Testwood School **Teaching and Learning Policy**		
Key Responsibility area:	TW/SP&PP	
Last Review:	April 2023	
Next Review:	April 2024	

Revision History

Version	Date	Amendments	Initials
2.0	15.05.19	Section B – change to point 3 and point 5 Section C – change to point 1 Section C – additional point added (no. 8) Section C – changes made to point 12, 13 and 14.	JBa
3.0	29.01.21	Appendix 1 and 2 added	JBa
4.0	27.04.21	Section A – updated Section B – updated Section C - updated	
4.1	29/04/22	Revision dates changed	JBa
4.2	27.04.27	Revision dates changed	JBa

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

A) Principles

The college expects teachers to facilitate student learning through the use of a wide variety of teaching styles and strategies that are relevant and appropriate for individual students.

Teaching will be designed to challenge and engage all pupils with expectations that they:

1) Develop knowledge, understanding and skills in line with the planned curriculum
2) Develop a range of independent study skills to improve learning and preparation for exams

B) Purposes

Teaching and learning will:

1) enable all students to make good progress in their knowledge, understanding and skills through an effective use of a range of learning experiences supported by a variety of resources and teaching approaches.
2) be tailored to the learning needs of all students.
3) deliver the relevant and meaningful curriculum that has been designed to meet the needs of Testwood students.
4) reflect a culture where teachers develop the confidence to experiment with different evidence-based approaches to teaching and commit to improve their practice.
5) be developed through opportunities to share good practice both in and between subject departments.

C) Outcomes

It is expected that:

1) all lessons will have clearly stated and displayed learning objectives and these will link clearly with the school's curriculum. These should be made explicit to the students by, for example, being written in exercise books.
2) all lessons will contain the right amount of challenge for all students. They refer to relevant information to help them do this, such as that shared on MintClass.
3) learning in the classroom will be complemented by the setting of relevant weekly homework (please refer to the Homework Policy)
4) appropriate and relevant resources will be used to support effective learning
5) opportunities for assessment will be planned and students will be given the opportunity to improve their work (please refer to Marking and Feedback Policy)
6) teachers will ensure all lessons are well prepared and are delivered as part of the agreed schemes of work
7) teachers will work in partnership with Learning Support to ensure that support is deployed effectively.
8) teachers will seat the class according to the published plan in order to support learning, and update the seating plan when necessary.
9) Teaching and Learning will be an integral element of the school review cycle
10) teachers will review the progress of their class through periodic summative assessments, and intervene where necessary.
11) an agreed programme of professional learning will take place annually in order to improve classroom practice
12) The quality of teaching and learning will be monitored by curriculum leaders on part of the 4-week cycle and through the programme of learning walks undertaken by SLT.

This policy was approved by the Trustees and will be reviewed annually.

Date policy agreed: April 2023   Date of review: April 2024

Signature of Chair of Trustees: April 2023

Appendix 1 to Teaching and Learning Policy: During a School Closure
Updated 15th January 2021

When the school is closed or partially closed it is expected that teaching and learning will still continue, in line with the timetable. Wherever possible it is expected that this will follow the school's published curriculum and that students will, as far as is humanly possible, progress through the curriculum and continue to work towards and prepare for internal and external assessment points, including those linked to formal qualifications. It is likely however, that the rate of progress may necessarily be slower than under normal circumstances.

Setting work for students using Google Classroom
Teachers will be expected to set work for classes using Google Classroom for each lesson. The work should be available from 8.30am on the day of each lesson, and have a deadline of the same day unless agreed otherwise. All work must have a deadline set.

It is the expectation that work provided by teachers will be asynchronous (students will complete the work at different times) although some teachers may choose to employ synchronous methods (students all completing the work at the same time)

It is expected that lessons and resources that had been planned for classroom delivery will need altering or replacing due to the challenges of remote learning.

- Instructions should be made very clear to students, including how they should work and how they should submit work to you. Break down instructions so that they are very clear to all students.
- Try to structure the learning experience so that it is straightforward, without the need for students to click backwards and forwards. Embed the content where possible. Use as few separate resources as possible.
- Checking for understanding is a vital activity carried out by every teacher in every lesson. In the absence of the teacher in the student's learning alternative strategies should be employed to check for understanding e.g. quizzes.
- The inclusion of lots of short consolidation activities is recommended so that students can check their own understanding of new learning in manageable chunks.

