# Roding Valley
## HIGH SCHOOL

# Teaching and Learning Policy
## 2021-22

| | |
|---|---|
| Person Responsible: | Headteacher |
| Lead Staff Member: | Assistant Headteacher |
| Date Last Reviewed: | September 2021 |
| Approved By: | Local Governing Body |
| Date Approved: | 23rd September 2021 |
| Date of Next Review: | September 2023 |

## Rationale:

The delivery of effective **Teaching and Learning** lies at the heart of Roding Valley High School. We believe in lifelong learning, and throughout our teaching, we aim to equip our students with the **skills, knowledge, and understanding** necessary to enable them to make informed choices about the important things in their lives.

We endeavour to ensure that every student reaches their potential both academically and socially, as we believe that the building of **character** is as important as the building of academic success. At Roding Valley, we strive for outstanding progress. Furthermore, teachers do not only teach content and skills relevant to their own topics, they also develop the student's literacy and numeracy skills and they are also responsible for the student's spiritual, moral, social and cultural development. Our aims, alongside academic ones, are to ensure that our students are ready for the wider world around them.

## Teaching & Learning at Roding Valley High School

### Key Principles

Our aim is that all Roding Valley lessons will effectively embed the following key components from our teaching and learning framework ACED:

**A**ssessment **(AfL):** *Closing the gap, Questioning, Good quality feedback, Retrieval, Online assessment tools, Misconceptions, Green pen marking...*

Assessment is what we, as teachers, do to determine how far our students have progressed in relation to our learning targets/ objectives for a lesson, scheme of work or a formative end point in the curriculum. Information gained should be used to provide quality feedback and modify the teaching and learning a *"Our vision is to be the school of choice for our local community, developing successful young people with high aspirations, who show respect for all and endeavour to become*

**C**reativity **(CfL):** *Curiosity, Inspir the very best that they can be."* *tasks, critical thinking, debate, making links & connections, Teaching to the Top, flipped learning…*

Creativity can be broken into two strands; **we** can be creative through our planning and <u>students</u> can be creative through their application of learning. Creativity will lead to increased **engagement in learning**.

**E**ngagement **(EfL):** *Do it now, Purpose, Intrinsic motivation, T&L ambassador, High Expectations, PAL system, Diversity of topic & task, teacher expertise, Revision & study techniques, Word of the Week.*

Active engagement for learning encourages students to take more responsibility for, and have ownership of, their learning, thus **enhancing** their academic experience and progress over time.

When students are actively engaged, they behave better, focus on what is being taught, better process new information and as a result progress more over time.

**D**ifferentiation **(DfL):** *Teach to the Top TTTT (challenge), Scaffolding, Pitch, Higher order skills, key words, making connections & Pace…*

At Roding Valley High School, we aim for aspirational teaching and outcomes. We stand by the theory that every lesson must be 'taught to the top' and then the teacher offers 'scaffolding' to support ALL students to overcome their individual barriers to learning. This model allows the

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teacher to challenge the higher ability students in the room without having to plan 'tokenistic' challenge tasks. Click here for TTTT ideas. Click here for TTTT ideas specifically focused on A-level teaching.

**We believe that if you are a great teacher, who inspires great outcomes from students then our ACED framework at RVHS will provide you with the freedom to teach as you know best.**

*Please refer to **Appendix A** for our **ACED Mastery Booklet** for additional guidance*

## Feedback & Closing the Gap

We believe that highly effective feedback is critical if students are to make progress and move forward.

We therefore have a **whole school feedback policy** and we regularly monitor the quality of feedback through subject led learning walks, student voice & other departmental quality assurance tasks.

We have a whole school feedback policy that provides our overall rationale when it comes to delivering excellent feedback. Our subject teams also have their own **individual feedback** policies, as we understand that subjects can give feedback differently depending on their disciplines. We firmly believe that our subject specialists understand how best to deliver feedback in their areas.

