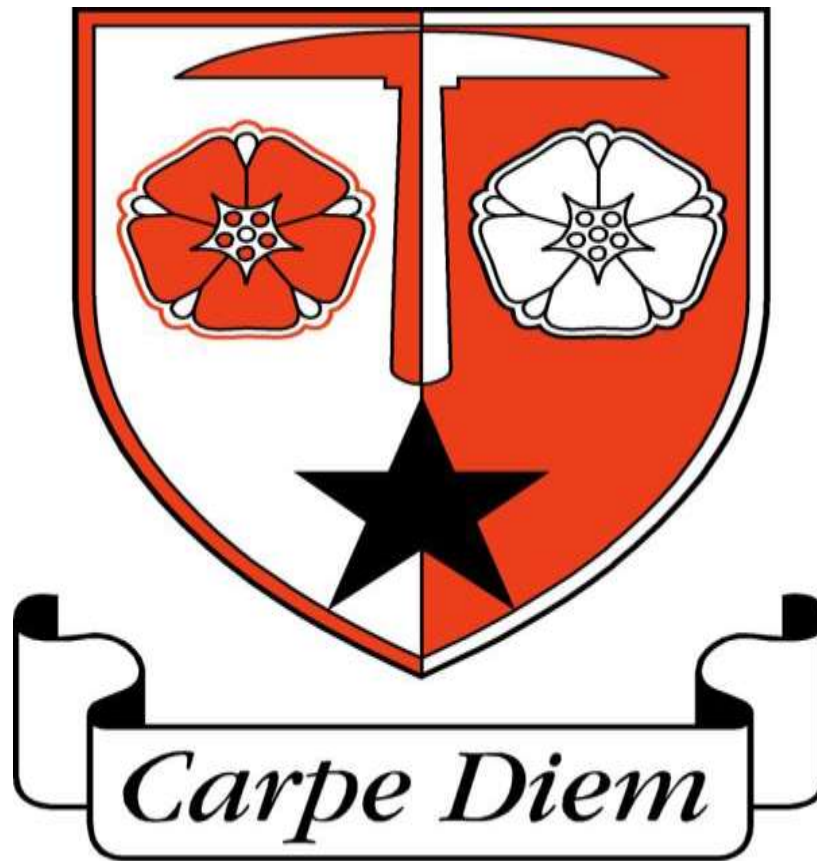


Audenshaw School



TEACHING & LEARNING POLICY

This policy is reviewed every two years by the Standards Committee.
History of Document

Issue No	Author/Owner	Date Written	Approved by Standards	Received by Governors	Comments
Draft A	Tim Dyson / Liz Warner	18 January 2013			
Issue 1	Tim Dyson / Liz Warner	28 March 2013			Amendments made
Issue 1.1	Liz Warner	18/07/2013	30/09/2013	01/10/2013	Minor amendment made
Issue 1.2	Liz Warner	17/09/2015	30/09/2015	30/09/2015	Reviewed and updated
Issue 1.3	Liz Warner	29/06/2017	10/07/2017	10/07/2017	Minor amendments
Issue 1.4	Liz Warner	11/07/2019	08/08/2019	08/08/2019	Minor amendments
Issue 1.5	Brad Cunningham	24/08/2020	05/10/2020	05/10/2020	Minor amendments

OUR MISSION

The school aims to provide a quality education in a caring community based on an ethos of respect and discipline and a relentless pursuit of excellence in all that we do.

OUR VISION

Audenshaw School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of the school community will be valued and every success will be celebrated.

Audenshaw School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1. POLICY RATIONALE

The aim of this Policy is to highlight specific areas across Teaching and Learning that will help members of the teaching staff work towards, achieve and then maintain consistently effective practice within the classroom. Audenshaw School believes that for teaching to be continually effective and the highest standards maintained, then teachers need to constantly re-evaluate their own practice and methodology. Audenshaw School does not advocate one distinct style of lesson delivery: this should remain flexible and be determined by the context of the needs of students within any given lesson.

Audenshaw School believes that no student should be disadvantaged by their background or personal circumstances. Therefore, for effective Teaching and Learning to take place across the School, teachers must be able to access and interpret data that will enable them to take into account the circumstances of all of their students. This data should then be used so that learning can be personalised to produce the best possible outcomes for students. These outcomes should be reflected in the rapid progress and achievement of all students.

