



Carshalton High School for Girls

***Teaching and Learning
Policy***

1. Philosophy

The goal of our teaching is that our students make exceptional progress. The development of learning is at the heart of any teaching activity. Our students learn best when there is challenge and when teaching is informed by attainable objectives. Our students react well to quality first teaching- effective planning and assessment is a priority. Teaching allows students to learn individually and collaboratively as a learning community in a wide range of activities. Teaching is fully inclusive and ensures every student can reach her full potential. Teachers' pedagogy is effective and secures excellent outcomes and takes full account of the attributes and needs of our students in line with 'Effective Pedagogy for CHSG Girls' guidance (see appendix 1)

2. Planning

It is important that planning takes full account of all students' capabilities, ensures that lessons build effectively on students' prior knowledge and understanding and accounts for barriers to learning. This ensures that lessons are pitched appropriately and contain enough challenge to ensure that effective use is made of all resources, particularly time.

2.1 Long Term Planning is the responsibility of Curriculum Leaders Long term plans must ensure that there is requisite progression in knowledge, skills and understanding termly, yearly and across Key Stages.

2.2 Medium term planning is the responsibility of Curriculum Leaders. They may however ask colleagues to contribute to curriculum development as appropriate. Medium term plans, in the form of schemes of work, must be available to all subject teachers. Schemes of work should be reviewed and updated yearly and should contain the following:

- Differentiated objectives of units
- Key content to be covered and an indication of timings
- Lesson titles
- Key assessment tasks
- Key resources
- Literacy and Numeracy aspects

There is no standard proforma for schemes of work. This is to ensure that subject areas are able to plan their curriculum in a manner that fits them best and thus ensures that subjects are able to plan their curriculum in a way that best meets student needs in their subject.

2.3 Short term planning is the responsibility of subject teachers. Planning must ensure that teaching meets the need of all students, considers barriers to learning and ensures that students progress. There is no requirement on teachers to produce formal lesson plans for every lesson.

There is a Carshalton High School Lesson Plan document available for use (see Appendix 2). Teachers do not have to use this document for every lesson and can use their own lesson plan documents. The school lesson plan document contains the following features that should be considered by teachers when planning lessons:

- Prior learning
- Identified groups of students within the class
- Role of support staff
- Objectives and assessment strategies
- Literacy focus

- Learning outcomes
- Key questions to ask
- Homework
- Method of differentiation
- Risk Assessment
- Lesson structure, including student and teacher activities and assessment opportunities
- Ensuring consistent practice across the school

2.4 It is expected that a lesson plan using the Carshalton High School for Girls Lesson Plan document is produced for a lesson being formally observed by Lesson Observation and Coaching Team members, Performance Development Reviewers or NQT Induction Tutors with prior notice.

3. Structure of lessons

Teachers must adhere to whole school consistency guidelines (see Appendix 3).

Lessons should usually contain distinct phases or episodes. Learning activities reflect the stage of the lesson. The phases identified below are not exclusive and do not preclude other phases and linking activities.

- 3.1 Learning objectives are displayed and introduced as soon as possible, and are left on display throughout the lesson if possible. Learning objectives are referred to at appropriate times during the lesson, not exclusively at the start and end. Learning is explicitly connected to prior learning within the first few minutes.
- 3.2 There should be a brief starter activity relevant to lesson content, the aim of which is to enthuse and engage students and arouse interest in lesson content. This activity should be interactive, challenging and engaging for all students.
- 3.3 The development phase of the lesson should take the majority of available time. The function of this phase of the lesson is to ensure all students acquire and develop skills, concepts and understanding. Wherever possible, students should be given opportunities to demonstrate the progress they have made to allow formative assessment to take place. Students should be active participants in their learning and lead learning when appropriate. A series of learning episodes may together form the development phase of the lesson.
- 3.4 The plenary phase of the lesson should give all students to reflect on their learning. It is likely that students may be involved in some form of assessment against objectives and success criteria or involved in a meta-cognitive activity.
- 3.5 In some lessons it will be necessary and desirable for students to be spending time embedding the content of previous lessons. For example, students may be involved in responding to written feedback or improving work as directed. Such activities are valuable and teachers make a professional judgment when best to do this.

4. Assessment

Assessment activities that take place in lessons aim to develop learning. Teachers will make formative judgements and adapt their delivery to ensure rapid progress is made.

- 4.1 Teachers make formative assessments in many ways in the course of lessons. Teachers should use a range of Assessment For Learning techniques to ensure they have a clear idea how the class as a whole, groups of students and individuals are progressing. There should be systematic and regular checking of student responses, discussions with students on an individual basis and whole class response techniques deployed strategically. It is necessary for

teachers to react to the formative information they receive and promptly alter their delivery as necessary. Teachers should ensure that they have checked levels of conception before moving on to new activities.