Our feedback policy is pinned around our 'Closing the Gap' Strategy; something which our students are all very familiar with. After students have received feedback after a determined assessment point, students are then given a 'Closing the Gap' task to allow them to act on any mistakes, misconceptions or editing work to further improve it. Closing the Gap tasks are always printed on yellow sheets.

*Please refer to **Appendix B** for our **Feedback policy** for additional guidance*

## Home Learning

To prepare students to be as independent as possible and allow them the opportunities to achieve their academic aims, we set home learning.

We use **Google Classroom** to assign, store & provide feedback (where necessary) on home learning. Our students can also access all of our curriculum 'lesson materials' via this platform; in case of absence or wishing to revisit content to revise & prepare. Each student will be a member of their own subject Google Classrooms. Not only is this a way of keeping students organised, but it's also a great way for students to communicate with their teachers & track the progress of their work. Our teachers use Google Classroom to experiment with different types of online feedback; Voice-recorded feedback using Mote, comment based feedback on 'Google Documents', using criteria rubrics & much more.

*Please refer to **Appendix C** for our **Home Learning Policy** for additional guidance.*

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## Teaching of Mathematics

The curriculum for **Mathematics Mastery** is built around three core principles with **Problem Solving** at its heart to enable learners to solve new problems in unfamiliar contexts.

- **Conceptual understanding:** the lesson tasks develop deep conceptual understanding, allowing learners to establish connections and draw comparisons, move between representations and make explicit links between them.
- **Mathematical thinking:** the curriculum is designed to encourage learners to think mathematically with tasks that require them to specialise and generalise, work systematically, generate their own examples, classify and make conjectures.
- **Language & communication:** the curriculum is carefully sequenced in order to develop confident use of the language, signs and symbols of mathematics. Talk tasks are part of every lesson to help with this development.

Identifying, applying and connecting ideas to enable students to tackle new and more complex problems is the ultimate aim of mathematics education.

### Lesson Experience

A typical lesson starts with a **Do Now** task consisting of **interleaving** exercises. Learners use **retrieval** skills to review the learning from previous lessons. Lessons are designed to provide an opportunity for learners to discuss and share their understanding of new concepts as well as independent practice to develop fluency. We strongly believe that learners learn best when they are challenged with teachers **Teaching to the Top**. However, to ensure no learners are left behind, teachers provide **scaffolding** for those who need the additional support.

### Home Learning

Learners are set tasks to strengthen and deepen their understanding of concepts and skills taught in class. These tasks can include

- Online tasks on **MyMaths**
- Flipped learning tasks using videos from **Oak National Academy**
- Written tasks on worksheets designed to **consolidate and practice** classroom learning

### Assessment

Topic tests given and marked at the end of units of learning. Feedback is given on these assessments by the teacher and **closing the gap** activities are then completed.

As well as the above, learners sit an assessment as per the school calendar. These are used to check in how learners are progressing with respect to their End of Year 11 target as well as to ensure that they are in the correct set that will allow them to make the most progress.

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## Teaching of reading & writing

Reading & Writing are a fundamental part of our curriculum at RVHS. As a school, we aim to develop 'keen' & 'confident' readers, who are exposed to as much vocabulary as possible. To do this, we have key, whole- school strategies; **DEAR** time (Drop Everything & Read) alongside our **DEAW ti**me (Drop Everything & Write.) These strategies give our students opportunities to read (a book of their choice) solidly for 20 minutes. **DEAW** time happens every Friday and is a series of diverse writing tasks, aimed to prepare our students to have the resilience to write about something 'unseen' for twenty-minute periods.  Our entire KS3 cohort participates in these on a daily & weekly basis, to support our drive on our students becoming confident readers & writers. Students in Year 7 have a weekly accelerated reader lesson.

To support this, we also have a RVHS '**Word of the Week;** This word is introduced to students via our themes that are covered during our '**Character & Culture**' sessions. They are also embedded into our assemblies and are displayed throughout the school. We aim to introduce our students to as many high-level words as possible.

