Granville Sports College

Our Mission Statement

Granville Sports College is committed to:

• Raising standards of achievement and creating opportunities for all pupils, regardless of needs to develop their full potential and improve their life chances

• Raising the aspirations of the whole school community by creating a culture of continuous learning that celebrates success at all levels

• Developing a school that is the pride of the local area where pupils, parents, staff, governors and wider community feel safe, valued, listened to and welcomed for the diverse contribution they make to our school life

Teaching _for_ Learning policy

Co-ordinator: Jo Kingswood
Start date: January 2017
Review date: January 2019 (or earlier in light of LA or national policy/guidance)

Links with other policies and documents

Marking and Feedback Policy
Managing behaviour through rewards and sanctions policy
QA documents – Learning Walks, Lesson Planning, Lesson Observation Feedback, Learning Scrutiny
Subject specific Schemes of Learning

Background

All staff have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition they individually have a responsibility to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all pupils are met.

Purpose of the policy

- to outline our agreed values and expectations for teaching and learning
- to contribute to continual improvements in the quality of teaching and learning across the school
- to improve pupil outcomes and attainment
- to ensure enjoyable and high quality teaching and learning experiences for pupils of all abilities and aptitudes

- to provide a framework for teaching and learning, within which there is flexibility, creativity and a variety of learning experiences;
- to provide a foundation on which reflection is good practice;
- to make explicit non-negotiable expectations and provide a benchmark for monitoring and evaluating the teaching and learning that takes place;
- to provide practical guidance and clear procedures;
- to provide a focus for Continuing Professional Development (CPD)
- to inform teachers, pupils, parents, governors and the wider community about the aims; and processes of teaching and learning at our school
- to identify specific areas of responsibility at a whole school, department and individual level.

Underlying Principles

Our commitment to improving teaching and learning lies at the heart of the school and is reflected in our overall mission statement above.

At Granville, we see education as enabling people, individually and collectively, to take control of their lives and that the core business of a school is learning and achievement. We encourage a 'can do' philosophy that encourages everyone in the school community to reach their full potential, valuing achievement in its widest sense.

Our shared vision is to help all our students to develop socially, emotionally and academically, to give them self-confidence and self-belief to enable them to achieve personal success and fulfilment. To achieve this, we want the college to be a true 'Community for Learning' in which everyone involved with Granville sees learning as a lifelong process to engage in.

Our Vision for Teaching for Learning

To create a vibrant learning community, characterised by consistently high quality teaching which encourages everyone to become independent, life-long learners who aspire to be the best they can be.

This vision is underpinned by an expectation that all students receive a challenging and engaging curriculum that is personalised to their specific needs and aptitudes.

It can be difficult to define learning and there are many possible definitions. We understand that learning is a very personal process and that everybody learns in different ways. It is an active process through which we enable students to make connections between old and new information to develop understanding and meaning. Just because we have taught something does not necessarily mean it has been learned. Making mistakes is part of the learning process and we encourage a learning climate in which students can explore ideas and 'fail in safety'.

Conditions that Support Learning

- the environment is secure and stimulating;
- pupils' self-esteem is high;
- pupils understand the purpose of the learning;

- pupils understand the ways in which learning takes place;
- the learning builds on prior knowledge and understanding;
- differentiated and clear learning objective/outcomes are provided;
- pupils are engaged with their learning and where appropriate, the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged;
- independent learning and thinking is facilitated and encouraged;
- there are opportunities for creativity and utilising different learning styles;
- pupils can self-assess, know what they need to do to improve and how to achieve their targets and beyond
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

We believe that there is no one way to teach good or outstanding lessons. However, in developing this policy, we have developed the 'Granville Principles of Effective Teaching ' which help to inform a more consistent language and approach to teaching for learning and help to shape the way we are expected to teach.   They outline the non-negotiable expectations of teaching and set the basic standard for every lesson. (See Appendix A)

Summary of what makes a successful lesson

The key ingredients that have been identified, and will be looked for throughout our internal monitoring and evaluation processes, are as follows:

