



# **PHILIPS HIGH SCHOOL**

## **POLICY ON**

### **TEACHING AND LEARNING**

#### **2023-24**

Policy Reviewed: Sept 2023 - EPT

Revised Sept 2023

## **Philips High School Teaching and Learning Policy**

The purpose of this policy is to ensure that the quality of teaching and learning is good and/or outstanding in all lessons. The School Development Plan underpins all identified school priorities. PHS believes that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

### **Aims**

- Inform staff of expected good practice.
- Share outstanding practice and provide other references to support planning outstanding lessons.
- To ensure that all aspects of teaching and learning are at least judged to be good.
- To ensure that consistently high quality, constructive feedback is provided to all pupils in a variety of forms, that promotes rapid progress.

### **Effective Teaching and Learning**

For effective learning to take place, PHS expects staff to ensure that the following takes place:

- Begin and end lessons on time and in a structured manner
- Establish clear and appropriate classroom routines to ensure an efficient shift from one activity to the next
- Plan challenging lessons which are directly linked to the schemes of work and the examination syllabus for pupils to master subject knowledge and skills
- Set out and share 'the big question' with pupils providing opportunities throughout the lesson to consolidate learning reflecting on this
- Employ a range of teaching styles to ensure appropriate pace and challenge, spending as high a proportion as possible of lesson time on learning (as opposed to teaching).
- Ensure that the lesson content is pitched to the age and ability of the students to enable rapid progress with high expectations
- Employ a range of differentiated teacher strategies/approaches/activities within a lesson or sequence of lessons, using a variety of questioning techniques to challenge all learners
- Use a range of AfL strategies to monitor pupil progress
- Ensure effective development of Literacy is evident during the lesson
- Regularly set and monitor purposeful Independent Learning, giving regular feedback
- Ensure good relationships are established through creating a positive learning environment (use of rewards, consequences) and through understanding the needs and abilities of each student.
- Ensure displays are up to date and support the ethos and culture of learning.

### **Monitoring of Teaching and Learning**

#### **1. Lesson Observations**

All colleagues are encouraged to observe other teachers and share good practice as often as possible supported by the Performance Management system and Walkthrus. (See PM Policy).

- a) All relevant Teaching Staff will partake in 3 formal lesson observations for Performance Management. SLT and HoDs will conduct the observations according to the calendar to monitor and evaluate teaching and learning within lessons. Areas of strength and development will be discussed and fed back to SLT. HoDs will have to evaluate the areas

for improvement cited and provide evidence to SLT as to how these areas have been improved in their SEF.

- b) Any areas of concern for individual staff members will prompt a further meeting. If issues still arise the matter will be discussed with class teacher and HoD notified. A further formal lesson observation will then be arranged.

## 2. Quality Assurance

There are 3 QA slots throughout the year, starting and ending the year with a HOD Standards check. Student work should be sampled in line with the QA cycle on the school calendar.

The book look should focus on the following standards:

QUALITY ASSURANCE					
TEACHER					
CLASS					
PUPIL					
Number of students					
BOOK LOOK	IMPLEMENTATION OF THE CURRICULUM	Name	Name	Name	REQUIRED STANDARD (select as appropriate)
					STANDARD MET
					STANDARD NOT MET
					FOLLOW UP: DETAILS

PUPIL CONVERSATION	
<p><b>IMPLEMENTATION/IMPACT OF THE CURRICULUM</b> Thinking back to last term – I see you learned Y. Tell me what you remember about Y? Have you revisited this topic since? How confident would you be if tested on Y? How does the teacher help you to remember important content? How do you prepare for an assessment? What happens after you have an assessment?</p> <p><b>ATTITUDE TO LEARNING</b> Do you enjoy this subject? What is the behaviour like in your lesson? Is everyone focused on the learning? What happens if someone distracts your lesson?</p> <p><b>PERSONAL DEVELOPMENT</b> Do you take part in any extra-curricular activities? Do you discuss careers in this subject?</p>	<p>Follow up required? YES NO</p>
<p><b>Pupil Names:</b></p>	
<p><b>Follow Up:</b></p>	

HoDs/SLT will determine which pupils' books to carry out a book look on depending on the focus. Pupils will be selected to take part in a pupil conversation also.

