



North Bridge House

Senior School

Teaching and Learning Policy 2015



Availability

This policy is made available to parents, staff and pupils in the following ways:

- on the School website
- on the staff share drive

Aim of this Policy

The aim of this policy is to offer guidance on the routines, instructions and techniques teachers use to maximise learning at North Bridge House. Of course, every teacher will develop individual approaches in his or her classroom, but the specifics in this document aim to maintain consistency of expectation and practice. To this end, the points here are written as simply as possible so as to avoid ambiguity, which in turn makes clear expectations to teachers and to pupils.

Expectations of Pupils

1. Pupils are expected to take responsibility for their own learning.
2. Pupils are expected to contribute to activities and learning in lessons with enthusiasm, effort and positive approach.
3. Pupils are expected to be organised and to arrive to lessons on time, with the correct equipment for their learning activities.
4. Pupils conduct themselves in such a way that allows themselves and others to learn, including listening to others and working collaboratively and supportively with their peers.
5. Pupils should meet deadlines and hand work in on time.
6. Pupils are polite, open-minded and respectful of others.

Expectations of Teachers

1. Teachers have a strong understanding of the principles behind best pedagogic practice, to include classroom management and are able to demonstrate these principles in the classroom.
2. Teachers at NBH have high expectations of their pupils and are dedicated to inspire and encourage those that they teach.
3. Teachers listen to pupils' ideas, involving individuals in their own learning and how to progress.
4. Teachers encourage pupils to take risks and model this in their own approach to teaching and learning.
5. Teachers assess pupils' work and provide regular feedback.
6. Teachers have sound subject knowledge and are enthusiastic about their specialism.
7. Teachers are well-organised and well-prepared for the delivery of their lessons.
8. Teachers arrive on time to lessons.

Schemes of Work and Curriculum Maps

- Schemes of Work (and Curriculum Maps) are developed and reviewed on an **annual basis**
- Schemes of Work specify **in detail** the **exact knowledge and skills** pupils will learn each year e.g. the facts, dates, events, characters, concepts, procedures and precise definitions that pupils are expected to master. These Schemes of Work clarify for everyone, from the Headteacher to brand new teachers, exactly what is being taught.
- The detail in the Schemes of Work help to identify clearly the background knowledge required for a pupil to advance in a subject and the knowledge learnt in the year which will help develop the relevant range of skills



- Curriculum Maps are published on the school website in September and are issued to parents at Information Evenings, the Curriculum Maps provide an overview of the year group's Scheme of work in a subject

Learning Objectives

- All lessons are planned fully and take into account the details in the lesson plan pro forma
- In planning lessons teachers will consider how well the previous lesson's objective was met so that any intervention that is required the next lesson can be implemented to help bridge any gaps

The purpose of a Learning Objective is not to restrict spontaneity or constrain the vision of education to ensure that learning is focused clearly enough that both pupils and teacher are aware of the direction of progress.

- Learning Objectives will be
 - Manageable – recognize how much can be taught in a single lesson
 - Made First – an objective should be designed to guide the activity and not the other way round, e.g. "Pupils will view scenes from the film version of The Crucible", this is an activity, not an objective so it's not made first
- Learning Objectives **should avoid** broad learning standards, e.g. "Pupils will read a variety of texts for understanding" but instead should be related to what will be learnt, e.g. "To learn how the Earth is structured and that the Earth has tectonic plates".
- Learning Objectives will be shared in an understandable way with the class. **This will usually be at the beginning of the lesson**
- Learning Objectives may be posed to pupils as a key question that will guide the learning through the lesson
- Learning Objectives will be assessed throughout the lesson to determine whether the objective was met

Consistency of practice

Beginning of lessons

- The teacher will have a routine for **starting** their lessons, this might be that all pupils line up outside and are then greeted at the door by their teacher. Or pupils will come into class and complete a short warm-up activity, a 'do now' task, which does not need instruction or direction from the teacher. Whatever is decided, the teacher will adopt a similar style for their lessons to ensure that pupils settle quickly into the lesson.

Pupil punctuality

- Sanctions for lateness apply if pupils arrive 5 minutes or more after the specified lesson start. Teachers should note lateness into the pupil planner, and also record the lateness onto the Form Book as an 'organisation' concern; the consequence will be an Organisation detention.

