



Handsworth Wood Girls' School

**Teaching and Learning
Policy**

2011-13

From GOOD to OUTSTANDING.



Teaching and Learning Group:
VISION

“To inspire enquiry, creativity and
an aspiration for excellence in
every member of our community”

Policy Objective:

“To strengthen the good quality of teaching to match the very best of school practice through more creative approaches to teaching and learning, particularly opportunities for independent learning, by sharing the expertise already available through the schools visual and performing arts specialism.”
Ofsted January 2011

- This policy provides a framework for planning Teaching and Learning in all curriculum areas.
- This policy provides a consistent approach to Teaching and Learning across the school.
- This policy provides a structure to support creative approaches to Teaching and Learning.
- This policy provides opportunities to share best practice.

Aims:

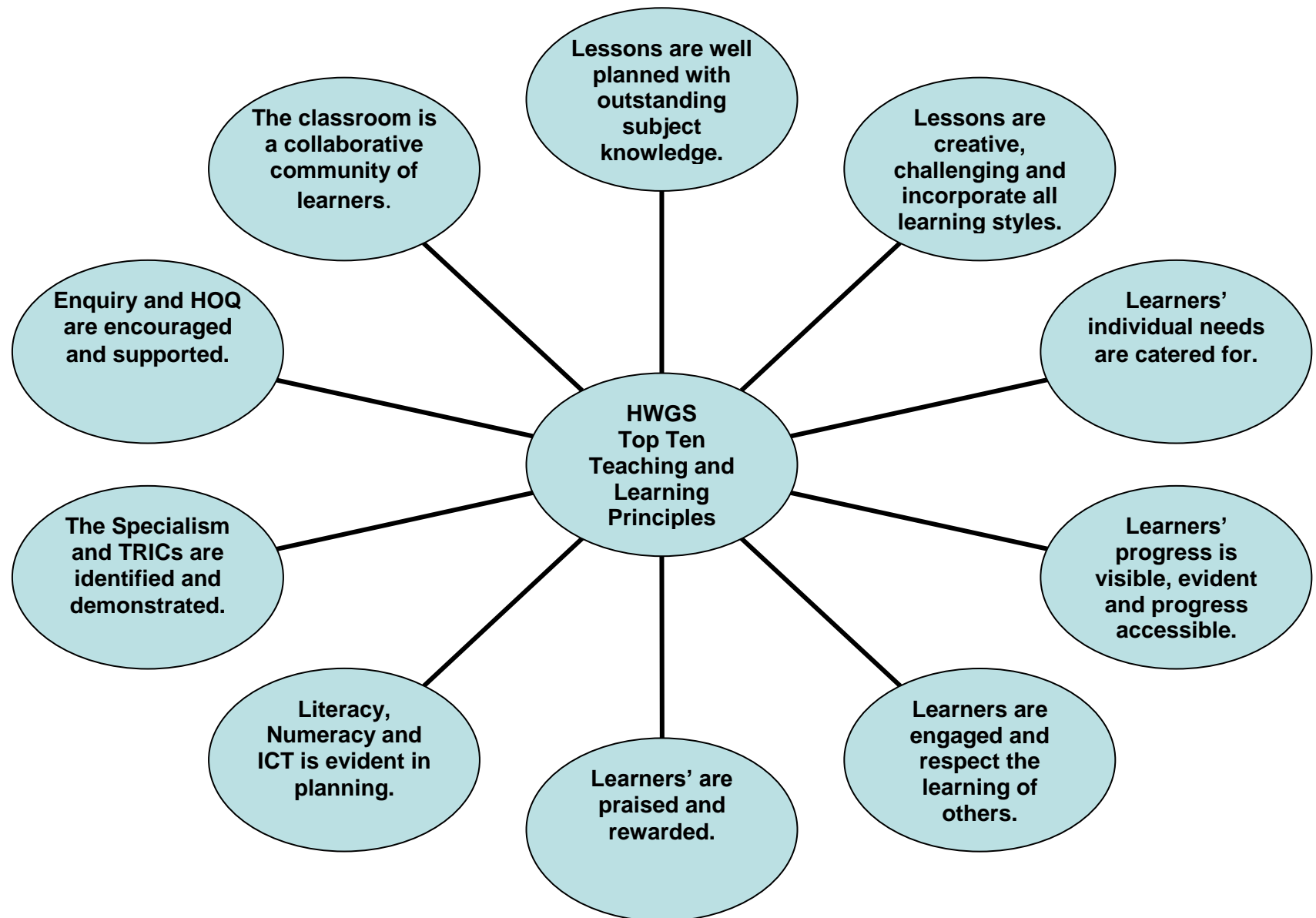
- To ensure all students achieve to their full potential.
- To develop independent, lifelong learners.
- To develop skills and competencies that prepares students for life.
- To develop students' SMSC awareness and personal values.
- To utilise a broad repertoire of teaching styles.
- To cater for a wide range of student learning styles.
- To help all students participate actively in their own learning.
- To promote enjoyment of learning.
- To equip students' with skills and competences to be 21st century citizens.