4.2 Questioning and dialogue is a particularly useful assessment tool. The following are key features that should feature for questioning to be used as an effective formative assessment tool:

- 'No hands up' questioning used strategically
- Students given thinking time before answering
- Key oral questions prepared in advance
- Questions asked that prompt higher order thinking through scaffolded discussions

4.3 Students should be given opportunities to self assess to help develop their own understanding of their current level of performance and how to improve. For self assessment to be meaningful, students should be given clear and straightforward success criteria before tasks and when assessing.

Self assessment should be signed by the student in line with guidance in the Marking and Feedback Policy.

4.4 Students should be given opportunities to peer assess to help develop their understanding and to help develop beneficial attitudes to learning collaboratively. For peer assessment to be meaningful, students should be given clear and straightforward success criteria before tasks and when assessing.

Peer assessment should be signed by the peer assessor in line with guidance in the Marking and Feedback Policy.

5. Differentiation

Teachers must differentiate to ensure the needs of all students are met and to allow all students to learn exceptionally well.

5.1 Differentiation can take various forms. The most effective form of differentiation may be affected by a range of factors such as the nature and age of the group, the stage of the course or the content being covered in a lesson. All of the below are valid forms and it is left to the professional judgment of teachers to decide how best to differentiate:

- Task
- Grouping
- Questioning
- Support

6. Identified Groups

It is the responsibility of subject teachers to ensure that they are aware of specific groups and cohorts of students they teach and to ensure that the needs of these students are fully met.

6.1 Teachers must refer to the school Special Educational Needs Register and student IEPs to acquaint themselves with the specific needs of students.

6.2 Teachers must ensure that they are aware of students in these groups and ensure that full access to lessons ensues:

- Students in receipt of Pupil Premium funding
- Students in receipt of Catch-up funding
- More Able and Gifted and Talented students
- Looked After Children
- Students with English as an additional language (EAL)
- Students with Special Educational Needs

7. Literacy and Numeracy

It is the responsibility of all teachers to ensure that teaching of literacy and numeracy are effective in their lessons in line with the requirements of Literacy and Numeracy Policies.

7.1 Teachers should consider literacy foci in their planning in all lessons.

7.2 Explicit reference should be made to '5 a day' Literacy and Numeracy related activities when opportunities arise. Teachers should use processes and techniques identified and shared by the English and Mathematics departments, such as 'PEE' technique when writing paragraphs or using 'chunking' in multiplication tasks.

8. Sixth Form Teaching

It is recognised that teaching in Key Stage 5 has specific requirements to ensure that students are able to make effective progress in Level 3 and Level 4 courses.

8.1 All of the features outlined in the sections above also apply to Sixth Form Teaching to ensure there is rigour, pace, engagement, student leadership and good learning outcomes in lessons.

8.2 Whenever possible, students should be given details of content to be covered in succeeding lessons to allow students to prepare effectively and to ensure that good use of time is made in these lessons. Reading materials should be given in advance to promote rapid progress in lessons.

8.3 Oral questioning and dialogue is particularly important in Sixth Form lessons. The level of questioning should reflect the stage of students' education and should probe higher level thinking as a matter of course.

8.4 As group work often forms a key aspect of lessons, it should be effectively managed and carefully planned.

8.5 Sixth Form lessons must adequately prepare students for the demands and requirement of examination board assessments. Students must be given the opportunity to practice such tasks regularly where possible.

9. Support Staff

Learning Support staff must be used strategically to ensure the support they offer is precisely targeted and results in student progress.

9.1 Teachers should forward details of lessons, resources and identified students to work with to support staff in advance of lessons in order to give support staff time to prepare effectively in line with guidance issued by the Learning Support Faculty.

10. Growth Mindset and Resilience

10.1 Teaching has the implicit aim of developing students' resilience and capacity to learn independently over time.

10.2 Teachers should particularly pay attention to students' resilience as learners and aim to develop this aspect of learning behaviour through their teaching. Specific reference should be made to resilience as appropriate in tasks.

10.3 Students should be encouraged to cope with the emotional demands of learning. It is often more useful for a teacher to guide students on how to find solutions rather than readily giving the solution. Teachers should deploy appropriate language and use a range of strategies to promote positive attitudes towards learning.

10.4 The high expectations of teachers should be reinforced by praise, encouragement and rewards for effort and perseverance towards meeting these expectations.