Moving forward into next academic year, we will be using a programme called **Bedrock** to help close any vocabulary gaps that may have arisen due to the pandemic. Bedrock introduces students to new vocabulary, uses interleaved testing and creates a bespoke knowledge organiser for our students.

On top of all of this, we encourage our students to aim high with a series of enrichment opportunities, including a creative writing club and having the chance to be our 'Star Writer' in our bi-weekly parent bulletin. Our students are encouraged to send any fantastic pieces of their written work to our whole school email address: ACED@rodingvalley.net; which is monitored by members of our T&L team; who then select pieces for our Parent Bulletin and social media pages.

Across all of our subject curriculums, we also understand the importance of explicitly embedding the development of reading & writing skills. Subjects explicitly teach Subject Tier 3 vocabulary, give opportunities for reading independently & out-loud. A large part of our **ACED** framework is our differentiation strand; we recognise that a part of this is providing our students with clear writing structures & frames to not only scaffold learning, but to also set them up for success when it comes to extended writing application.

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## SEND Teaching & Learning

The SEND Department is a provision at the centre of inclusive **teaching and learning** for the entire school community. We firmly believe that every student:

- Has the right to a broad and balanced curriculum
- Can achieve well regardless of their academic abilities or interests
- Should know about and embrace what makes them unique
- Should never be alone in facing and overcoming their barriers
- Has a superpower to contribute to their community

**Please click here for the SEND policy.**

## EAL Teaching and Learning

We are committed to the development of the whole person, provisioning a broad and balanced curriculum through the provision of a structured timetable, an extended curriculum, targeted intervention strategies, plus a wide variety of extracurricular activities and educational visits.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. EAL students are integrated into mainstream classes and the teaching of English language is embedded into all their lessons. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. As needed, intensive language sessions are used, however, we want to avoid adding additional pressure on students who then need to catch up with any missed learning.

## The Role of Learning Support

The Learning Support team and Classroom Assistants play a significant role in supporting the school in all aspects of teaching and learning. Collaboration of planning and teaching aims to meet all students' needs. See SEND Policy

## Behaviour for Learning

Reward and positive praise is central to everything we do. We regularly celebrate success in lessons and assemblies. Our teachers and staff will award our students with **ARE** points- for 'Aspiration, Respect & Endeavour'. Our school expects outstanding behaviour and we have a specific  Student Behaviour Policy to address poor behaviour in the classroom.

To support this, we also use our **PAL** (Positive Action for Learning' system. For more information on this, please refer to the section below.

*Please refer to our **Student Conduct Policy** for additional guidance which is available on the staff Intranet and the Staff P/Drive for additional guidance*

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## Continuing Professional Development of Staff

Continuous Professional Development (CPD) is key to innovative and effective teaching and learning. We want every teacher at every stage of their career to aspire to be the very best that they can be. CPD is overseen by the Assistant Headteacher (Teaching and learning) and reflects the priorities of the **School Improvement Plan**.

Here at Roding Valley, we believe that CPD is most effective when we learn from each other. Our learning walk cycle contains a collaborative CPD focus whereby staff share good practise. Our coaching cycle during the summer term also provides this. Teaching staff then have the opportunity to receive good feedback from other professionals across the school and collaborate to share good ideas and initiatives.

Our CPD booklet outlines our processes of which we base our CPD on, our T&L / Personal Development Priorities for the year, and more information on specific CPD routes for members of staff. Please click here to access it.

## Digital Strategy for Teaching & Learning 2021

*Please click here to see our **Digital Strategy for Teaching & Learning***

## Disadvantaged student Teaching & Learning Strategy

*Please click here for our **Disadvantaged student Teaching & Learning Strategy***

## Quality assurance of Teaching & Learning

The Teaching and Learning at Roding Valley High School is related to our School Improvement Plan. Teaching and learning is reviewed in light of national priorities, findings of Quality Assurance Reports, HMI inspections and the monitoring and review of practice.