HWGS Expectations:

Planning lessons and Schemes of Work using the HWGS Top Ten Teaching and Learning Principles will provide a highly structured and responsive approach to lessons, enabling all students to progress, achieve and participate.

- All HWGS lessons must reflect the Top Ten Principles.
- All HWGS lessons must contain at least one T.R.I.C.
- All HWGS SOW must include whole school strategies
- All HWGS SOW must include the school front sheet.
- All HWGS lesson must be completed on the school lesson plan.

“To inspire enquiry, creativity and an aspiration for excellence in every member of our community!”



Top Ten Teaching and Learning Principles:

"To inspire enquiry, creativity and an aspiration for excellence in every member of our community"

HWGS Vision for Teaching and Learning

- Expectations of lesson content at HWGS have been developed by the Teaching and Learning Group and are outlined in our Top Ten Teaching and Learning Principles. These Principles form the basis of lesson planning and evaluation and are the foundation of teaching and learning at HWGS.
- It is expected that all staff will continually strive to improve their teaching and learning; maintaining up to date subject knowledge and the latest research on pedagogy.

Top Ten Teaching and Learning principles:

- **Lessons are well planned with outstanding subject knowledge.**
 - Teachers have up to date subject knowledge.
 - Teachers have up to date knowledge of the latest pedagogy.
 - Teachers share best practice.
 - Top Ten Teaching and Learning principles posters are visual and referred to.
- **Lessons are creative, challenging and incorporate all learning styles.**
 - VAK strategies are incorporated into lessons.
 - Teachers have high expectations of all of their students.
 - Creative learning strategies are regularly included in lessons.
 - Teachers provide clear and challenging objectives
- **Learners' individual needs are catered for.**
 - Data informs planning.
 - Able, Gifted and Talented students are identified and addressed in lesson planning.
 - SEN students are identified and addressed in lesson planning.
 - Opportunities for independent learning are incorporated into lessons.
- **Learners' progress is visible, evident and progress accessible.**
 - Assessment for Learning is clearly evident in planning.

Progress is tracked and accessible.

- Use of self-assessment, peer assessment and spoof assessment is evident in planning.
- Teachers show learners precisely what they need to do in order to make progress in their learning
- **Learners are engaged and respect the learning of others.**
 - Positive relationships are encouraged and developed by the whole school community.
 - High expectations of behaviour and work are expected in classrooms.
 - Pace of lessons support student motivation.
 - Teachers lead by example.
 - T.R.I.C.s are used to re-enforce expectations.
- **Learners' are praised and rewarded.**
 - Teachers use praise that is effective and targeted.
 - Teachers praise students in ways that yield motivation and resilience.
 - Teachers ensure rewards are incorporated into planning.
- **Literacy, Numeracy and ICT is evident in planning.**
 - Co-ordinators implement effective strategies to support the profile of their specific responsibility.
 - All teachers include Literacy, Numeracy and ICT strategies within SOW.
 - Whole school strategies are given a high priority within planning to support student attainment.
- **The Specialism and T.R.I.C.s are identified and demonstrated.**
 - Teachers emphasise the links between learning in lessons and learning elsewhere.
 - T.R.I.C.s are taught as part of the lesson objective.
 - T.R.I.C.s posters are visual and referred to.
 - Links to the Visual and Performing Arts specialism are encouraged and supported.
- **Enquiry and HOQ are encouraged and supported.**
 - Teachers plan "higher-order" questions with lessons to promote learning.
 - Teachers use "wait time" to encourage greater participation by all learners.
 - Deeper Questioning posters are visual and referred to.
- **The classroom is a collaborative community of learners.**
 - Students actively demonstrate their understanding. Students take responsibility for their own learning.

- Learning experiences are geared to students' interests and needs.
- Teachers are open, inquisitive and supportive.