11. Responsibilities

11.1 Senior Leadership Team:

- Monitoring standards of medium term planning to promote standardization
- Monitoring standards of teaching and learning through formal and informal lesson observations (Lesson Observation and Coaching Team)
- Providing training opportunities through CPD programme
- Engaging with parents and carers by monitoring subject information to the school website
- Ensuring students are well prepared for public examinations

11.2 Curriculum Leaders:

- Medium Term planning through drawing up and updating Schemes of Work
- Monitoring short term planning of subject teachers
- Monitoring standards of teaching and learning through formal and informal lesson observations and learning walks
- Ensuring students are well prepared for public examinations
- Engaging with parents and carers by uploading subject information to the school website
- Providing training opportunities and support by providing CPD as required

11.3 Subject teachers:

- Short term planning and delivery of lessons
- Summative and formative assessment of students within and across lessons, particularly focussing on students' use of feedback to secure progress.
- Ensuring that the needs of all students are met and barriers to learning are overcome.
- Ensuring students are well prepared for public examinations
- Engaging with whole school and subject CPD programme

Appendix 1

EFFECTIVE PEDAGOGY FOR CHSG GIRLS

Pedagogy at CHSG is at its best when it is 'girl friendly', and is further refined to take account of the specific social, emotional and developmental circumstances of our students. It builds on their strengths as learners and takes account of aspects where an informed and skilful approach is needed to successfully overcome barriers to learning. Our students learn best when the following key features are present:

1. Explicit Structure
2. Interactivity
3. Good timing
4. Collaboration
5. Challenge
6. Supported independence
7. Perceived care

1. Explicit structure

Lessons have a clearly visible structure, with a clear direction and helpful prompts, all articulated to the pupils in language with which they can identify.

As a result of this...

- Students are motivated by the learning process, they understand what is in it for them
- Students see value in the tasks which they are doing and are thus more engaged
- The teacher's planning is streamlined and more sharply focused on what is important
- Students can make accurate and precise comments on how their learning is going

This happens when...

- The teacher is clear in their own mind about the purpose of each activity and how it links to the overall goal
- Students understand what they are doing, why they are doing it and how it relates to what has come previously
- The teacher plans critical points for intervention during the lesson.

This can be promoted by...

- Sharing and discussing aims and objectives explicitly with students
- Explaining the purpose of activities to students
- Relating learning to what has gone before and what will come next
- Displaying a running order for the lesson
- Sharing success criteria for individual tasks, backed by modelling and demonstrations
- Explicitly stating what success and 'super success' looks like for the lesson
- Articulating and explaining transitions in the direction of the lesson to students
- Mini plenaries which punctuate learning episodes

2. Interactivity

A high level of involvement and interactivity, a focus on talk, and a willingness of the teacher to create a collaborative learning environment, listening carefully to students' questions and responses with dialogue ensuing.

As a result of this...

- Students are active participants in dialogue and listen to and value their peers' contributions
- Classroom discussion is higher level. Hypotheses are made, challenged and reviewed
- Dialogue is fairly distributed among students of all abilities. No student is left out
- Students have the time and space to produce increasingly sophisticated thinking

This happens when...

- The teacher directs questioning phases effectively to promote quality dialogue
- All students are actively engaged in and value dialogue
- The teacher promotes good listening behaviour
- Talk is planned thoughtfully, considering task and groupings

This can be promoted by...

- Establishing expected behaviour at the start of dialogue phases
- Strategies like think, pair and share, talk dice, role-play, Socratic talk, no-hands up
- Equipping students with the vocabulary of debate & discussion
- Low stakes questioning & dialogue: slowing down pace and giving thinking time
- Planning questions in chains to build towards higher level questioning
- Prompting students to give extended responses orally. Not accepting one word answers
- Supporting students in building on others' answers with clear criteria
- Using outcomes of dialogue to produce a tangible result.

3. Good timing

The time and space to complete tasks properly is prioritized, with appropriate pace for the context of a lesson, so there is a resulting lack of frenzied activity and variety.

As a result of this...

- Learning atmosphere is calm and purposeful and students have confidence in their teacher
- All students are engaged. Students are not lost or left behind.
- Tasks are completed giving a sense of achievement and purpose
- An absence of incomplete works and gaps in knowledge and understanding
- Students are resilient, can move from shallow to deep understanding and cope with 'desirable difficulties'

This happens when...

- Tasks are delivered, completed and reflected upon in good time

- Activities are completed and learning summarised
- Enough time is spent on guided practice
- The lesson ends in an orderly fashion

This can be promoted by...