Classroom practice is monitored by the respective Head of Faculty & Curriculum leads and attainment levels are tracked and monitored by the relevant member of the Senior Leadership Team for that subject area on a termly basis. This helps to inform us of the effectiveness of the Teaching and Learning within the school. We believe that effective quality assurance has to be something that everyone is involved in; with a common understanding of the points of development that result as a part of this process. The effectiveness of teachers' classroom practice is evaluated by our **whole school quality assurance schedule.**

*Please click here to access our Quality assurance plans for 2021-22*

## Effective Teaching at RVHS:

## Coaching Observation cycles- Continuous development

All staff are committed to continuously improving standards. We have an effective coaching programme to help teachers reflect on their practice, share their strengths and work on their areas

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for development. All teaching staff will be coached using a peer to peer triad model or pairing model.

Coaching should not be seen as a negative; all outstanding teachers reflect on their in class practices and welcome feedback in order to continuously improve. Our goal is for all teaching staff to be coached to help maximise their potential, share good practise and improve outcomes for students. Our coaching cycle takes place 3 times throughout the academic year and reflections of staff are completed via our Bluesky CPD platform.

**Coaching at RVHS will be carried out as detailed below:**

1. AHT T&L & the T&L team to launch the coaching programme during a twilight/CPD session.
2. Teachers are put into groups of three or pairs.
3. Each teacher chooses an area to focus on- based on the ACED principles.
4. Each teacher has the chance to move around the three different roles- teacher, coach & passive member.
5. Once a teacher has received feedback via a coaching conversation, they complete a reflection via Bluesky.

## Mentoring

Where staff are identified as needing extra support, we run two mentoring programmes. The first programme focuses on improving the effectiveness of leadership management strategies and the second on improving quality of teaching and learning within the classroom.

This intensive programme is reviewed every **5-6** weeks and will be carried out with a more experienced member of staff (typically from the Teaching & Learning team) who has particular strengths in the area the mentee needs to develop. Review is carried out by the Assistant Head teacher – (Teaching & Learning), with sustained areas of concern being identified and adapted as necessary.

*Please refer to our **Mentoring documents for more guidance,** these can be found on our Staff Intranet in the T & L drive.*

## Staff induction and Probation

All teaching staff that join RVHS will be subject to a **staff induction** and a probationary period, which will be overseen and coordinated by the Assistant Head teacher (Teaching & Learning).

As part of the induction programme, staff will attend key sessions on safeguarding, teaching and learning and on wider expectations. Once new staff are made aware of all RVHS expectations, they will be observed to check how well they have settled in and to identify areas where support is needed. Before they join us at RVHS, all staff will receive our staff induction pack. Please click here to access the pack.

Alongside the induction programme, all new teaching staff will be on probation, which will last for 3 months. As part of this, new staff will be subject to an interim review which is to be carried out by their line manager or a member of the senior leadership team. Upon satisfactory completion of the probationary period, staff will then be subject to the terms detailed by their contract.

*Please refer to the **CLP Trust Probation Procedure**, which is available on the staff Intranet and the Staff P/Drive for additional guidance*

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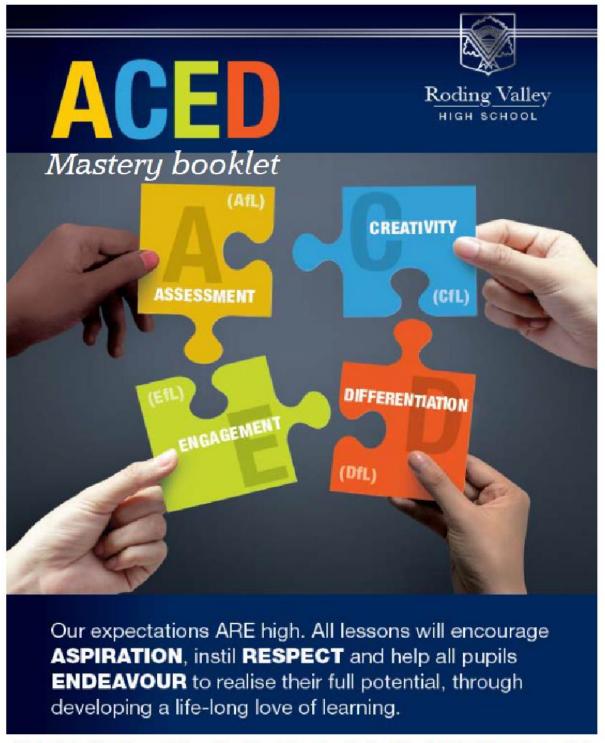
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## Partnership with Parents