It is not necessary at this time to set an additional, separate, homework task.

Care should be taken to ensure that students are not simply cutting and pasting from other work, and that it is their work. This is particularly important if the work will be assessed and contribute to the awarding of an external qualification.

Completed work will be checked the following day. If work has not been completed then the teacher should contact home urgently and also alert the Year Leader. If using email, teachers should cc in their Curriculum

Leader and Mrs Pitman. It should also be thoroughly assessed if falling within marking and feedback timelines (see Marking and feedback Policy)

Assessment and feedback of students' work should be in line with the Marking and Feedback Policy in terms of regularity and format. Students should be set improvement tasks as part of their feedback following an assessment of their work.

'Live' teaching

Staff may wish to 'live' teach students over the internet. If doing so then the following protocols should be followed by all Testwood staff. We need to ensure that we are safeguarding ourselves and our students, and are using the technology in a professional manner. This is in effect an extension of our classrooms.

- 'Live' teaching of students is only permitted using Google Meet. DO NOT use any other non-authorised technology to work with students. We are not able to support this and it will leave you as a member of staff open to allegations if there are safeguarding concerns.
- It is important that you are protecting and safeguarding yourself and presenting a professional image online and representing the College appropriately.
  - o Lessons should take place during the school day and students should be informed beforehand including the password for the Meet.
  - o Ensure you are suitably dressed, are able to promote a professional attitude and are wearing your college id when delivering presentations.
  - o Ensure that the environment that you are presenting from is appropriate and quiet.
  - o Please pay particular attention to what is on walls, shelves, bookcases etc behind where you are presenting. If there are personal items, pictures, photographs or things that you would rather not have your students see, then please ensure these are moved.
  - o 1:1 lessons should not take place. Ensure that there are at least two students in the class before you begin. If only one student arrives for the lesson then the lesson will need to be cancelled.
- The usual expectations of student behaviour will apply when taking part in a class. Do not tolerate any kind of online behaviour which you would not tolerate in your own classroom with regard to language, attitude and work.
- Students must have their cameras off for the entirety of the session. Ask students to turn their microphones off. They may turn them on if they wish to ask or answer a question but should turn them off again afterwards
- Record the meeting/lesson and inform students that you are doing so
- You should ensure that all students have left the Meet before you hang up.
- Close all unnecessary browser tabs and applications and turn off notifications before sharing your screen.

Use of filmed teaching

Some teachers may wish to create video of themselves teaching some content and share this with students.

- Please use Loom for this purpose. DO NOT use any other non-authorised technology to work with students. We are not able to support this and it will leave you as a member of staff open to allegations if there are safeguarding concerns.
- It is important that you are protecting and safeguarding yourself and presenting a professional image online and representing the College appropriately.
  - o Ensure you are suitably dressed, are able to promote a professional attitude and are wearing your college id when delivering presentations.
  - o Ensure that the environment that you are presenting from is appropriate and quiet.

- Please pay particular attention to what is on walls, shelves, bookcases etc. behind where you are presenting. If there are personal items, pictures, photographs or things that you would rather not have your students see, then please ensure these are moved.
- Before sharing with students, select Settings and turn off 'Comments' and 'Viewer Can Download'.

Setting work for students unable to access Google Classroom

For students who are unable to access Google Classroom from home, parents and carers are asked to get in touch with the school in order to arrange a loan of a device. If you are aware of such a situation, please get in touch with the Year Leader urgently.

Differentiation

In the absence of direct teacher-student interaction, and without the support and interventions of Learning Support Assistants, it is vitally important that all tasks are sufficiently differentiated to meet the needs of all students. Particular attention should be given to meeting the needs of SEND students and those with low prior attainment as these students may find it difficult to access and understand the work being set.

Work specifically for SEND students can also be passed to the SENDCO who will then distribute it to the students.

Student Motivation

Students may find it difficult to sustain motivation to complete work, especially in light of a sustained school closure or partial closure.