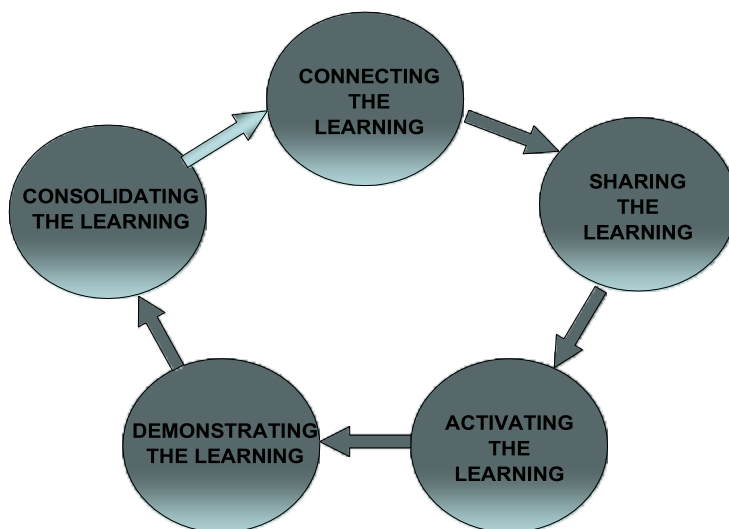
In conclusion, Audenshaw School believes that encouraging openness and innovation, celebrating best practice and embracing modern ideas and technologies are essential for students to learn in a positive, engaging and focused whole school environment.

2. THE ACCELERATED LEARNING CYCLE (ALC)

The Accelerated Learning Cycle (ALC) is one possible vehicle for lesson planning and delivery amongst other successful templates. Audenshaw School does promote the use of the ALC as one framework for good practice, yet appreciate that creative and innovative Teaching and Learning may not always 'fit' into such a model and teachers should remain open to other lesson structures.

A model of the ALC can be seen below.

The Accelerated Learning Cycle



1 and 2.

The

Connection phase is more than just a starter. It is a phase of the lesson where the activity connects with prior learning or is a fascinator or 'hook' linking with the new learning. This phase also