- Teacher Standards are being met
- Lesson planning (including resources) shows awareness of pupil needs/prior learning and makes maximum use of lesson time
- teachers and other staff have consistently high expectations of what each pupil can achieve, including SEND, most able and disadvantaged pupils
- Teachers have deep subject knowledge and understanding
- Pupils focus well on their learning because teachers reinforce expectations for conduct and behaviour in line with school policy. Stereotypes and derogatory language are challenged.
- Highly effective questioning skills – misconceptions are addressed
- Teachers identify pupils who start to fall behind in the lesson and intervene to help them
- Teachers give effective oral and written feedback in line with Granville expectations
- Homework is set in line with school policy and consolidates learning
- Opportunities are taken to develop of Literacy/Numeracy and SMSC including British values where appropriate
- Teaching develops knowledge, skills and understanding
- Teachers have high expectations and encourage pupils to work with positive attitudes learning, show resilience and take pride in their work
- Teachers encourage curiosity and a thirst for learning, challenging pupils to achieve their best
- Pupils are enabled to work independently

The learning experience at Granville Sports College

This section of the policy reflects the school's minimum expectations regarding planning and preparation, lesson structure and assessment for learning.

It is recognised that colleagues will extend their repertoire of teaching methods and provision of learning experiences beyond the basic outline given here in order to ensure effective learning and promote high standards for all our pupils.

Planning and Preparation

- Lessons are carefully planned with a learning objective and differentiated outcomes appropriate to the needs of the group. Links to Bloom's taxonomy can support this. The teacher uses assessment information to plan and review learning experiences, taking into account pupil needs and prior learning to ensure continuity and progression.
- Lesson planning is in accordance with schemes of work.
- Teachers make use of all available information both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities;
- Literacy, numeracy, ICT skills, social, moral, spiritual, cultural (SMSC), British Values and cross curricular elements are integrated into lesson plans wherever possible;
- It is a requirement that planning makes provision for the effective use Academic Mentors or other adults in the classroom;
- Appropriate and stimulating resources are organised prior to the lesson, with accessible language levels);
- Plan seating/pupil grouping/seating plan (engineered by teachers to encourage the most effective learning during different activities).
- Plan to make best use of Academic Mentors to provide purposeful intervention

Lesson Structure

This framework is expected to provide a structure for all lessons. However it is recognised that it may be adapted to suit the objective(s) and outcomes of a particular lesson or sequence of lessons. **We do not expect a formulaic three part lesson.**

Start of the Lesson

- The teacher is at the door and welcomes pupils in, greeting them personally with a smile – every lesson is a fresh start.
- The start of the lesson has a clear focus, using activities which are ready for the pupils as they enter the room and **immediately** engage the learner and orientate them to the lesson.
- Pupils are expected to get on with the starter/engager activity immediately and have their equipment and planners out on the desk.
- The register is taken during the first 10 minutes of the lesson.
- The objective and expected learning outcomes are shared with pupils, in the context of prior learning, to ensure they understand **what** they are doing, **why** and how they will achieve outcomes -the "Big picture" is made clear to pupils.
- The success criteria by which particular learning outcomes will be evaluated are made explicit;

- The teacher establishes and communicates clear expectations for behaviour using the Granville lesson expectations (Appendix 4)

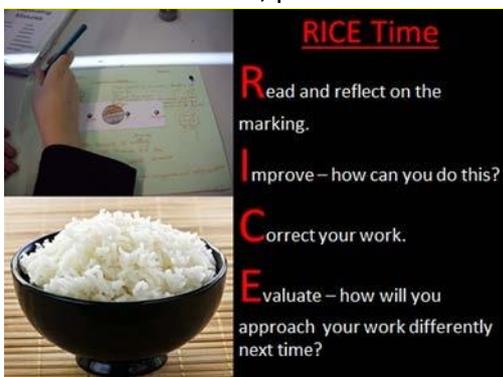## Plenaries/Mini Plenaries to review progress towards outcomes

A plenary can occur therefore at any time during a lesson so that progress towards learning objective and outcomes are periodically reviewed.

- The teacher creates the time to review the lesson objective(s) and learning outcomes.
- Pupils have the opportunity to reflect on their learning in order to identify their own progress and set themselves appropriate targets.
- Pupils receive supportive feedback from the teacher or their peers where appropriate.
- Opportunities are provided to celebrate success.

Lesson Development

The teacher will:

- Present lessons with clarity, enthusiasm and pace, ensuring that no learning time is wasted during activity transitions;
- Make learning engaging and active where appropriate by providing tasks which enable pupils to elicit meaning, construct knowledge and develop understanding and skills;
- Model activities and processes, making their thinking and decision-making explicit to pupils;
- Provide exemplar work so that pupils are aware of the sophistication of response expected;
- Provide appropriate levels of scaffolding to support pupils' learning;
- Emphasise key target vocabulary and technical language;
- Use a variety of questioning techniques to probe and develop pupils understanding (see Appendix 2 – Developing our questioning techniques);
- Promote active listening, inviting a range of different responses and building in time for reflection;
- Give constructive, positive feedback on work in progress; use RICE time

RICE Time

Read and reflect on the marking.