Homework

- We believe that homework should be meaningful: it should be designed to consolidate or extend a pupil's learning, and not be set merely as a token gesture.

- Homework is set at the beginning or end of the lesson and the teacher should check that all pupils have written the instructions into their planners. If pupils do not have their planner then this should be recorded onto the Form Book as an 'organisation' issue, and an Organisation detention will then be set.
- If completed homework is to be handed in to the teacher then time should be set aside to check that all pupils have completed the work. A consequence should be set for a pupil who has not completed their work.
- All homework must be marked either by the pupils, this might be by peer assessment, or by the teacher.
- In Key Stage 3 pupils will be set homework once per week for each subject, with the exception of English and Maths which will set two pieces (sometimes this may be one longer task). Each homework should take a maximum of 45 minutes to complete. In English and Maths, homework will take a maximum of 90 minutes each week to complete.
- All homework will be recorded on the website Show My Homework. On a weekly basis a summary of homework set will be circulated to Heads of Departments who will then follow up with subject teachers in their team if there are any omissions on the list.

Dismissing pupils at the end of the lesson

- To avoid rushing at the end of the lesson, pupils should be given sufficient time to do so properly. Once the class is quiet they will be dismissed either to their next lesson or break/lunch. Pupils are dismissed in groups, either by tables or rows/columns. Teachers should avoid whole class dismissal.

Pupil's wearing appropriate uniform

- Teachers are asked to check uniform and jewellery as pupils enter the room: pupils should be asked to change if in inappropriate clothing. Eating or chewing is not allowed and should be challenged

Taking a register

- A paper based register will be taken every lesson and any absences will be checked against SIMS
- If a pupil is suspected of truanting a lesson then this is to be referred to Deputy Headteacher (Academic) who will investigate the incident.

Seating of pupils

- The seating of pupils is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning.
- The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise progress.
- A seating plan must be available with cover work when the teacher is absent; it is expected that teachers keep a file of seating plans on their desk.

Managing behaviour

- Pupils cannot learn if they are distracted from what the teacher is saying, moreover this distraction will affect the learning of others in the class.
- Teachers will develop routines and rules in their classroom to ensure that pupils maintain full focus when any explanations are given to the class, either by the teacher or by a fellow pupil
- These routines and class rules should address the following (this list of unacceptable behaviours is not exhaustive):
 - i. not listening to who ever is speaking
 - ii. talking unnecessarily or chatting
 - iii. calling out without permission



- iv. being slow to start or follow instructions
- v. not having the correct equipment
- Low-level disruption should never be ignored; depending on the circumstances it will usually be appropriate to prompt the pupil with a non-verbal visual cue, e.g. stop and look or writing the pupil's name on the board. It is advised to do this in a such a way that any discussion or argument the pupil then wants to have is stopped promptly and not engaged with
- There are some common ways behaviour is dealt with that can lead to lost learning time or compromise whether a pupil is thinking about their learning or not, these are:
 - i. pupils not facing whoever is speaking
 - ii. supplementary instructions being given to the class once an exercise has been started, e.g. the pupils start working and some more instructions are given to the class without the teacher expecting pupils to stop, look and listen
- It can be hard to implement class rules and maintain high expectations if other teachers do not also do this therefore it is crucial that all staff, teachers and SLT, maintain the highest standards of behaviour

Recording work

- Pupils should cover their books, it is advised that when a new book is issued to a pupil that this is then recorded in the teacher planner so that the teacher can be sure that all books have been covered
- An assessment folder should be kept for all pupils so that as the Key Stage progresses each major assessment is filed in the folder. This folder should be kept by the teacher throughout the Key Stage
- The assessment folder should be made available to parents at Parents' Evening
- All pupils should record their work into their exercise book
- Any worksheets should be either filed by the pupil or glued into the pupil's exercise book, **this should be done every lesson and time should be set aside for this to be done**
- If a pupil does not have their exercise book or work for that lesson then this should be recorded onto the Form Book under 'organisation'; **the next lesson the teacher should check that the work has been glued into the exercise book or copied across.**