Ofsted

New Framework

Criteria for Outstanding:

Teachers have consistently high expectations of all pupils and set challenging tasks which are matched closely to specific learning needs. They build on consistently accurate assessment of pupils' learning needs and plan astutely to ensure teaching is very well matched to their individual needs. Teachers and other adults enthuse, engage and motivate pupils and engender high levels of enthusiasm and commitment to learning. Marking and constructive feedback from both the teacher and pupils are frequent and of a consistently high quality. These activities enable pupils to fully understand how to improve their work encouraging high levels of commitment and interest.

Teachers are very knowledgeable in their subjects and expert in teaching them. Pupils show resilience, confidence and independence when tackling challenging activities. Teachers' formative evaluation of the effectiveness of what they are doing is used to change tack if necessary. No time is wasted and every opportunity is taken to develop crucial skills such as reading across the curriculum. Teaching is consistently good and much is outstanding, with the result that pupils and groups of pupils currently in the school are making exceptional progress over time.

Effective Teaching:

- How well teachers demonstrate high expectations and set challenging tasks that improve pupils' learning.
- How well teachers assess pupils' progress, provide them with constructive feedback and plan lessons to build on pupils' previous learning to match their development needs.
- How well teachers enable pupils to identify and understand how they can improve their learning.
- How well teachers use questioning and feedback from pupils during lessons to check on how well their teaching is achieving the learning intentions and adjust their teaching accordingly and modify future work.

- How well teachers enthuse, engage and motivate pupils so that they learn and make progress.
- How well teachers use their expertise to deepen pupils' subject knowledge and understanding and teach them the skills needed to make progress in the subject and help them learn for themselves.
- How well teaching and other support provides for a range of pupil needs.
- How well pupils are taught to read and to develop their skills in literacy and numeracy and enjoy their learning.

HWGS E - Learning Vision:

- ICT Technology to be transparent to the teacher and consistent in approach across the school.
- Departments to have a store of digital resources available through the Intranet or VLE.
- ICT should form an integral part of planning and preparation of lessons.
- Departments' schemes of work and lesson resources available on the school's network/intranet and learning platform.
- Links to useful websites, other departments' work on related topics should be referenced in schemes of work and lesson plans.
- Teachers to have access to a variety of ICT resources available to ensure that teaching and learning is personalised and engages all learners irrespective of ability, gender, ethnicity, special needs or learning styles.
- Teaching and learning to include a variety of activities, supported by ICT.
- Extended study set to be recorded within schemes of work.
- Ability for students to send work to staff and other students electronically, and to save their work in secure E-portfolios.
- Ability for staff to send work to students and other staff electronically.
- Students and parents should be able to access a private area on the Internet where they can view current grades, predicted grades and any targets set by staff.
- Access to tracking data of students from a secure area, allowing staff the opportunity to access grades for their subject on a large spreadsheet that contains data from every subject area.

Implementing Whole School strategies:

- Literacy
- Numeracy
- ICT
- G & T
- SEN
- Specialism

'Standards are raised ONLY by changes which are put into direct effect by teachers and pupils in classrooms'

Black and William,
'Inside the Black Box'

The role of a HWGS coordinator is to ensure that effective strategies which support learning and attainment are clearly and effectively communicated to the whole school community. Delivering CPD sessions, supporting the classroom teaching of their colleagues, sharing subject expertise, as well as coordinating their work in line with local and national trends are generally expected. Further to this ensuring high priority is given to whole school strategies requires a creative and consistent approach to communicating their vision of goals and ways of working with colleagues to achieve them.

Strategies to be used and developed by all co-ordinators include:

- Strategies and up to date information regularly placed on the school Website and VLE.
- Staff CPD and "Top Tips" once a term.
- Sharing subject expertise.
- Visual information and displays.
- Action research
- Monitoring impact: Scheduled

Subject specific strategies have been identified as:

Literacy (Janiece Mullings)	<ul style="list-style-type: none"> • Co-ordinator Monitoring - September • Cross- Curricular Community focus: 1st Meeting • Skills Audit • Liaison in departments.
Numeracy (Jas Chohan)	<ul style="list-style-type: none"> • Co-ordinator Monitoring - November • Cross- Curricular Community focus: 1st Meeting • Skills Audit • Liaison in departments.
ICT (Tony Dillon)	<ul style="list-style-type: none"> • Co-ordinator Monitoring - January • Cross- Curricular Community focus: 2nd Meeting • Skills Audit • Liaison in departments.
G & T (Mabs Khutan)	<ul style="list-style-type: none"> • Co-ordinator Monitoring - February • Cross- Curricular Community focus: 2nd Meeting • Weekly tip in the school bulletin • Organise AGT representatives in each department
SEN (Sue Partridge)	<ul style="list-style-type: none"> • Co-ordinator Monitoring - April • Cross- Curricular Community focus: 3rd Meeting • Information booklets
Specialism (Alexandra Galan)	<ul style="list-style-type: none"> • Co-ordinator Monitoring - May • Cross- Curricular Community focus: 3rd Meeting • Practical Workshop

These strategies are to be implemented through each academic year to ensure coherence and consistency between members of the school community.