All exercise books have this printed on the front and back cover:

Be a STAR at Philips High School	
<p><b>S</b>uccess</p> <ul style="list-style-type: none"> <li>I will attend school every day and be on time for school and lessons.</li> <li>I will be prepared for lessons - have all my equipment and correct uniform.</li> <li>I will have a positive attitude and complete tasks to the best of my ability.</li> <li>I will keep my books neat, tidy and free from graffiti.</li> <li>I will follow the listening command.</li> <li>I will be ready to answer - no hands up.</li> </ul>	<p><b>T</b>ogether</p> <ul style="list-style-type: none"> <li>I am part of the Philips' team.</li> <li>I follow the rules of the school at all times.</li> <li>I leave quietly at the end of lessons and walk on the left.</li> <li>I support my friends and take care of others.</li> <li>I contribute to the school community.</li> </ul>
<p><b>A</b>spire</p> <ul style="list-style-type: none"> <li>I aspire to be the best person I can be.</li> <li>I aspire to do my work as best as I can and aim for excellence.</li> <li>I aspire to get the most out of my time at Philips.</li> <li>I take responsibility for my own learning.</li> <li>I will be resilient and conquer my challenges.</li> <li>I will make the most of career opportunities given to me.</li> <li>I aspire to be a STAR.</li> </ul>	<p><b>R</b>espect</p> <ul style="list-style-type: none"> <li>I will listen actively when somebody is speaking.</li> <li>I will speak to others with respect.</li> <li>I will consider other people's feelings.</li> <li>I will respect the property and possessions of others.</li> <li>I will value the school environment.</li> <li>I will respect everybody's individuality.</li> <li>I will promote the school ethos.</li> <li>I will demonstrate impeccable manners.</li> </ul>

Jim Barlow's 0161 799 9558 sales@jimbartons.co.uk



Subject \_\_\_\_\_

Book No: \_\_\_\_\_

NAME:	
TEACHER:	
ROOM:	

Be a STAR at Philips High School

### Whole School Feedback Codes

<b>N/P</b> // New paragraph	<b>F/S</b> Full stop needed/error	✓ Good Point
<b>Sp</b> Spelling error	<b>P</b> Punctuation error	✓ Exceptional point
<b>Exp</b> Expression error	<b>C/L</b> Capital letter needed/error	

My teacher will:	<ul style="list-style-type: none"> <li>Give me feedback in GREEN pen.</li> <li>Make time for me to respond to comments.</li> <li>Use the whole school feedback codes.</li> </ul>
I will:	<ul style="list-style-type: none"> <li>Act on the feedback given in RED pen.</li> <li>Underline the date and title.</li> <li>Use MAD time to improve my work.</li> <li>Positively engage with peer and self assessment.</li> </ul>

Key:	Assessment Codes	GCSE Grades	Vocational Grades	GCSE Equivalent
E	Exceptional	9	Level 2 Distinction +	8.5
WB	Working beyond	8	Level 2 Distinction	7
WA	Working at	7	Level 2 Merit	6.5
WT	Working towards	6	Level 2 Pass	6
		5	Level 1 Distinction	5.5
		4	Level 1 Merit	5
		3	Level 1 Pass	4.5
		2	Level 1 Merit	4
		1	Level 1 Pass	3.5

KAT 1	KAT 2	KAT 3	KAT 4	KAT 5	KAT 6

## **Roles and Responsibilities**

### **Classroom Role**

Refer to National Teachers' Standards (Staff shared area – Performance Management)

### **Head of Departments**

The Head of Departments are held accountable by the SLT link for the quality of teaching and learning within their department (including supply and cover teachers). This should include:

- Promoting teaching and learning initiatives and share best practice within the department.
- Engaging in CPD to share best practice across the school.
- Taking a lead in the monitoring and evaluation of teaching and learning
- Co-ordinating Pupil Voice feedback on data and the quality of teaching and learning within the department.
- Driving the department to raise standards.
- Modelling excellence in providing feedback to students.

### **SLT Role**

- Holding HoDs accountable for the quality of teaching and learning within their faculty.
- Leading the monitoring and evaluation of teaching and learning.
- Being at the forefront of teaching and learning initiatives and share best practice within the school.
- Being responsible for training the link HoDs in conducting and providing feedback of lesson observations.
- Standardise lesson observation feedback with other SLT. Any areas of concern will be followed up to ensure high standards.

## **Assessment and Feedback**

The purpose of assessment is to improve standards, not merely to measure them.