Parents are informed of aspects of our teaching and learning e.g. setting, grouping and how to support their children with home learning etc. in our School Prospectus. Reports are sent regularly to parents detailing the progress made by each child and indicating how the child can further improve. Priorities in the School Improvement Plan and how they will be implemented within the classes are discussed with the school's Leadership Team and parents are kept informed of any changes in practice via newsletter, ParentMail, Google Classroom, email, the school's website, and/or parents' meetings. We hold Open Evenings and regular **Parent Forums** to demonstrate methodologies/strategies being employed within the school. Parents are requested for their views on aspects of teaching and learning via parent surveys when the school reviews aspects of the School Improvement Plan.

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**Appendix A:** <u>ACED Mastery Booklet</u>



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## Appendix B: Whole School Feedback Policy

**Roding Valley High Whole School Feedback Policy- Amended March 2021**

Intent: The primary purpose of this feedback policy is to outline the feedback that all students engage with in all subjects to make good progress. All subjects adhere to the feedback policy outlined below. Beyond this, subject teachers adhere to the specific, departmental policies designed to reflect the demands of the course.

| Teacher Feedback via: | | Student engagement with feedback via: | | |
|---|---|---|---|---|
| Student classwork & home learning | Assessment feedback & Closing the Gap | Lesson time: ACED lesson feedback | Closing the Gap tasks: | Self/ Peer review |
| **Student workbooks/ folder:** Literacy marking will feature where applicable alongside live marking during lesson time to quickly address misconceptions. Teachers may also address misconceptions using 'class notes' checkers, where applicable. <br><br>**Context of COVID 19 will now allow for live lesson marking<br><br>Students respond to verbal feedback by using 'green pen' marking to correct and improve their work.<br><br>**Home learning via Google Classroom**<br>Where home learning is submitted via Google Classroom- students may receive teacher comments, voice recorded feedback, automated results or a rubric criteria applied to their work in line with the departments home learning policy. | Students will receive more 'detailed' feedback after an assessment point in line with the school & department assessment policy.<br><br>This 'detailed' feedback can include whole class feedback sheets, individualised comments, targets & next steps advice.<br><br>After every assessment point, teachers will direct students to a 'Closing the Gap' task which is designed to move students forward with their feedback and encourage them to engage directly with it.<br><br>Assessment feedback may include feedback after:<br>1. PPEs<br>2. Class assessments<br>3. In school examinations<br>4. Learning checks<br>5. Online Assessed home learning tasks.<br><br>Closing the gap tasks are set on YELLOW paper | All lessons follow the 'ACED' framework, which allows scope for differentiated** student/teacher feedback in a number of ways, including:<br><br>RAG cards<br>'Walking, talking' mocks.<br>Whiteboards<br>Questioning /probing questions.<br>Verbal feedback<br>Live marking<br>Self-assessment<br>Peer assessment<br>Modelling<br>Learning checks<br>Kahoot & other online quizzing tools<br><br>This list is not exhaustive | In response to teacher assessed work, students complete closing the gap, specific to them, in Green pen to improve their knowledge, skills, understanding and/or application.<br><br>This student engagement may take the form of:<br><br>Re-writing an answer/section of an answer.<br>Correcting spelling/punctuation/grammar.<br>Identifying targets.<br>Supportive re-sits<br>Addressing class misconceptions<br>Re-addressing subject specific skills<br><br>Closing the Gap tasks are set on YELLOW paper.<br><br>Students may be asked to complete their Closing the Gap task via Google Classroom.<br><br>This is not exhaustive | Students regularly* use a green pen to either self-assess or peer assess work. This is feedback is directed by the classroom teacher with a success criteria to address misconceptions.<br><br>This feedback may take the form of:<br><br>Students using a marking criteria to assess their own work.<br>Students using a marking criteria to assess peer work.<br>Mini, departmental assessments.<br>Spelling tests.<br>Knowledge tests.<br>Learning checks<br>Kahoot & other online quizzing tools<br><br>This is not exhaustive. |

