.</i></p>	<p>Consecutive Good Composite Judgement x2 in 2018-19</p> <p><b>Composite Judgement*:</b> <b>T&amp;L day observation</b> <b>Termly pupil progress meeting</b> <b>Progress</b> Whole school book scrutiny Learner voice</p>
Requires Improvement	<p>Observation day term 1, 2 &amp; 3 Performance Management Cycle Developing Teaching Programme 3 observations over the course of the 6 week support programme</p>	<p>Requires Improvement Composite Judgement in 2018-19</p> <p><b>Composite Judgement*:</b> <b>T&amp;L day observation</b> <b>Termly pupil progress meeting</b> <b>Progress</b> Whole school book scrutiny learner voice</p>
Inadequate	<p>As above plus weekly 'Capability' observation by SLT and external consultants as appropriate Regular 'Drop in' to triangulate performance</p>	<p>Inadequate Composite Judgement in 2018-19</p> <p><b>Composite Judgement*:</b> <b>T&amp;L day observation</b> <b>Termly pupil progress meeting</b> <b>Progress</b> Whole school book scrutiny learner voice</p>

### **CPD and Support:**

All colleagues contribute to the extensive range of support and CPD on offer. An extensive programme of CPD is delivered every Wednesday by SLT, outstanding and good teachers and external providers. Every teacher at Hurworth has the opportunity to improve their teaching and participate in a vibrant learning community.

	Support/ CPD
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Outstanding	<p>Personalised development plan  Pupil Progress Meetings  Performance management cycle  Contribute to the development of colleagues  Peer observation of areas of expertise by other colleagues  Learning consultant/ Lead Teacher including specific CPD sessions  Support colleagues on support plan including planning in new format  Deliver CPD sessions to colleagues  Attend appropriate CPD sessions  T&amp;L reflective journals submitted to SLT once a week  T&amp;L weeks peer coaching  Maintain Performance Management portfolio</p>
Good	<p>Personalised development plan  Pupil Progress Meetings  Performance management cycle  Contribute to the development of colleagues  Peer observation of areas of expertise by other colleagues  Learning consultant/ Lead Teacher including specific CPD sessions  Support colleagues on support plan including planning in new format  Deliver CPD sessions to colleagues  Attend appropriate CPD sessions  T&amp;L weeks peer coaching  Maintain Performance Management portfolio</p>
Requires Improvement	<p>Personalised development plan  Pupil Progress Meetings  Performance management cycle  Developing Teaching Programme-6 week CPD Support plan  Produce detailed planning for one lesson per day.  Full attendance at CPD sessions highlighted in support plan  Work with Learning consultant or T&amp;L coach  T&amp;L week peers coaching  Development feedback from external consultant</p>
Inadequate	<p>Personalised development plan  Pupil Progress Meetings  Performance management cycle  Developing Teaching Programme: 6 week CPD Support plan  Capability plan monitored by SLT and linked to Performance Management  Work with outstanding colleagues on specific areas highlighted in capability plan  Produce detailed lesson planning for all groups to show progression over time  Compulsory participation in all CPD sessions  Work with Learning Consultant T&amp;L coach  T&amp;L week peer coaching</p>

**Development Teacher Programme:**

This C.P.D. opportunity provides the following support:

1. A support plan produced, implemented and reviewed

2. A weekly observation to monitor progress
3. A programme of observations of Good/Outstanding colleagues within the school
4. Intensive support for CPD – bespoke training on the areas of development identified in your Support Plan
5. Additional scrutiny of planning using the Whole School Proformas –
6. Weekly minuted meeting to discuss progress in relation to their support plan

N.B. If no improvement is shown the programme of support will be intensified.

## **SELF-EVALUATION OF TEACHING**

Teachers are expected to review and evaluate their lesson working in close partnership with their teaching assistants. The process of self and peer reflection is promoted continually so as to ensure Hurworth House staff are reflective practitioners.

## **OUTCOMES**

This will result in learners who: acquire successfully new knowledge, skills and understanding; apply intellectual, physical or creative effort to their work; are productive and work at good pace; show interest in their work; sustain concentration; and think and learn for themselves. They will also understand and be able to articulate what they are doing, how well they have done and how they can improve. As a result learners' progress will be at least good or better. These intended outcomes will be achieved through the successful implementation of the above strategies and ensuring teaching standards are good or better.

## **ADDITIONAL INFORMATION**

### **GUIDANCE**

The Teacher's Role is to meet individual needs through planning and preparing for stimulating learning. They should make use of prior attainment data and SEN information to inform teaching and learning. This can be seen in intervention provision, differentiated tasks and resources applied appropriately.