- Realistic planning about what can be achieved in 60 minutes
- Slimming down lesson plans to strip out unnecessary content
- Adapting lesson plans as the lesson evolves
- Setting time limits and giving time reminders
- Being flexible with time limits and editing activities within lessons
- Planning series of lessons that build in stages from guided practice to independent spaced practice
- Building time for reflection and improvement of work into Schemes of Work

4. Collaboration

The creation of a sense of confidence and security, so that girls are willing to learn from each other, to take risks and explore, testing their reasoning against and with other girls.

As a result of this...

- Students are less dependent on the teacher as the only source of knowledge and expertise in the room
- Students learn well in groups
- Students value each other more as resources for learning
- Students develop higher thinking skills and retain information

This happens when...

- Students feel safe and comfortable to suggest ideas which are experimental
- Students challenge and support their peers respectfully
- Group work is skilfully planned and delivered
- Group work proceeds efficiently with a good quality of outcome for all groups

This can be promoted by...

- Group work occurring regularly
- Careful selection of groupings and creating roles for all members
- Using praise and sanctions to uphold clear expectations for collaborative work
- Explaining to students what collaborative learning looks like and sounds like
- Modelling the language of reasoning and challenging misconceptions and errors sensitively
- Reinforcing collaborative behaviour by using phrases like 'Can you help her out...?'
- Setting open-ended, challenging tasks which lend themselves to collaborative working
- Assessing students on the quality of discussion and collaboration so they value group interactions

5. Challenge

Teachers challenge, demand more, offer explanations in different ways, involve girls in leading their own and others' learning.

As a result of this...

- Teacher explanations are logical, coherent and accessible
- Students are increasingly comfortable with challenging subject-specific terminology
- Students learn meaningfully from each other
- Outcomes for all students are appropriately good and MAGT students are well-challenged

This happens when...

- Lessons are pitched at an appropriate level of challenge for all students
- Students are engaged in and actively want to solve problems, rise to challenges and make improvements
- Students take some of the key decisions which shape their own learning
- Teacher's planning (medium term and lessons) includes stretching learning opportunities

This can be promoted by...

- Using challenging subject-specific vocabulary alongside pupil friendly
- Sustained questioning and dialogue and asking for further thought and development of simplistic responses
- Planning ahead and identifying opportunities for students to teach each other
- Providing choices of task and resources, allow self-differentiation
- Asking students to work in their Zone of Proximal Development
- Planning for stretch and challenge opportunities
- Written feedback to make students think hard and devise action plans and solutions for improvement
- Displays and permanent classroom resources offering guidance on 'how to ace' a skill or conceptualise their understanding (connections/expansions/abstract thinking)

6. Supported independence

The development of a collaborative partnership between students and teacher, fostering independent learning within a secure and challenging environment.

As a result of this...

- Students are less dependent on the teacher with less need for spoon-feeding
- Students are more resilient when presented with a problem which they cannot solve at first
- Students are increasingly resourceful when confronted with a challenge
- Students' metacognition is such that they can tell when their learning has become fluent and permanent and can express this
- Students work hard and with engagement during independent learning phases

This happens when...

- Students are motivated when presented with a challenge
- There is a sense of ownership among students in the classroom over the learning process
- Students are equipped with a range of strategies which they deploy to overcome problems
- Students display resilience when working independently

This can be promoted by...

- Building in opportunities for students to reflect on their own progress and the learning process itself
- Providing appropriate scaffolds and withdrawing them appropriately
- Using plenaries requiring reflection on the learning process, what they found challenging, how they addressed it and what they might do differently next time
- Resisting the urge to jump in and tell students the answer, instead guiding them to work towards it
- Praising and rewarding resilient and resourceful learning behaviour
- Preparing a list of students you will engage with first when they engage in a task
- Asking questions which prompt students to solve their own problems e.g. What are you stuck on? Why are you stuck? What could you do?
- Working through tasks that go from worked examples to independent problem-solving to 'desirable difficulties'

7. Perceived care

An awareness that however confident girls appear, teachers need to take time and space to reassure, to reiterate, to clarify, even when girls seem less confident in their own abilities than they ought to be.

As a result of this...

- Teacher-student relationships are good. Behaviour for learning is improved.
- Students feel more confident about their own learning
- Students are prepared to experiment with new techniques and activities as a result of relationship of trust
- Students enjoy conversations with teachers about their learning

This happens when...

- Students genuinely feel that their teacher knows them and their needs
- Teacher constantly probes students skilfully to assess their needs
- Student self-reflection is not simply accepted at face value by the teacher
- Teacher intervenes and supports based on students' needs

This can be promoted by...