Improve – how can you do this?

Correct your work.

Evaluate – how will you approach your work differently next time?

- Provide opportunities for success for every pupil and seek frequent opportunities for praise;
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills (see Appendix 3 – Differentiation);

- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate;
- Set homework in line with school policy to develop and consolidate learning. Ensure that this is not rushed at the end of the lesson.

Pupils should:

- Be on time for your lesson
- Enter the classroom quietly and calmly.
- Sit according to the seating plan/teacher instructions
- Get all equipment out on the desk unless instructed otherwise including homework diary and jotter.
- Make sure all work has a title, date and is underlined with a ruler/no graffiti.
- Stay on task, talking only about the work set and working to the best of their ability.
- Be prepared to share their learning and ideas in an atmosphere of trust and honesty
- Be polite, co-operative and respectful to each other.
- Before asking the teacher for help: think, check your notes, look it up, use a resource in the room, ask a friend, ask an 'expert' and only then ask the teacher!
- Support one another, working collaboratively, recognising that the contributions of all are valid
- Undertake self-assessment or peer assessment with confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- Ensure that they make themselves aware of their own targets
- Know where to go for help and recognise that further progress can always be made
- Be able to select appropriate learning resources to help develop their own learning
- Work with increasing independence, developing the skills to become life-long learners
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work
- Develop an understanding of how they learn best

End of the Lesson and Dismissal

- The end of the lesson is prompt and orderly, allowing for efficient transition between lessons.
- Pupils are allowed out of the classroom when the teacher is certain that it is appropriate to do so.
- The teacher watches pupils into the corridor and assists with creating a calm school environment

Assessment for Learning

- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Feedback will regularly include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way.
- Pupils will respond to the advice they are given to improve their performance (RICE time)
- Frequent opportunities are taken within lessons to provide immediate verbal feedback.

- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement.
- The language of subject progress / success criteria is shared with pupils.
- Pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way.
- Pupils are encouraged to critically, but supportively, review and comment upon the performance of others within their group.
- Levels of work are modelled through display and explanation.
- Within departments, there will be opportunities for standardisation across a year group.
- Varied approaches for questioning that gives opportunity to check all pupils' understanding and follow up.
- Think time (at least 3 seconds) should be built in – this might involve "pairing and sharing."
- Differentiation - key questions for the lesson to be directed as appropriate. These should be planned in advance including LSA's being involved in the planning.
- Teachers are expected to use a combination of all these and other techniques in their lesson.

(See Appendix 3 – Developing our questioning techniques)

Meeting the Needs of Most Able Pupils

Most able students are identified using Key stage 2 scores and departmental information. At Granville, our policy is to ensure that all students are given the opportunity to reach their full potential and therefore we believe that the needs of more able learners are best met through high quality classroom teaching.

Lesson planning must take into account the full range of learners needs and a range of differentiated approaches should be developed in order to extend higher order thinking. This may include:

- Use of Bloom's taxonomy when framing learning outcomes
- Groupings
- Resources
- Higher order thinking skills
- Questioning techniques
- Task selection

Meeting the Needs of Pupils with SEN Needs

In order to meet the learning needs of all students, teachers differentiate work. They plan their teaching to meet individual learning needs and they mark work and plan homework effectively.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways with provision for students being related specifically to their needs. A provision map records a graduated response for individuals.

The range of provision includes:

- in class support for individuals and small groups with an additional teacher or Teaching Assistant (TA)

- small group or individual withdrawal with Teaching Assistant or Learning and Behaviour Mentor (LM)

- further differentiation of resources

- Peer tutoring/group support

- homework/learning support club

- 'Wave 3' interventions – 1:1 Support for Literacy, Numeracy, Motor Skills, Speech and Language Development, Dyslexia and Social Skills

- Deployment of extra staff to work with the student

- Provision of alternative learning materials/ special equipment

- Provision of additional adult time in devising interventions and monitoring their effectiveness

- Staff development/training to undertake more effective strategies

- Access to Specialist Teaching and Educational Psychology Service STePS or other support services for advice on strategies, equipment, or staff training

Responsibilities

It is the responsibility of **all pupils** to arrive at each lesson fully equipped and to behave positively (Behaviour for Learning – BfL), so that everyone can make the most effective progress during each and every lesson.