Asking questions to the class

- When asking questions to a class we should consider:
 - giving **sufficient 'wait time'** after a question has been posed so that the class can think about the question
 - **giving ample time** for pupils to answer questions in full, we should be cautious to not interrupt a pupil as they are answering the question
 - when a pupil makes a mistake and highlights a misconception it can be helpful to share this, in a sensitive way, with the rest of the class
 - the phenomenon of 'battering' a class by persistent questions, this is when there is a stream of questions which tends to happen when we want to 'construct' the learning together. The downside is that pupils fall prey to guess work, they also can lose track of what is being learned. Of course there are occasions when teachers will want to pose many questions in quick succession and it is a matter of striking balance between this and spaced questioning. But it is crucial to consider the careful and appropriate interweaving of expert exposition and quality questioning, rather than questions, Questions, QUESTIONS!

Pupil Progress

See also the marking and feedback policy.

In the short term:



- Teaching is differentiated to ensure that all pupils make progress; either activities are differentiated by outcome or different tasks are set to the various ability groups within a class
- Due to the small classes and sets in English and Maths (from year 8), pupils' responses can be monitored and teachers can individualise their approach and support
- Pupils' strengths and misconceptions are identified and acted on by teachers during lessons and more widely they use this information to
 - plan future lessons and teaching;
 - remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum;
 - deepen the knowledge and understanding of the most able
- Teachers plan lessons to cater for the range of abilities and use assessment data/information to match pupils' needs accurately. The assessment data/information used maybe from:
 - Learning Passports
 - Midyis/Insight assessment scores
 - Recent Teacher Assessed National Curriculum Levels or GCSE grades in Year 10/11

In the medium and long term:

- Pupils are identified by department areas whose progress is of concern (i.e. stuck on a NC Level or not making sufficient progress) and intervention strategies and plans are discussed at:
 - Parents' Evenings
 - Head of Year and year team meetings
 - Head of Department meetings
 - Head of Department and Academic Deputy Head 1-2-1s

Following these meetings there are various outcomes:

- Differentiated work in class
 - Pupils are referred to the Pupil Support Register
 - Mentoring is offered
 - Parent Meetings are arranged to discuss progress and strategies for intervention
 - 1-2-1 support is offered
- Attitude to Learning Scores are reviewed on a half-termly basis and where there are concerns pupils are placed on to a 'Target Card'. A card is managed by a member of staff who will act as the Supervisor. This could be a Form Tutor, Head of Year, member of the Senior Leadership Team or another member of staff as agreed. The pupil will then have their behaviour, punctuality, organisation, focus, contribution, classwork and homework monitored.
 - GCSE predicted grades are reviewed on a half-termly basis, pupils are identified whose:
 - Predicted Grade is below Insight Prediction
 - Predicted Grade has gone down since the previous half-termSupport is then offered to pupils in the form of:
 - Differentiated work in class
 - Catch-up work
 - 1-2-1 subject support
 - Mentoring
 - Group revision sessions
 - Attitude to Learning Target Cards
 - Year 10 and 11 Parents' Evenings coincide with crucial milestones during the course: at the beginning of the year, directly after mock exams (prior to the Christmas vacation) and just before the Easter break in Year 11 so to they have clear targets as they revise and prepare for their exams.

- Heads of Department complete a GCSE analysis following the issue of results in August, this analysis informs future teaching and looks at areas in the curriculum where pupils' responses could be improved both at a school level (analysis of own results) and National level (review of Chief Examiner Report).

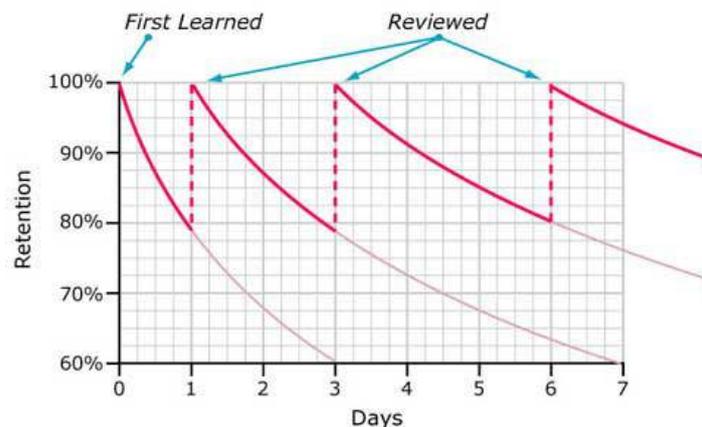
Support Sessions offered:

