Teaching and Learning Procedures

Teaching and Learning at Bingley Grammar School

The delivery of a high quality teaching and learning provision is the core purpose of Bingley Grammar School. It is recognised that the practice in the individual classroom and lesson is the engine room that drives pupil achievement and progress. At Bingley Grammar School we strive to ensure that all students experience lessons that enthuse, engage and ensure that they acquire the skills, knowledge and understanding that enable them to be successful in both their time at the school and beyond.

The purpose of these procedures is to outline the school’s philosophy and to enable staff, students and parents to develop an understanding of the approaches and expectations that surround every lesson. There is also the recognition that teaching and learning encompasses a large number of the wider professional responsibilities that are undertaken through intervention, small group support and one to one tuition.

Aim

The aim of these procedures is to enable all stakeholders to understand the ethos, values and expectations of the school and to strive to ensure that they are embedded into our daily practice and impact directly upon student achievement, learning and progress.

Principles

- All our lessons must be consistently good or better and all staff should be striving to produce the best possible lessons
- The overriding aim of all our lessons is to ensure the outstanding learning and progress of all our students irrespective of their needs and abilities, taking their different starting points into account
- All our teachers have high expectations of all our students
- Our teachers plan for and expect students to make outstanding progress
- Our teaching should generate high levels of engagement and enthusiasm among our students
- Our teachers should ensure there is a high level of challenge for all our students through the use of meaningful and challenging learning objectives and success criteria, pitching their lesson to a high level and providing scaffolding and support for students to achieve these ambitious goals
Our teachers will use highly effective Assessment for Learning practices to ensure that our teaching meets the needs of all individuals, building on prior knowledge and skills and addressing any gaps in these areas.

The Bingley Way

At Bingley Grammar School we will provide our learners with a consistent experience in our classrooms. This covers the following:

- **Meet and Greet**
  We will be on time to meet students, remind them of our expectations and make them feel settled and welcome (it is understood that this may not be possible for staff teaching in different classrooms across the school).

- **Seating Plans**
  We will make use of seating plans through the use of Class Charts and grouping arrangements to ensure that our classrooms promote cohesion and provide opportunities for planned differentiated activities. Disadvantaged (PP) students will be identified and teachers are expected to utilise 'premier seating' where these students are sat in an optimum position within the classroom.

- **Entry Activity**
  We will ensure that there is a meaningful entry activity for students to engage them in their learning as soon as the lessons starts.

- **Learning Objectives and Success Criteria**
  We will share clear, meaningful and challenging learning objectives and success criteria with students. These will be tied into the subject’s long term plans at all key stages and will have a link to examination criteria at KS4/5. These will be referred to throughout the lesson to ensure that progress is demonstrated and measured throughout the lesson.

- **Pride and Presentation**
  All our students will be expected to achieve the highest possible standards of presentation in their work and to have pride in their work. Students should write in black and use pencils for diagrams. Poor presentation should be challenged.

- **Checking Progress during lessons**
  We will build in opportunities to check the progress that students are making against the learning objectives and success criteria. This will include methods such as directed and targeted questions, use of mini
whiteboards, discussion activities, completion of examination questions and summary work.

- **Ending the lesson**
  We will end the lesson with all students in a calm and orderly manner. Students should stand behind their seats. Classes should be dismissed in a controlled way, usually by row or groups of tables. We will thank the students for their work and dismiss them in an orderly fashion. We will wish them a good day/evening/weekend as appropriate.

**Effective Classroom Practice**

At Bingley Grammar School we believe that there is a need for a balance between prescription and freedom for classroom teachers. As classroom teachers we must:

- Plan our lessons by identifying the learning objectives from the curriculum documentation available (this could include specifications, mark schemes, level descriptors, PLCs etc.)
- Plan lessons that tie into the appropriate curriculum overviews and medium term plans
- Use success criteria which must be identified as the knowledge, understanding and skills that students will have gained by the end of the lesson. These outcomes must be challenging and ensure that our students are making progress from their respective starting points
- Begin our lessons with an entry activity
- Utilise effective learning explanations, activities and questions that are designed to meet these learning objectives and success criteria
- Adjust the tasks that students undertake to ensure that there is appropriate stretch and challenge and that where required appropriate scaffolding is used to provide an opportunity for success
- Regularly check that students are making progress (using techniques such as mini-plenaries, hinge questions etc.) and then adjust their teaching to meet the needs of students within the classroom
- Make use of PLCs to ensure students understand what is being covered and what they need to know

As teachers, we must ensure that students are undertaking activities within lessons which enable us to provide detailed feedback about their learning. Effective verbal feedback will be a feature of all lessons but written feedback is to be provided on meaningful pieces of work as per faculty and school guidelines using THINK PINK. Students should then be expected to act on
this written feedback during a period of reflection time in a subsequent lesson. This is designed to enable students to act upon the feedback provided and to signal the progress and improvements that they have made through the use of GO GREEN. The GO GREEN should be checked when the books are next marked.

These are core practices that all our teachers are expected to demonstrate within their teaching. However, beyond this staff are free to adopt teaching and learning practices that they believe will benefit our students. All staff must demonstrate, however, that these practices ensure students make outstanding progress. This is demonstrated through the school’s quality assurance procedures including the use of pre-arranged lesson observations, drop-ins, work scrutiny, student voice and evaluation of students’ progress and outcomes.

**Monitoring and Evaluation**

At Bingley Grammar School we will monitor and evaluate the quality of teaching and learning as an ongoing process. This will include:

- A monitoring and evaluation Quality Assurance cycle followed by senior and middle leaders including developmental lesson observations, drop ins, work scrutiny and student voice
- This Quality Assurance cycle will be used to measure the typicality of provision across the school and to ensure that standards remain high
- Staff performance will be monitored by looking at individual, faculty and whole school averages. Data is gathered on individual staff and faculty averages calculated based on quality assurance activities.
- Quality Assurance feedback is shared with the staff involved and used by middle and senior leaders to identify improvement needs and provide support as needed
- There will be regular quality assurance of senior and middle leaders’ observation judgements through paired observations within school and with external consultants

**Continuing Professional Development**

The information gathered through the school’s monitoring and evaluation systems is to be used to identify training needs for individual, faculties, subjects and the whole staff. The CPD opportunities that exist for staff include:

- CPD Monday activities as part of a teacher’s directed time
- Collaborative CPD (during CPD Monday B sessions)
• Professional qualifications such as NPQML/NPQSL/NPQH
• Cover where possible for staff to observe each other for developmental purposes
• Use of the IRIS camera system for staff to share and analyse effective practice
• External CPD as appropriate with priority being given to CPD provided by examination boards

Associated Documentation:

1. Appraisal Policy
2. Assessment Procedures
3. CPD Procedures

These procedures have been subject to a workload impact assessment.

Originator: ASD
October 2019
Review: September 2020