It is the responsibility of **all parents** to support their children by helping to provide an appropriate space and time for completing home learning tasks and ensuring that they come to school with the right equipment.

It is the responsibility of **all teachers** to plan and deliver the highest quality teaching for all of our pupils each and every day.

It is the responsibility of the **Head of Department** to monitor and evaluate the quality of the teaching and learning within their area and to offer support if it is needed.

The **Pastoral Team** (Tutors, House Leaders and Assistant House Leaders) are responsible for ensuring that each and every pupil is supported throughout their time at our school so that they are prepared to learn.

The **Support Teams** (LSAs, admin, caretaking, technical) are responsible for ensuring that our school environment is maintained to the highest possible standards and that all tasks that support our core purpose of teaching and learning are carried out efficiently and effectively.

The **Senior Leadership Team** are responsible, in partnership with the middle leaders for the quality of teaching and learning across the whole school, identifying where development is needed and providing the appropriate support, coaching and mentoring to ensure that all pupils receive the highest quality learning experiences each and every day.

The **Governing Body** have a statutory duty to monitor that the policy is being applied consistently across the school in order to address pupils' needs and ensure that they reach their full potential.

Appendix 1 Granville Principles of Effective Teaching For Learning

Lesson Planning   CLIMATE FOR LEARNING   Seating Plan/Fresh Start/Relationships key

PRAISE 5:1   Share BIG PICTURE – what is the point? Relevance to real world?

OBJECTIVE DISPLAYED – learning intention? – Skills, Knowledge, Understanding

BLOOM'S TAXONOMY - LEVELLED OUTCOMES – match group ABILITY RANGE - CHALLENGE

LEAST ABLE   Differentiation   MOST ABLE – MEET ALL NEEDS   DISADVANTAGED GRPS.

Engaging STARTER on entry   Review Prior Learning   PACE!

VARIETY & HIGH PUPIL ENGAGEMENT – they work harder than teacher! VAK! FUN!

Less teacher MORE PUPIL TALK   Individual/paired talk/Group   Group Roles

RICH/DEEP QUESTIONING   HIGHER ORDER - THINKING TIME – wait! wait! wait!

No hands Feedback strategies   AFL LITERACY/NUMERACY SMSC   Britishness

Support & Intervention – Listen, watch, change track!   Impact of your teaching on learning   TA

MINI PLENARIES & PLENARY - What learnt? How? Next steps? REVIEW! REVIEW! REVIEW!

MEASURE LEARNING: Show **PROGRESS! PROGRESS! PROGRESS!** - against **Learning Outcomes**

PEER & SELF ASSSESMENT   Formative & Summative Assessment – **IMPACT OF MARKING** – Dialogue

METACOGNTION How could you improve? Where else might you use? **THINKING - PLTS**

HOMEWORK – Appropriate/Meaningful – **S-T-R-E-T-C-H**

Appendix 2   Developing our questioning techniques

Levels of questions

Questions can be categorised by the type of response they elicit.

First level questions:

- Require fact-collection, counting, defining, describing, listing, naming and recalling data

- Question stems: who, what, when, where;

- Response from pupil: short, usually refers to events in past tense.

Second level questions:

- Involve the processing of information by comparing, contrasting, classifying, distinguishing or explaining;

- Question stems: how and why;

- Response from pupil: usually requires comparison or explanation.

Third level questions:

Encourage individuals to see relationships and patterns by evaluating, hypothesising, imagining, predicting and idealising. It is these third level questions which enable pupils to access higher order thinking skills.

- Question stem: what if;

- Response: usually conditional and speculative;

- We can scaffold pupils' learning by altering the level of question we ask particular pupils.

Improving pupil responses

There are various tried and tested techniques for improving the quality and depth of pupils' answers to second and third level questions in particular. These include:

- No hand rule – teacher directs the questions
- Phone a friend – empower a struggling pupil by asking them to choose three pupils who have an answer ready – the pupil then chooses the answer they think is most appropriate and explains the reasons for their choice;
- Allowing think time;
- Pair and share (or similar) – gives pupils an opportunity to formulate and exchange ideas midway between solitary thought and the daunting arena of the whole class;
- Quality control questioning – direct a question at a pupil and then choose another pupil to agree/disagree with the answer and to explain their decision;
- Secondary questioning – ask a pupil to elaborate on their own or another pupil's answer;
- Three part questions – ask first pupil a question; ask second pupil to explain the first pupil's answer; ask third pupil to agree/disagree and explain why;
- Ask three before me – require a pupil to ask three others before they ask you;
- Opinion based questioning – use this as often as possible as opinion based/discussion answers are less threatening than the feeling that there is one absolute answer;
- Question preview – give a preview of a question that most pupils will only be able to answer at the end of the lesson;
- Answer limit – pupils can only answer in more than/fewer than 15 words (for example);
- Burning questions – give pupils a topic and ask them to come up with their top 3 essential questions to find out more about the topic. If they can answer the question themselves the question is not challenging enough.