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## Appendix C: Home Learning Policy

**RVHS- whole school HW policy 2019- A.C.E.D**

*Intent- To be finalised- Supports our students learning & progress, supports our curriculum, topics and skills mapping- encourages independence and excellent study habits*

| Key stage | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| **3** | HW must compliment your curriculum map to support topics and skills covered- subject areas to decide what type of tasks to be set for year 7, 8 and 9.<br><br>Examination periods – HW will not be set during these periods- revision will be set instead- google classroom will be used to store revision materials needed for the upcoming examination.<br><br>** All students have access to a KS3 menu with extra tasks (not assessed) that students can do independently** | HW must compliment your curriculum map to support topics and skills covered- subject areas to decide what type of tasks to be set for year 7, 8 and 9.<br><br>Examination periods – HW will not be set during these periods- revision will be set instead- google classroom will be used to store revision materials needed for the upcoming examination.<br><br>** All students have access to a KS3 menu with extra tasks (not assessed) that students can do independently** | HW must compliment your curriculum map to support topics and skills covered- subject areas to decide what type of tasks to be set for year 7, 8 and 9.<br><br>Examination periods – HW will not be set during these periods- revision will be set instead- google classroom will be used to store revision materials needed for the upcoming examination.<br><br>** All students have access to a KS3 menu with extra tasks (not assessed) that students can do independently** |
| | *Compulsory HW tasks are set by teacher to support KS4 curriculum- a 'menu' of tasks is offered as an option to enrich our students.* | | |
| **4** | **Every subject must have an interleaved revision schedule for years 10 & 11 & a reading list available<br><br>Set HW tasks will be relaxed during examination & PPE periods. | **Every subject must have an interleaved revision schedule for years 10 & 11 & a reading list available<br><br>Set HW tasks will be relaxed during examination & PPE periods. | **Every subject must have an interleaved revision schedule for years 10 & 11 & a reading list available<br><br>Set HW tasks will be relaxed during examination & PPE periods. |
| | *Compulsory HW tasks are set by teacher to support KS4 curriculum- all students then work independently on their interleaved revision schedule.* | | |
| **5** | **Every subject must have an interleaved revision schedule, reading list, skills list and independent study package | **Every subject must have an interleaved revision schedule, reading list, skills list and independent study package | **Every subject must have an interleaved revision schedule, reading list, skills list and independent study package |
| | *Compulsory HW tasks are set by teacher to support KS5 curriculum- all students then work independently on their subject independent study package.* | | |

**RVHS HW policy:**
- All subject teachers are to set HW via SMHW 'Show my homework'
- SMHW is used to inform students &parents/ guardians what the homework is. Incomplete HW will be communicated through a different forum.
- Subjects to determine how many pieces are set per unit.
- Flipped learning tasks may be set as HW. Students are given these tasks to prepare them for future learning and will be assessed through class participation.
- KS3- students can access their subject reading lists and a subject menu- this is a list of optional tasks that students can do to enhance their learning.

**KS4:**
- Students will be expected to be 'revising' throughout the academic year, using their interleaved schedule and RVHS techniques to support this. They also have access to RVHS reading lists.

**6th form:**
- Students will be expected to be completing their independent study schedule and skills checklist independently- teachers can request to see these at any time.

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