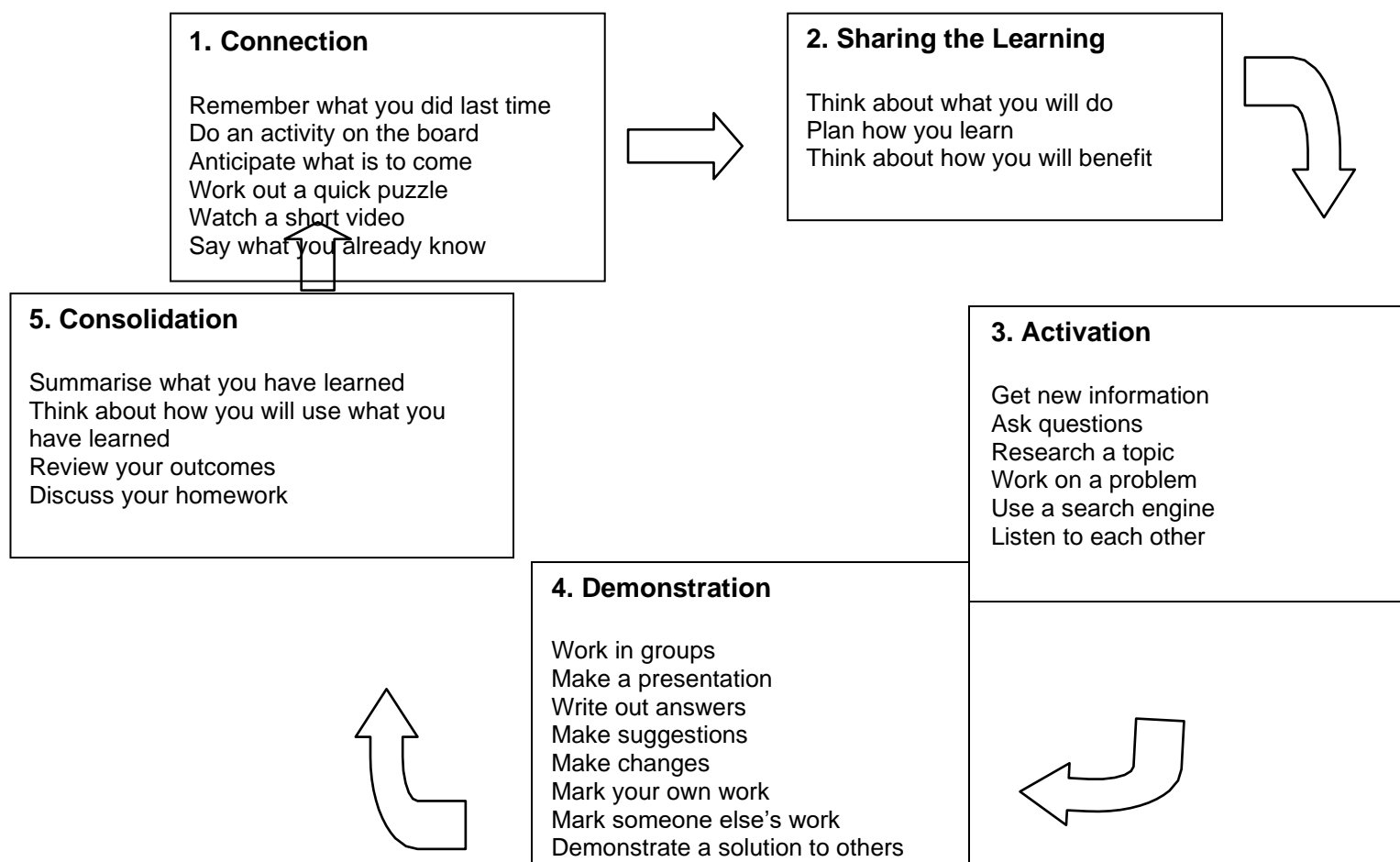
incorporates the sharing of the learning where the big picture, learning objectives and learning outcomes are shared and discussed with the students. An introductory slide may also be used by all staff at the start of each lesson, to ensure that students are able to recall information from previous lessons and link learning together.

3. The Activation phase is where the new learning takes place. This can be where students are given problem-solving challenges, research to undertake in groups, and where new information is presented or new skills are practiced.

4. The Demonstration phase is the part of the lesson where students are given the opportunity to demonstrate their new learning and subsequently display the progress that they have made. This may involve students leading the learning in the classroom/ learning space by demonstrating to others their new knowledge and understanding.

5. The Consolidation phase is where students can actively reflect on their learning and the ways they have learnt. It allows them to seek transfers between their new learning and other aspects of previous or future learning. It is an opportunity to promote strategies to help students consolidate and remember their learning. There is also opportunity in this phase to preview the next learning. It is important that students understand the context of their learning and why it carries significance to their own learning and development.

Examples of activities for each stage are outlined below.



3.

ASSESSMENT FOR LEARNING

3.i AFL – Ideal Classroom Practice

Rationale

Assessment for Learning (AFL) is the process whereby teachers and learners work together to identify the 'Next Steps' for the learner to take, and the most effective strategies to use. Audenshaw School believes that it should be used to complement both formative and summative assessments which demonstrate what has been learned.