Teachers should teach lessons appropriate to the course of study. Teaching styles and classroom environments should cater for different learners. There is no preferred style of teaching at The Hurworth and teachers should use whichever methods they find to be most effective based on the progress of students and current educational research. Opportunities to promote SMSC should be taken in all subject areas to enhance the wider learning experience of the learners.

The use of ICT should be applied where appropriate with a view to allowing learners to access learning beyond school as well as during the school day.

While lessons are not bound by set criteria, they should contain the following:

1. Evidence of progression over time
2. Higher level and questioning relating to supporting the pitch of challenge where appropriate
3. Differentiation of resources, tasks and delivery
4. Consistent behaviour management techniques, supported by therapy consultation where appropriate
5. Positive reinforcement of good attitude and progress

## **THE LEARNING ENVIRONMENT**

The classroom and whole school environment at Hurworth House should inspire positive behaviour for learning. This environment must be based upon the following:

1. Organised and tidy surroundings
2. Promotion of behaviour for learning,
3. Modelling of high aspirations through the reinforcement of the schools, Character building and learning to learn values .
4. Promotion of SMSC through discussion and tasks

## **ASSESSMENT**

Work will be assessed in accordance with the school's Marking and Feedback Policy. (see separate policy)

### **Presentation of learning Policy:**

At Hurworth our students are expected to present their work to the highest possible standard. The whole school presentation policy is outlined below:

1. All books and folders, including covers and margins must be entirely free of graffiti.
2. Writing should always be in blue or black ink.
3. Dates should be written out fully at the top of a piece of work e.g. Tuesday 26<sup>th</sup> June 2012.
4. All loose sheets should be stuck into books or kept neatly in a folder.

### **Extended Learning Policy**

#### **Aims:**

Ensure all pupils receive outstanding opportunities to enhance their learning outside of the regular curriculum. Extended learning should also encourage the following:

1. Discussion between home and or care and school regarding the individual's learning
2. Opportunities for deeper learning through research
3. Bridging points to the next learning experience
4. Enrichment of understanding
5. Development of independent learning in preparation for further education

While Extended learning approaches may differ slightly between phases the overriding principles listed above are consistent across the school.

#### **Examples of extended learning opportunities:**

- Meaningful tasks i.e. extend learning from lesson or prepare for future learning
- Extended challenge questioning
- Attend extra-curricular/intervention
- Focused revision
- Exam papers
- Practise (music, sport, drama)
- Tutor time activity at least once per week



The focus should be to positively reward students for their effort and achievement rather than punish those that do not engage in extended learning opportunities

**Role of Teacher in support of TA (see additional policy)**

At Hurworth the teaching assistant works highly collaboratively with the teacher and is an integral to the development and progress of every child.

They do this through the teacher directing and facilitating their:

- targeted learning support and challenge:
- focused assistance in lesson preparation
- through their overall support for the development of the curriculum.

The effectiveness of a Teaching Assistant in a class is dependent on the clarity of role, communication and team management. It is vitally important that learning and planning is shared with teaching assistants prior to working with the children that session, also that teaching assistants are involved in all aspects of the schools assessment of learning.

## **APPENDICES - Lesson Observations / Learning walks - Briefing Sheet**

Lesson observations are used to triangulate judgments on the effectiveness of teaching alongside class data, student voice and evidence in the books.

Learning walks use the same structure with a focus on a particular subject area in order to provide diagnostic feedback for further curriculum development, targeted provision mapping and coaching foci.

Questions that should be asked when observing a lesson or engaging in a learning walk, are as follows:

1. What was the intended learning outcome of the lesson? Identify any differences between groups of students i.e. ability, gender or disadvantaged. Use subject specific language.
2. Was this an appropriate level of challenge for all of the students?
3. What provision was made specifically for disadvantaged students in the class?
4. What methods were used to allow for learning to take place and where they successful? How do you know?
5. How was progress of the students monitored in order to enhance progress? Was this successful?
6. What misconceptions were addressed? Was the intervention successful?
7. Did all of the students make good progress in the lesson? Be specific about the different groups; boys/girls, disadvantaged/non-disadvantaged, ability ranges

### **Work scrutiny**

Work will be reviewed to judge whether the lesson observed appears to reflect the progress made over time. The level of progress, pitch of challenge, standards of presentation, routines in school marking policies and practices will be considered to arrive at a judgment on the progress over time. Furthermore, it should be possible to see where targets set have added additional challenge or where they have addressed misconceptions.

### **Student Voice**

Students will be asked:

- What are they learning?
- How are they progressing?

The focus will be on the learners being able to articulate their progress and explain their learning in line with our character building focus.

### **Data**

Observers should reflect upon the class data using the attainment tracking matrix and decide whether this accurately reflects the evidence seen in the lesson and through the books. The impact of interventions and provision mapping will also be reviewed.