- Using voice, tone and body language carefully
- Building relationships with students: knowing groups and individuals
- Making time to check in with students strategically during the lesson
- Revisiting improvements to check that students are acting on feedback
- Using a good range of strategies to check understanding: e.g. hinge questions, self-explanation
- Observing students working, making notes on clipboard
- Marking students work regularly and providing individual feedback
- 1:1 live feedback during lessons producing rich collaborative dialogue

Appendix 2

LESSON PLAN



Class:

Date:

Period:

Lesson Title/ Big Picture:

Prior Learning:

Future learning:

Groups (<i>list names</i>): PP: SEN: MAGT:

Objective (s) (<i>By end students will be able to</i>)	Learning outcomes: understanding/ skill/ competency (<i>consider assessment</i>)
Literacy Focus:	Keywords:
Key Questions to ask:	

Checklists (<i>Denote intended strategies</i>)	
CHSG Girl Friendly Pedagogy	Assessment For Learning
<input type="checkbox"/> Explicit Structure <input type="checkbox"/> Interactivity <input type="checkbox"/> Good timing <input type="checkbox"/> Collaboration <input type="checkbox"/> Challenge <input type="checkbox"/> Supported independence <input type="checkbox"/> Perceived care	<input type="checkbox"/> Clear, valuable learning objectives <input type="checkbox"/> Smart questioning including no-hands up <input type="checkbox"/> Questions that make students think <input type="checkbox"/> All student response system <input type="checkbox"/> Teacher gives oral formative feedback <input type="checkbox"/> Teacher finds out what all students learned <input type="checkbox"/> Students' leadership of own learning

Differentiation: Task <input type="checkbox"/> Group <input type="checkbox"/> Question <input type="checkbox"/> Support <input type="checkbox"/> Outcome <input type="checkbox"/>
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Homework: (<i>display on board in good time ideally at start, students copy into planners</i>)

Resources:	Risk assessment:
LESSON STRUCTURE	
Welcome: <i>meet and greet at door, objective(s) displayed, register taken</i>	
Learning episodes <i>(note only as many as needed)</i>	Assessment opportunities
Engagement <i>(contextualizes learning, gains attention and motivates promptly)</i> <i>5 mins</i>	
Episode 1 <u>Teacher led</u>	
Episode 2 <u>Student led</u>	
Episode 3 <u>Teacher led</u>	
Plenary <i>(allows teacher to gauge learning of all students)</i>	
Dismissal: <i>(tidy room, give rewards, homework set/remind/collect, students leave in good order.</i>	

Appendix 3

Lesson Guidelines for Staff

To ensure consistency in classroom practice, expectation and high standards of behaviour in every lesson, staff are expected to adhere to the following guidelines. It is crucial that all staff follow these if consistency and good behaviour are to be achieved. The guidelines are derived from good practice observed in lessons of high quality and feedback given by staff on improving behaviour.

SLT and Middle Leaders will monitor that guidelines are being followed.

Entry to the Classroom

- Staff should promptly 'meet and greet' students at the door
- Students must line up quietly outside the room
- Staff should check uniform and deal with minor infringements as student enter the room e.g. put blazer on and check whether anyone is chewing/eating
- Students must enter the room in a quiet, orderly manner, unpack their books/equipment/planner close their bag and place their bag under the desk
- Staff should have a seating plan for every class using mintclass software
- To ensure a quick and settled start to the lesson, an activity should be given immediately to students (eg. writing date/objective, copying homework into their planner or a starter activity)
- The register should be taken as soon as possible after the start of the lesson

Throughout the Lesson

- All aspects of the Behaviour for Learning guide should be adhered to
- Avoid shouting. Use a signal for attention such as 'countdown' method.
- Low level disruption should be dealt with quickly and appropriately in a quiet manner that will not result in confrontation (e.g. speaking quietly to a student and giving 'take-up time').
- Praise and rewards should be consistently given to students
- Learning should be assessed and checked regularly during the lesson through appropriate questioning, observation and discussion

End of the Lesson

- Lessons should finish with a plenary/period of reflection
- Students should pack away and stand behind their chairs until the end of lesson
- Students should be dismissed a row or section at a time in a quiet, orderly manner

Guidelines for Tutor Time

- Students must be seated properly – a seating plan should be devised and followed
- Coats and scarves must be removed
- Uniform should be checked on a daily basis, problems written into the student planner and followed up the next day. Any major breaches of uniform or persistent problems should be referred to the Year Leader
- Students' planners must be checked and signed regularly
- Regular equipment checks should be undertaken
- On assembly days, students must be escorted to the Hall/Gym, lined up and should enter in silence
- The programme for Tutor Time must be followed as directed by SLT or the Year Leader and linked to student learning as often as possible.