1. **Learning objectives are shared with students.** They are communicated to students in a way which they will clearly understand. This should be made explicit to all students at the beginning of each lesson, although it is not always necessary for students to write these down. Students need to understand what they are doing, why they are doing it and why they are doing it now.
2. **Putting the lesson in context.** Students need to know where this lesson fits with what has been learnt previously and also where they are regarding the 'wider context' of the topic, and the bigger picture. (This can be done verbally with questions, students recalling facts, stating something they learnt last time etc). It is also good practice to show students how the acquirement of new skills and knowledge will help them progress towards achieving their academic targets and their own personal development as an effective learner
3. **Provide oral feedback to students.** The feedback should be focused on helping students identify what 'Next Steps' are need to be taken in order to make further progress. 'Touring' the room to give tips for improvement on work and learning are much more likely to develop the quality of the written work they hand in or any understanding they demonstrate. This also provides teachers with an opportunity to praise students for their achievements, although this should be done sensitively.
4. **Providing written feedback to students.** Feedback should focus on how students have responded to the learning objectives, what they have been successful at and the 'Next Steps' needed to improve their performance further. Written feedback should provide the student with opportunities to respond and to show improvement through meaningful feedback. Where peer guidance is offered, the quality and accuracy of student feedback must be quality assured by the teacher in order to avoid misconceptions. For more information on Marking and Feedback, please see the School's Marking and Feedback policy.
5. **Providing opportunities for peer and self-assessment through the sharing of success criteria.** Students need to understand the success criteria against which they will be judged, or will be judging others. They also need to be taught how to work in collaboration with mark schemes and each other.
6. **Providing students with exemplar/ modelled material.** This allows self and peer assessment to be meaningful: if students have access to materials that provide them with a successful example of what they are aiming for, they are more likely to reach those levels. Furthermore, by providing 'what a good one looks like,' students can set themselves targets and work with those that have also been set for them. (This can be done through example answers, artifacts etc from previous student or teacher modelled versions.)
7. **Providing students with clear targets.** Using end of key stage or interim progress targets is as a way of focusing students on what they need to do to improve, and how to do this. Linking written feedback to the targets specifically will aid progress and allow student to see how much further they have to go to reach their goal.

4. DIFFERENTIATION

4.i Differentiation Within Lessons at Audenshaw School

Rationale

Differentiation is the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.

A differentiated classroom provides students with different avenues to process or make sense of information and ideas, to understand and absorb content and to develop an end product. Differentiated support should ensure that the expected levels of student progress and attainment are met or indeed exceeded.

Lessons at Audenshaw School should be planned and executed by teachers- and supported by Learning Support Assistants- to ensure that all learners, regardless of academic ability, experience an appropriate level of challenge during their school day as they process essential information, ideas, and skills. Teachers should aim to pitch their instruction during lessons at the appropriate level and effectively lead students to engage with new ideas through building on prior levels of knowledge and understanding. Effectively differentiated lessons recognise that students are at different levels of readiness, and that students vary in their interests and preferred ways of learning. Differentiation aims to make appropriate accommodations to ensure that the lessons are engaging and appropriate for all learners.

How a differentiated classroom should look:

- Lessons are planned and executed based on diagnostic information about individual students' learning and their differing needs.
- Learning Objectives are tailored and subsequently tiered to meet the needs of all students in the classroom. One objective does not always 'fit all'.
- The assessment criterion is shared with students in a meaningful way and individuals understand about strands of progressions.
- Where possible, work should be modelled for students so that they understand what they are trying to achieve looks like.
- Teaching and learning are entirely focused on key concepts, understandings and skills, as mapped out in departmental Learning Journeys.

Teacher and students work together to ensure continual engagement and challenge for each individual; students should also be encouraged to take on a variety of different and clearly defined roles in the classroom, such as 'Playing the Expert'.

- Extension tasks have been replaced with immediate higher order tasks. For students that struggle with these, support from teachers or LSAs will be given in terms of a framework or scaffolding.
- Teachers provide a variety of different types of work or tasks. 'One task fits all' should not be a feature of lessons at Audenshaw School.
- Teachers use effective questioning which should be differentiated to challenge all students at all different ability levels in the classroom.
- Classroom teachers must regularly check the understanding of all students.

4.ii Vulnerable Groups at Audenshaw School

Rationale

It is essential that every child is given the greatest opportunity to achieve their fullest potential at Audenshaw School. Consequently, it is vital that all our vulnerable groups are identified and their specific needs addressed.

The vulnerable groups in the School may include:

- Special Educational Needs and Disabilities (SEND) (including behaviour and dual or multiple vulnerabilities).
-
- Pupil Premium students.
- Black and Minority Ethnic students.
- Looked After Children (LAC).
- Those with hidden vulnerabilities; for example, children with a parent in prison.
-
- The most/ more-able.
- Young Carers.

Identification and Outcomes

At Audenshaw School identification of vulnerable students will lead to more effective personalisation of learning via:

- Informed planning and marking.
- Increased vigilance in monitoring progress against aspirational target grades.
- Creation and use of specific resources related to students' needs.
- More effective use of School based locations.
- A closer working relationship with parents and carers.
- Learning Support Assistant targeted support.
- Early intervention strategies if students begin to fall behind.