- Learning Support weekly homework club for KS3 and KS4
- Maths KS3 and KS4 homework club
- 1-2-1 subject support
- Year 11
 - Lunchtime and After School Revision sessions
 - Easter vacation Revision sessions
 - Study-leave Revision sessions i.e. sessions when exams are running
- Year 10 Science revision in the summer term of year 10

Helping pupil's remember what they have learnt

- It is common to see a class grasp and understand a concept perfectly in lesson, only to have completely forgotten it when mentioned later on. If pupils don't remember what we teach, then they haven't learned.
- If information is to be retained in long-term memory it needs to be revisited, that being the case a great explanation needs to be followed up if we want it to stick.
- Ebbinghaus's forgetting curve is a handy reminder that learning should be subject to spaced repetitions, or else it will be forgotten.

Typical Forgetting Curve for Newly Learned Information



- When writing Schemes of Work and planning lessons the following advice should be considered:
 1. Distributing practice (rather than cramming): 'it is virtually impossible to become proficient at any mental task without extended, dedicated practice distributed over time.' So there should be opportunities in the year for pupils to revisit what has previously been taught and learned.
 2. Overlearning: keep pupils learning after they know the material to prevent forgetting: 'a good rule of thumb is to put in another 20 percent of the time it took to master the material'.



3. Testing frequently: testing pupils frequently helps them remember material. Using our memory improves our memory: the act of retrieval helps us remember the things we recall. When information is successfully retrieved from memory, its representation in memory is changed such that it becomes more recallable in the future, and this improvement is often greater than the benefit resulting from additional study.

Research has shown that:

‘Which of these study patterns is more likely to result in long-term learning?’

study study study study – test

study study study test – test

study study test test – test

study test test test – test

The most successful pattern is in fact No. 4. Having just one study session, followed by three short testing sessions – and then a final assessment – will out-perform any other pattern. **So we might want to try ‘nothing new, just review’** starters in lessons. Where we set starter questions that help pupils to recall prior learning.

Learning Support

The role of Learning Support in lessons is an essential aspect of ensuring that all pupils make progress. The Learning Support Department works closely with other subject areas to ensure that the curriculum is suitably differentiated so that pupils of all abilities can access all areas of the subject.

Learning Support data should be used to inform planning and to guide the range of approaches and resources that teachers deploy to engage all pupils.

Strategies are shared at staff CPD sessions, which best enable students to make progress, such as differentiated questioning and the deployment of visual, audio and kinesthetic approaches.

In-class support of available for pupils with specific learning needs in English and Maths.

Withdrawing pupils from a subject

Some pupils with specific learning needs may be withdrawn from a subject in Key Stage 3 to support additional numeracy or literacy support. These decisions will be made on case-by-case basis and will involve the:

- Deputy Head Academic
- Head of Learning Support
- Head of Department
- Subject Teacher
- Senior Team Meeting – to make the final decision

Gifted and Talented

At North Bridge House, we believe in stretching all of our pupils to reach their full potential and we use specific classroom strategies and extra-curricular activities to enable this to happen. In the classroom, we provide extension work and project based homework which enable our most able students to stretch their capabilities and provide opportunities for students with a particular interest in a subject area to develop that interest. Our Library is stocked with subject-related materials including academic journals which our students are encouraged to use to support and extend their studies. Our most able students are identified using data so that both in-class differentiation and an enrichment programme can be provided for them.

Supporting numeracy



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At North Bridge House we recognise that strong numeracy skills are important for accessing the full range of the secondary curriculum and believe that numeracy teaching should not be limited to the Maths classroom. We embed numeracy skills across subjects in the curriculum where appropriate, and place emphasis on securing competent numeracy skills to enable our students to access the curriculum to the best of their ability.