The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

### **Aims**

- to provide clear guidelines on the Philips High School's approach to assessment.
- to establish a coherent approach to assessment across all departments.
- to provide a system that is clear to students, staff, parents and other stakeholders.
- to monitor and record students' progress.

### **Formal Assessments**

Formal assessments are undertaken throughout the student's time at Philips High School with data used to inform progress.

We aim to gather a comprehensive range of prior attainment data on entry to the school

Data collections include:

- Key Stage 2 results
- Pupil Progress Review data (see below)

- Annual examinations for all year groups

### **Pupil Progress Reviews**

At the end of each term teachers monitor pupil progress using PPR (Pupil Progress Review) sheets, having completed Key Assessed Tests where appropriate. On the PPR target information, current attainment, effort, behaviour and Independent Learning activities are indicated, providing a constructive overview of the pupil's current progress and achievement. School certificates are awarded for excellent effort – bronze, silver and gold.

If a pupil is underachieving in a particular class, or with a particular piece of work, the relevant learning area will respond to this problem (e.g. extra help after school etc.). If the pupil has a specific problem in a number of areas e.g. homework, extra lessons may be planned with a learning mentor to address the specific problem.

### **Reports**

Pupils will receive a full report during the course of the year for each subject area where written targets are provided. In addition to this there are boxes similar to the PPR for progress, effort, behaviour, homework and areas of concern. Attendance information is also included.

### **Feedback**

- To provide a consistent approach to feedback across the school and as per department feedback policies
- To provide pupils with a clear focus for future improvement and an understanding of their success through the feedback given
- To encourage pupils to reflect on their work in order to progress, responding to feedback in red pen
- To allow parents insight into the above
- To ensure pupils understand the pupil friendly feedback sheet stuck into the back of exercise books and act on their feedback.

### **Key Assessed Tests (KATs)**

Departments will conduct KATs throughout the year which **must** be completed in lessons.

For these 'tests' teachers will grade pupils and provide feedback as per department policy in green pen. This advice will be specific, clear and related to the tests learning intentions. It is **vital** that pupils understand the grade criteria for each subject and how to progress to the next grade. Pupils will then show evidence of reading the advice given to them by their teacher and respond to this in red pen. This paragraph/correction will show improvements and will help the pupil to progress. This will be called '**M.A.D.**' time – 'Making a Difference Time'. All pupils should have evidence of 'M.A.D.' time after each KAT to show how teacher feedback has made a difference to their learning and that corrections have been attempted by the pupil.

### **Common notation scheme for the marking of KATs (See above in exercise books)**

The Whole School feedback codes (printed on the inside cover of every exercise book) will be used where relevant in Key Assessed Tests. Teachers will use professional judgement when using this and highlight only the most frequent/basic mistakes. Basic skills, punctuation, grammar, presentation and spelling will be highlighted by each subject teacher, so that all teachers are consistent in their

approach to Literacy Across the Curriculum and have high expectations of the quality of writing received.

### **Feedback**

Each department has its own feedback policy, outlining the various feedback strategies used for that subject. This is inside the back cover of all exercise books. Teachers may write the feedback at the bottom of the pupil's work, or give oral feedback in certain cases as appropriate. KAT grades will be recorded on the front of each exercise book or folder. Reference will be made to the feedback in lessons and grade criteria in order to remind pupils how they are able to improve their work. In particular, before the next KAT, teachers will make pupils read the previous feedback and check that all pupils understand what is expected of them. We must always have the highest expectations of our pupils and make sure that they not only constantly seek to improve their work, but also know how to do this. A focus on Literacy is important so that in all subjects the importance of Literacy is raised by all staff.

### **Evidence of Praise**

All subjects across the school should praise pupils for positive contributions, effective evidence of learning and effort. This can be shown through written feedback, whole school marking codes, stamps, stickers, house points and the 'Two Stars and a Wish' stamp in certain subject areas.

### **Independent Learning**

Homework (Independent Learning) must be regularly set and marked in line with department policy and Behaviour, Attendance and Homework Policy. Pupils and parents should access Satchel One for tasks set.

### **Setting Work**

If a child is on a teacher's register, they have a duty to teach/set work/Independent Learning for every pupil in that class, unless unauthorised absence. There may be occasions when pupils do not attend, in which case, work should be set at the time of the lesson on Satchel 1. Teachers will be informed about pupils accessing the Safe Space either by email, or red flags on a register.