5. BEHAVIOUR

5.i. Behaviour at Audenshaw School

Rationale

The School expects outstanding standards of behaviour, as detailed in the School's Behaviour and Safety Policy, as learning cannot take place unless there is a disciplined environment. Audenshaw School's pursuit for excellent behaviour both in and out of the classroom underpins its academic success.

Exemplary behaviour starts outside the classroom before the lesson begins in order to set the correct tone. Students are expected to enter classrooms quietly and sensibly. They are, furthermore, expected

to show respect to adults and fellow students, to follow instructions exactly and to Continually demonstrate the School Values of respect, responsibility and resilience.

In providing a disciplined environment, Audenshaw School provides the opportunity for all students to maximise their learning and helps to prepare them for a successful working life outside the classroom.

Classroom management is the single most important skill an effective teacher must master. Nothing else you try to do with a class will be effective if discipline is lacking. It is easy to get it wrong but it is just as easy to get to right. Classroom management is a skill that can be learnt.

To assist students in meeting Audenshaw School aims all employees will:

- Act as positive role models.
- Reward outstanding effort, progress and success in line with the School's Behaviour Policy
- Maintain high expectations at all times, both inside and outside of the classroom
- Ensure students dress correctly.

Tips for successful classroom management

1. Have high expectations. Expect your students will behave, not that they will disrupt. Reinforce this with the way you address students. When you meet a class for the first time, tell them what you expect.
2. Make rules understandable. You will need to make them clear. Students should clearly understand what is and what is not acceptable. Furthermore, you should make sure that the consequences for breaking your rules are also clear and known beforehand. Adhere to the School Behaviour Policy- students will expect this from you.
3. Over-plan! Free time in lessons is something students should avoid. Write additional activities into your lesson plans, just in case your main lesson runs short.
4. Be fair and consistent. Students have a highly developed sense of what is and what is not fair. You must act fairly with all students; if you do not treat all students equitably, they will not be keen to follow your rules.
5. Avoid confrontation. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue.
6. Deal with disruptions with as little interruption as possible.
7. Use a little humour appropriately.
8. Use your colleagues. It is easy to forget that we work best when we work as a team.
9. Start afresh ever.

ii Behaviour for Learning

There is a distinct difference between 'behaviour' and Behaviour for Learning. Whilst good conduct from students will lead to effective Teaching and Learning, it is also vital that all students are fully engaged in the learning and not just sitting passively. It is these passive learners, who whilst not disruptive, can sit unnoticed throughout lessons and therefore do not fulfill their potential.

As stated in the section above, outstanding conduct underpins effective teaching and learning but it is vital that all students' needs are met.

This might be achieved by:

- Using individual students' data and assessment information rigorously, together with knowledge of personal factors that might influence students' progress, to shape teaching and assess its impact.
- Using differentiated resources to keep individuals engaged at *all* ends of the ability spectrum.
- Using different engagement tactics to ensure all students are involved such as random name generators, 'no hands up' questioning etc.
- Regular monitoring of progress and rapid intervention at the point at which students begin to fall behind, so that there is a relentless focus on students 'keeping up'.
- Developing collaborative relationships which encourage and enable all students to develop: plan for students to work in a variety of different ways such as working independently and in groups, as well as one to one, paired and group work.

7. MARKING AND FEEDBACK

Rationale

Marking has the potential to be a powerful and meaningful ongoing diagnostic record of a student's achievement, the results of which should feed into future planning and target setting. It is also a very effective medium for providing differentiated feedback to students about their progress.

All students at Audenshaw School are entitled to have their work marked in such a way that it aids progress. Marking should also provide opportunities for a variety of meaningful assessment strategies.

Whole school marking procedures and marking standards should be consistently applied across the School in terms of quality and clarity. See the School's Marking and Feedback policy for further details. Departments have also got their own departmental policies in accordance with their individual Learning Journeys and assessment models.

Monitoring & Evaluation

Each individual Curriculum Leader will periodically review a sample of work from each class to monitor the implementation of this Policy. They should report their findings to the SLT member responsible and employees concerned.