Appendix 3   Differentiation
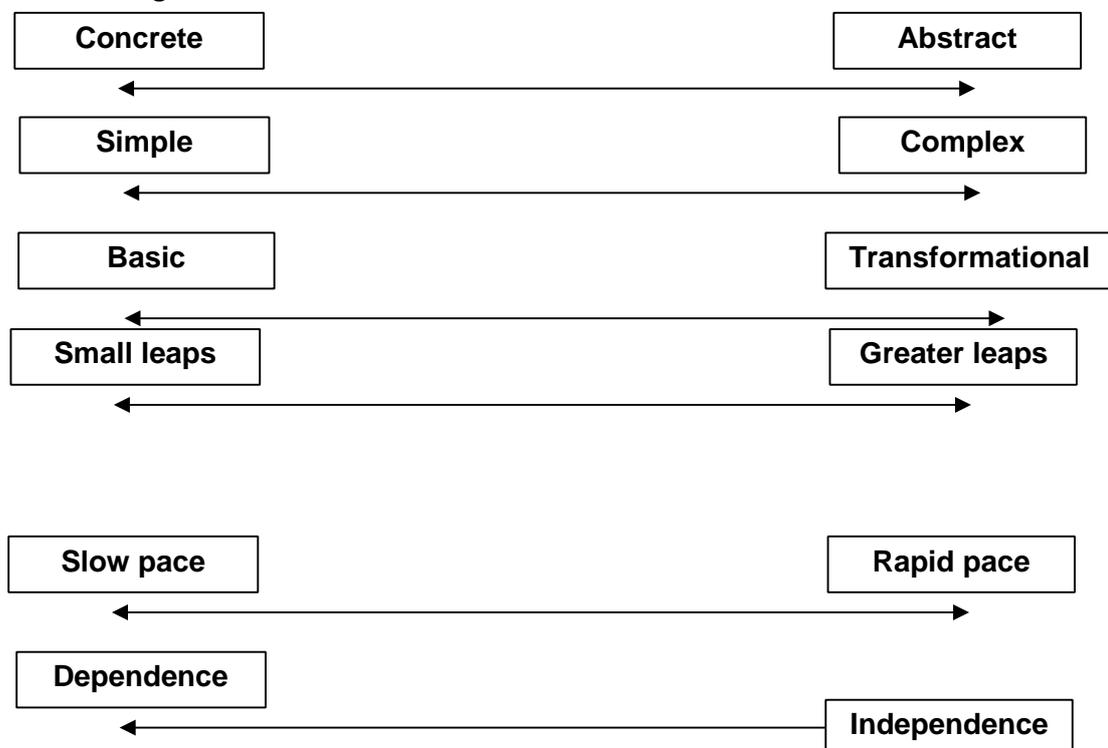
What Differentiation Is … And Is Not

A differentiated classroom offers a variety of learning options designed to tap into different readiness levels, interests, and learning profiles.

 The teacher uses:

- a variety of ways for pupils to explore curriculum content;
- a variety of sense-making activities or processes through which pupils can come to;
- understand and "own" information and ideas;
- a variety of options through which pupils can demonstrate or exhibit what they have learned.

A class is not differentiated when assignments are the same for all learners and the adjustments consist of varying the level of difficulty of questions for certain pupils, grading some pupils harder than others, or letting pupils who finish early play games for enrichment. Asking pupils to do more of what they already know is hollow. Asking them to do "the regular work, plus" inevitably seems punitive to them.