Supporting literacy

- Keywords and new vocabulary are **introduced and explained** when needed, usually this will be at the beginning of a lesson
- When keywords or new vocabulary are introduced teachers explain the meaning using pupil friendly explanations, using
 - everyday language and
 - examples that show how the word is used
- Keywords and new vocabulary are revisited regularly to support easy retrieval and recall of new terms
- Spelling
- Vocab builders
- Marking key elements of literacy e.g. spelling and grammar

Differentiation

Differentiation at North Bridge House takes place in all lessons in order to ensure that each and every one of our students is able to access the curriculum to their full potential and to feel confident in their success as a learner.

Differentiation at North Bridge House takes three distinct forms:

- **By task** – where students of differing abilities and/or learning styles are given tailored activities to enable them to achieve to the best of their abilities. This often, but not always, results in different outcomes for students depending on ability.
- **By outcome** – where all students are given the same, open-ended tasks to complete allowing for student response at different levels.
- **By support** – where more support is given to some students than others as appropriate

Setting occurs in English and Maths from year 8 onwards, this allows for more targeted and personalised teaching and support. The lowest group in each year is small with approximately 8 to 14 pupils. Pupils are assigned a group using assessment data from internal tests and teacher assessments.

Assessment

This can be divided into four areas:

- i. Assessment **for** Learning
- ii. Formative Assessment
- iii. Assessment **of** Learning
- iv. Summative Assessment

Assessment for Learning is when teachers:

‘use evidence of pupil learning to adapt teaching and learning, or instruction, to meet pupil needs.’

In other words Assessment **for** Learning is ‘responsive teaching’, in that the teacher is trying to reveal what pupils can and cannot do so that he/she can act on any gaps. This is different to Assessment **of** Learning when the assessment is summative and the aim is to give pupils a final grade.

AfL focuses on the process of learning, AoL however looks at the output of learning.



If teachers assess in order to help them teach better, that's assessment for learning, if teachers are assessing in order to grade pupils or to give them a score on a test then that's assessment *of* learning.

It is worth noting this relationship:

Assessment of Learning + Feedback + Action = Assessment for Learning

Assessment of Learning only becomes Assessment for Learning when feedback is given to the pupil and is then acted upon. Therefore it is useful to set aside time in lessons for pupils to respond to written feedback.

There are different timescales for formative assessment.

First, there's **long cycle formative assessment**, across units or terms. For example, you might collect evidence that shows that some pupils can balance chemical equations and some can't, so before the exam you go over this with the pupils; you're using evidence about pupil achievement to adjust your teaching over a long cycle.

There's also **medium cycle formative assessment** within and between teaching units—a cycle length of one to two weeks. For example, you might give pupils a test before the end of the topic in order to be able to use the information to go over the difficulties before you finish the topic.

However the research shows that the kind of formative assessment that has the biggest impact on pupil learning is short cycle formative assessment. Basically, if you're not using information to make a difference to your teaching within a day or two then it's unlikely to make a difference to pupil achievement. It's the short cycle formative assessment that really matters, minute by minute, and day by day.

Possible ways to embed short cycle AfL into lessons:

- effective questioning designed to identify gaps and probe for understanding, multiple choice questions work really well for this, e.g. "What can we do to preserve the ozone layer?" and offer pupils five alternatives:
 - A. Reduce the amount of carbon dioxide produced by cars and factories
 - B. Reduce the greenhouse effect
 - C. Stop cutting down the rainforests
 - D. Limit the numbers of cars that can be used when the level of ozone is high
 - E. Properly dispose of air-conditioners and fridges
- mini-quizzes in the lesson, again multiple choice questions work really well
- high paced questioning
- planning for misconceptions and highlighting these
- set exit-ticket questions at the end of the lesson, pupils cannot leave until they have answered a question the teacher has posed; pupils can tell the teacher the answer as they leave, write the answer in their books or on a piece of paper that is then handed to the teacher at the end of the lesson
- Tick & target with a preflight checklist: Peer and self-assessment works well through a simple checklist of requirements and success criteria. You get pupils to tick off criteria they or their peer have met, and write targets for criteria as yet unmet
- Provide pupils with a clear and understandable vision of the learning target
- Use examples and models of strong and weak work



In terms of self-assessment, teachers should be cautious when asking pupils to make judgments on their own confidence that they have learned the intended material, research suggests that self-reports cannot be trusted. But there is a huge amount of well-grounded research that shows that helping students improve their self-assessment skills increases achievement. Setting aside time for pupils to spot their own errors or proof their work is an effective self-assessment strategy.