The Senior Leadership Team will undertake 'work scrutinies' during Learning Walks/ Lesson Observations on a regular basis and report back their findings to individual teachers and/or their Curriculum Leaders. Where praise is due, members of the Senior Leadership Team and Curriculum

Leaders will feed back to the employee concerned. Where there is significant concern, any areas arising will be discussed during a face-to-face meeting. In addition, CLs should be undertaking periodic 'deep dives' on their department to assess: suitability of learning journeys, student voice, marking and feedback, quality of teaching and learning and for staff to convey their understanding of the rationale behind content and topics covered.

8. HOMEWORK

Rationale

In providing appropriate homework for all students, Audenshaw School intends to extend and enhance learning opportunities for students.

Our aims for the students are as follows:

- To organise themselves and their time in completing a task
- To develop independent learning
- To learn and practice study skills e.g. research, revision
- To enable them to develop their own individual abilities
- To enable students to enhance their ICT skills.

To develop our students' skills, Audenshaw School will:

- Encourage parental involvement with their children completing homework
- Provide opportunities to reinforce and prepare for classwork
- Use the time to help students meet controlled assessment/ coursework requirements.

There is firm evidence that those students who regularly complete homework are the ones who perform best in assessments, including examinations. Where this effort is encouraged and monitored by supportive parents/carers, in co-operation with teachers, students tend to do even better.

Expectations of students and parents/carers

Students should access Show My Homework on a daily basis to see what homework a teacher has set for them to do. They should complete the work they are set to the best of their ability, within the time span indicated on Show My Homework; this will vary according to the nature of the task and the subject. Students should always hand in their homework on the due date.

Parents/carers can help by:

- Providing an appropriate study space for homework
- Giving advice, guidance, support and encouragement
- Checking the homework diary on a regular basis, but not less than once a week.

Students should also see that packing their bags and checking that they have the correct equipment for the next day is part of their development of organisational skills.

Types of Homework:

- Written, extensions to classwork, questionnaires, past examination questions, completion of final drafts
- Learning e.g. revision, vocabulary work, and reading
- Preparation e.g. research, reading, interviews, analysis
- Coursework/ controlled assessment preparation or project work
- Creative, rehearsing, drawing, painting.

9. LEARNING SUPPORT ASSISTANTS IN THE CLASSROOM

Rationale

The successful deployment of Learning Support Assistants (LSAs) lies in understanding the nature of the support they can provide. The Special Educational Needs Coordinator (SENCO) will allocate LSAs in response to an audit of students' needs and the skills and training of the learning support assistant.

The type of support that Learning Support Assistants should be engaged in can be divided into three strands: support for the student, support for the teacher and support for the curriculum.

Teachers at Audenshaw are encouraged to ensure that the collaborative work and planning with their LSAs means that they are able to support the students and the curriculum rather than being used merely as an assistant to the teacher.

Support for the student is support for all students with whom the LSA comes into contact. Many LSAs are employed with specific responsibilities to work with individual children with special educational needs. They will use specific skills, training and working knowledge of the students to motivate and encourage students to achieve.

Support for the curriculum is support where LSAs are used to develop resources and inform the planning of lessons to suit the individual needs of each person. They can use their own specific subject knowledge or training to create differentiated resources and to liaise with teachers to suggest tasks that may need revisiting or consolidation. Their feedback should be used to inform the planning of further lessons.

Support for the teacher involves LSAs in performing a number of routine tasks, such as escorting groups of students to work areas outside the classroom or handing out resources. It is now common and desirable for teachers also to allocate LSAs tasks that were once more often done by the teacher. LSAs should be encouraged to use planning and preparation time to prepare resources and tasks that can support the learning, such as spelling tests, group activities, quizzes and plenaries. Teachers will be expected to meet with LSAs weekly to plan and discuss what needs to be delivered to students to small groups.

10. LITERACY AND NUMERACY AT AUDENSHAW SCHOOL

Audenshaw School endorses the fundamental principle that improving our students' literacy and numeracy skills is the key to improving learning and raising standards of achievement and attainment. The explicit teaching and learning of effective reading, writing, speaking and listening skills alongside numeracy skills will enable students to gain access to all the subjects studied in School. Literate and numerate students will ultimately emerge as confident and articulate, being fully prepared to enter the adult world, whether they continue their academic studies or enter the world of work.