Differentiation strategies continued

Concrete	Abstract
Simple	Complex
Basic	Transformational
Small leaps	Greater leaps

Slow pace	Rapid pace
Dependence	
	Independence

Qualitative Outcomes

- Task – create task-specific groups; make it possible for pupils to enter tasks at a higher point;

- Process – get pupils to organise the starter activity; use pupils to support their peers;

- Questioning - exploit the power of the follow-up question: What makes you think that?; prepare questions to direct to specific individuals based on the three levels of questioning;

- Presentation of ideas – negotiate with pupils about the method they would prefer to adopt to present their learning;

- Pupil grouping – ensure that there are times when the most able pupils get to work together; give more able pupils roles in group work that challenge them and reflect their abilities;

- Provision (access to specialists) – planned use of Learning Support Assistants or other adults. Differentiating the plenary upwards – examples which can be adapted for other episodes in the lesson

- This list gives examples of ways in which a plenary task can be differentiated for more able pupils.

List 3 things you learnt today

Draw a spider diagram showing what you have learnt today
Draw a mind-map showing what you have learnt today

Pupils put questions on post-it notes at lesson start after aims/objectives have been shared by teacher (good base-line exercise)
Other pupils answer questions at the plenary

If lesson aim was set as question, pupils answer question on whiteboards Set
word limit for answer
Require key technical vocabulary in answer

Write definitions for 3 new words you have learned today
Compare with partner and select best, justifying your choices

Show finished class work to partner – judge against criteria provided by teacher (colour coding, +/-) Give
each other a level or grade
Set each other one target for improvement

Show extract from anonymous pupil's work – class identify 2 strengths and 2 weaknesses Give
a level/grade against extended criteria

Prediction exercises - what will happen next? Why?
Reason? Justify with evidence?

True or false? Relevant or irrelevant? Alike or different? Fact/opinion? Why?
Reason? Justify with evidence

Draw a timeline or chart showing cause and effect, sequence, chronological order Highlight
the hotspots/definitive moments in terms of…

- be personalised and positive in tone
- be done in green ink with pupils responding in red
- provide assessment data (levels or grades) where appropriate, which will be recorded as appropriate in staff mark books or on SIMS;
- indicate the strengths of the pupils' work - What went well? **WWW** →
- indicate, using the agreed "Next Steps Feedback" symbol, (NS) specific developmental targets
- include use of Literacy symbols
- refer to numeracy issues to be addressed
- be written in a way that requires pupil reflection; • time must be allowed for written feedback following work being marked (RICE)

Granville Sports College
The small school with a big heart

Marking and Feedback Checklist

Pupil Pride
- Writing in pen
- Date written in full
- Date and title underlined with a ruler
- All lessons ruled off
- Pencil used for diagrams and tables
- No graffiti

The big picture!
What is the purpose for your marking?
What impact will your marking have?

Teachers mark in green pen!

Literacy Symbols
Identify key literacy mistakes or errors
Sp - spelling error

P -punctuation error
CL– capital letter
// - new paragraph
_____ - syntax error

Summative marking:
What grading system are you using? e.g. - Granville grade, GSCE grades, BTec levels or a mark out of 20.
Formative marking
WWW (What went well?)/Next Steps

Key marking points:
What have you noticed? What points need to be given to your pupils before they proceed?

Common errors or mistakes:
What do you need to reteach to the pupils?
Does anything need changing on the SOW?

What impact has your marking had?

Pupil reflection:
When are they going to be given time—RICE TIME

Read, Reflect, Respond
Pupils reflect in red pen!

How are you recording verbal feedback?

Peer feedback:
Are pupils given time to peer mark and feedback?
Peers feedback in pencil!

Recap and reassess:
Have the pupils now met the criteria and expectations?

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Have the pupils now met the criteria and expectations?

Appendix 5

Granville Sports College
Lesson Expectations

- Be on time for your lesson.

- Enter the classroom quietly and calmly. Stop your conversations as you enter.

- Sit according to the seating plan/teacher instructions.

- Remove your outdoor coat and put on the back of your chair. Put your bag on the floor.

- Make sure your dress code complies with school rules.

- Ensure your mobile phone is switched off and is in your school bag.

- Get all your equipment out on the desk unless instructed otherwise including your planner and jotter.

- No eating in the classroom. Ask permission to have water bottles out.

- Follow all requests without challenge.

- Make sure all work has a title, date and is underlined with a ruler/no graffiti.

- Stay on task, talking only about the work set and working to the best of your ability.

- Be polite, co-operative and respectful to each other.

- Listen to the teacher/person that is speaking and think before you speak in front of others – is it appropriate?

- Before asking the teacher for help: think, check your notes, look it up, use a resource in the room, ask a friend, ask an 'expert' and only then ask the teacher!

- Do not pack away until the teacher tells you to.

Signed ……… ………………… Jo Kingswood (Head)

Signed …………………………………………………. David Gaskin (Chair of Governing Board)