Assessment of Learning occurs when teachers use evidence of student **learning** to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time.

Teaching and Learning Group

We are able to continuously review and adapt our approach to teaching and learning at North Bridge House through regular inset sessions and a Teaching and Learning Focus Group which plans for and implements strategic teaching and learning related initiatives. Currently the Teaching and Learning Group are looking into:

- Assessment without Levels
- Productive AfL techniques that teachers can consistently use, which in time becomes familiar to NBH students.
- Whole school strategies for helping students to remember what they have learnt. Learning requires memory, so what we've learned is still there later when we need it. All new learning requires a foundation of prior knowledge. What can teachers do in class? What can students do at home? What type of homework activities might support this aim?
- Descriptors for a half-termly progress scale of Concern-Satisfactory-Good-Excellent, this will be similar to the current AtL grid we have.
- Use of national benchmarks to help subject teachers in the setting grade boundaries for summative assessments.
- Assessment in practical based subjects.

Internal Exams

Internal Exams are set for KS3 pupils in January and May each year. Prior to these exams pupils receive their timetable and a preparation pack, the packs offer full details about what will be assessed in the exams. The Internal Exams are graded using:

- Year 7 and Year 8: National Curriculum Level
- Year 9
 - Maths – new GCSE grade, from Grade 1 to Grade 9
 - Science – GCSE grades from G to A*
 - all other subjects a National Curriculum Level

Pupils receive feedback on their assessments and targets are set to ensure progress. Teachers spend time in lessons offering correct answers and exemplar responses to pupils to help the pupils understand how to improve. Pupils whose progress is of concern are discussed in department meetings and teaching is adapted to cater for their needs, for example in maths weaker students have consolidation time at the beginning of their lessons to reinforce their prior learning.



Exam papers are moderated in departments to ensure that teachers are marking to the same standard, for example in English a significant number of scripts are 'double' marked. Grade/Level boundaries are set by departments and take into consideration the National Curriculum Levels

External Exams – GCSEs

External GCSE exams are taken in Year 10 and Year 11, in Year 10 pupils take Core Science and if selected Media Studies; in Year 11 pupils take all the GCSEs.

Mock exams take place in November of Year 11 and feedback is given to pupils and their parents at a Parents' Evening in early December. This means that pupils then have a significant amount of time to work on any concerns that have arisen from their exams. Lunchtime and after school support lessons are offered to pupils in Spring and Summer Term, for some pupils these sessions are compulsory.

Some subjects offer Easter Revision sessions.

Study leave begins for Year 11 pupils in mid-May to coincide with the start of GCSE exams. Throughout the period of study leave there is comprehensive programme of revision sessions, this schedule is published at the start of the Easter break.

Post-GCSE results, departments complete an analysis of the results to inform teaching and learning for subsequent cohorts. They answer questions on:

- Pupils below/above predicted grades
- Pupils below/above Insight grades
- Summarise the points made in each of the examiner reports for each components of the qualification
- Using the Results Plus Tool (Edexcel) or Enhanced Results Analysis (AQA), summarise the questions where our pupils scored lower than the national average or lower than similar centres

Reporting to parents

Parents receive short reports every half-term which include 'Attitude to Learning Scores' and 'NC Levels/Grades). Twice a year parents receive a full written report, with the exception of Year 11 who receive one. Full written reports are issued for Years 7 – 10 in December and July, and for Year 11 in March/April to coincide with the final Parents' Evening.

Written reports are supplemented with Parents' Evenings as per the following allocation:

- Year 7 – early Autumn Term (settling in focus), mid-Spring Term (progress) and late Summer Term (targets for year 8)
- Year 8 – Autumn Term and Summer Term
- Year 9 – Autumn Term, mid-Spring Term (GCSE Options focus) and Summer Term
- Year 10 – Autumn Term and Summer Term
- Year 11 – early Autumn Term, late Autumn Term (post Mocks) and late Spring Term (just before the Easter vacation).

Signed:

Georgina Masfield, Head Teacher