The teaching of literacy and numeracy is not just for the English and Maths departments alone at Audenshaw School, all teachers should aim to share responsibility for the teaching of literacy and

numeracy across the curriculum. See the School's Literacy and Numeracy policy for further details.

11. QUALITY ASSURANCE

At Audenshaw School, Quality Assurance of Teaching and Learning takes place throughout the year in various forms, including formal/ informal Lesson Observations and Learning Walks. This is vital in maintaining standards of excellence and also to plan for further improvement.

- To highlight excellent practice
- To enable support to be provided where needed
- To inform Audenshaw School self-review and improvement planning
- To influence Career Professional Development
- To improve student attainment and raise their outcomes and standards
- To provide evidence to Ofsted as to the quality of teaching within the School.

12. CAREER PROFESSIONAL DEVELOPMENT (CPD)

CPD has been one of the crucial elements leading to the recent improvements in Teaching and Learning. The most effective CPD has been when employees have continued to share their own good practice with others.

Audenshaw School is committed to providing high quality CPD in teaching and learning to all employees. This will happen in a variety of ways, such as:

Whole School training

- Workshop or carousel activities where teachers share their ideas and good practice with small groups of other teachers.
- Modelling of good practice.
- The use of IRIS Connect to self and peer review.
- Scheduled CPD Teaching and Learning specific sessions led by specialist members of the teaching body.
- Peer observations.
- Coaching and mentoring.
- New Qualified Teaching Programme.
- NPQML or NPQSL for Middle Leaders

Increasingly, we would like CPD to become personalised to individual employee needs. We ask employees to identify aspects of their teaching that they need or would like to develop further and we endeavour to formulate a CPD Programme that will address those needs.

Sharing good practice amongst employees will remain at the heart of CPD and we invite all employees to identify aspects of strength or expertise in their own teaching that they can share with others.

We support our employees to meet Performance Review targets with internal and external training provided, after an audit of requirements. See the School's Appraisal Policy for further details.

13. THE USE AND RATIONALE OF BLENDED LEARNING

Rationale

In the event of a partial/local/School or complete Lock-down, plans have been put in place to ensure that 'Blended Learning' can take place. This can be in the form of uploading work onto Show My Homework and teaching normal lessons in school alongside using online platforms like Microsoft Teams to talk students through online resources from lessons that can not take place on the school premises.

Use of Technology and the Role of Staff and Students

By using an online platform such as Microsoft Teams, staff will use the resource 'live' for whole year groups and classes (during a partial lockdown in the event of keeping whole year groups at home) and then let individual students access the resources from the lesson who are having to stay at home. Whole year groups can therefore listen to the online lesson and ask questions as/after the teacher is explaining information. A dialogue can therefore be opened up, like in a normal lesson. For students who are self-isolating, they will have access to all lesson resources and will then speak to a member of staff regarding their academic progress overall. These phone calls between a member of teaching staff and self-isolating students will happen once per week. We will ensure that:

- Students will have access to high quality remote resources, and to provide printed resources such as textbooks and workbooks to pupils without internet access
- The Blended Learning content is sequenced in a way that is linked to our school's curriculum expectations
- Content is given and covered that is part of a broad and balanced curriculum
- Teachers gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- All staff and students have received adequate training on how to access and use online platforms like Microsoft Teams.
- All students can access Microsoft Teams through their Audenshaw School email addresses on their calendars.
- All students have completed their ICT survey to determine who will access Show My Homework, Microsoft Teams (for whole year groups) or 'Working from Home' packs will be posted home.

Form leaders will ring home to students to check on their emotional wellbeing once per self-isolation period. Their attendance at Microsoft Teams lessons will be discussed by Form leaders during these phone calls home.

Information for parents

In the event of a partial/full closure, parents will be notified of our Blended Learning plan and the expectations on students in regards to attendance for Microsoft Teams lessons, work completion, task setting and the particular learning journey that will be followed. Deadlines of work completion and the details of tasks will also be put on Show My Homework for parents and students to check on a daily basis. As usual, we would expect full support from parents in helping their sons adhere to our Blended Learning plan.

A letter will be sent home to all parents and students if a whole year group has to self-isolate. An information letter will be sent home via email to ensure that everybody is aware of expectations and a summary sheet (as a reminder) on using Microsoft Teams.