With this in mind teaching staff should make more use than usual of methods of reward. Achievement Points, postcards, other rewards and contact with parents should be used frequently to reward good effort, task completion, or high standards.

Appendix 2 to Teaching and Learning Policy: Providing work for students who are isolating or shielding.
Date: 27th November 2020

Students who are absent from school because they are shielding or because they are isolating are marked in the register with an x. The X is not used for any other purpose currently.

We need to be providing work for these students so that their education is not further damaged. It is expected that teaching and learning will still continue for these students, in line with the timetable. Wherever possible it is expected that this will follow the school's published curriculum and that students will, as far as is humanly possible, progress through the curriculum and continue to work towards and prepare for internal and external assessment points, including those linked to formal qualifications.

Setting work for students using Google Classroom

Teachers are expected to set work for individual students or whole classes using Google Classroom for each lesson. The work should be available on the day of each lesson, and have a deadline of the following lesson, unless agreed otherwise.

It is the expectation that work provided by teachers will be asynchronous (students will complete the work at different times) although some teachers may choose to employ synchronous methods (students all completing the work at the same time)

It is expected that lessons and resources that had been planned for classroom delivery will need altering or replacing due to the challenges of remote learning.

- Instructions should be made very clear to students, including how they should work and how they should submit work to you. Break down instructions so that they are very clear to all students.
- Try to structure the learning experience so that it is straightforward, without the need for students to click backwards and forwards. Embed the content where possible. Use as few separate resources as possible.
- Checking for understanding is a vital activity carried out by every teacher in every lesson. In the absence of the teacher in the student's learning alternative strategies should be employed to check for understanding e.g. quizzes.
- The inclusion of lots of short consolidation activities is recommended so that students can check their own understanding of new learning in manageable chunks.

It is recognised that converting existing lesson resources so they can be used remotely can take a lot of time and is not always terribly effective when done. Therefore, the work set can be a link to a specific lesson produced by Oak National Academy. Oak National Academy's resources have produced with public money for this precise purpose. Although their lessons may not match our curriculum in all areas, they are of good quality and useful for the students nonetheless.

In summary:

1. The teacher responsible should set work for any student with an X code on the same day as the lesson.
2. An email listing students with an X code will be sent out daily to assist with staff awareness of this.
3. This work should be set on Google Classroom (parents and students will be directed there)
4. It should contain a link to a specific lesson on Oak National Academy for every lesson that the student will miss.
5. Teachers may set alternative work should they choose too
6. Completed work will be checked. It should also be thoroughly assessed if falling within marking and feedback timelines (see Marking and feedback Policy)

N.B. If departments wish to collaborate to reduce workload then it is recommended that assignments are created in a shared Google Classroom for staff only and then 're-used' by class teachers in assigning to their students with an X code.

Care should be taken to ensure that students are not simply cutting and pasting from other work, and that it is their work. This is particularly important if the work will be assessed and contribute to the awarding of an external qualification.

Assessment and feedback of students' work should be in line with the Marking and Feedback Policy in terms of regularity and format. Students should be set improvement tasks as part of their feedback following an assessment of their work.

Setting work for students unable to access Google Classroom

For students who are unable to access Google Classroom from home, students will be provided with worksheets and learning tasks on paper, or with booklets of work from each subject. These will be posted home by the Reception team. Please email work or deliver work to Reception.

In order not to disadvantage students without access to Google Classroom, the learning from such tasks should ideally be in parallel to that completed by students using Google Classroom, developing the same knowledge and skills. It is recognised that this may not always be possible.

We will ask students and their families to return any completed work for assessment and feedback. Reception staff will place it in the teacher's pigeon hole. This will be assessed as quickly as possible after it is received by the teacher and fed back to the student

Care should be taken to ensure that students are not simply copying from others' work, and that it is their own work. This is particularly important if the work will be assessed and contribute to the awarding of an external qualification.

Differentiation

In the absence of direct teacher-student interaction, and without the support and interventions of Learning Support Assistants, it is vitally important that all tasks are sufficiently differentiated to meet the needs of all students. Particular attention should be given to meeting the needs of SEND students and those with low prior attainment as these students may find it difficult to access and understand the work being set.

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