It is expected that ALL teaching staff prioritise whole school strategies within their planning, as supported by both the SOW Front Sheet and the HWGS Lesson Plan. Co-ordinators are scheduled to monitor the effectiveness and impact of their area once a year.

T.R.I.C.S:

- PLTS translated into 'TRICs', provides a common language of learning' with a student-friendly identity.
- HWGS is committed to embedding TRICS throughout the entire school curriculum.
- As well as L4L, 'TRICs' are to be actively taught in all lessons.



Team Learner:

- Show Leadership
- Be Responsible
- Be a good communicator
- Be Respectful



Reflective Learner

- Self-aware
- Thoughtful
- Adaptable
- Able to develop themselves



Independent Learner

- Determined
- Focused
- Individual
- Organised



Creative Learner

- A problem-solver
- Imaginative
- Curious
- A Challenge-Seeker

Policy Development:

- **Teaching and Learning Group**
A volunteer group from all areas of the school, who meet once a half term. Its aim is to embark on "Action Research" in relation to the policy. Evidenced shared with the whole staff.

- **HWGS Teaching and Learning Magazine**
A termly in house publication profiling examples of best practice from around the school and relevant pedagogy to support our learners

- **Monthly Learning Bulletin**
An A4 double sided bulletin with strategies and motivational classroom ideas.

- **Monthly Teaching and Learning Update**
A published monthly document with articles and up to date theories in education.

- **Cross curricular communities**
Three meetings a year to enable cross curricular strategies to be planned and implemented whole school.

- **T & L Coaching and Mentoring Programme**
A one to one programme designed to support the development of teaching and learning within the classroom.

- **VLE and Website**
Virtual learning environments designed to support and develop learning for both students and staff.

- **Student T & L Group: Critical friends**
A student voice into the effectiveness of teaching and learning strategies.

- **Open door fortnight: teachers to observe lessons**
Two fortnights during the year in which teachers can volunteer to be observed by their colleagues'.

- **Staff leading CPD sessions**
Sharing best practice during whole staff CPD Wednesday afternoons.

- **Whole school strategy co-ordinator monitoring**
Co-ordinators to ensure their area of responsibility has a high profile within lesson planning and strategies to support staff.

- **Top Tips**
Co-ordinators of all whole school strategies and Teaching and Learning principles a focus of a 5 minute "Top Tip" once a term to the staff.

- **Blaze**
A once a year tracking system for PLTs. To support the planning of T.R.I.C.s within lessons.

- **Arts Mentors**
Arts leaders who support the specialism around the school and in classrooms.

- **Teaching and Learning Audit**
A whole school audit with a focus on the implementation of the policy and future priorities. Every two years.

- **Department T & L focus**
AHT T&L to work with a department on developing Schemes of Work for the following year; during Y11 time.

Teaching and Learning Policy

Strategic Timeline:

2011: Developing the Policy

January	<ul style="list-style-type: none">• T & L Audit• Establish T & L section within Curriculum meetings
Feb	<ul style="list-style-type: none">• Establish a T & L Coaching and Mentoring Programme• Introduce monthly T & L Bulletin• Introduce monthly T & L Update
March	<ul style="list-style-type: none">• Establish T & L Group• Consult with HODs aspects of the policy
March - June	<ul style="list-style-type: none">• Devise HWGS T & L policy
April	<ul style="list-style-type: none">• Establish Critical friends: Student Group
June - July	<ul style="list-style-type: none">• Present T & L policy to SLT and the staff

2011 - 2012: Implementing the Policy

September	<ul style="list-style-type: none">• Policy put into practice• Visuals and posters put up in classrooms• Teachers Tips put up around the school• Wonder Wall in the staffroom• T & L Group Meeting• Critical Friends Meeting• T & L Update and Bulletin• VLE Update• Whole staff CPD session• Department Review• Literacy Co-ordinator Monitoring• "Top Tip" from Co-ordinators
October	<ul style="list-style-type: none">• Establish Cross-Curricular Communities: 1st Meeting (three meetings a year)• HWGS T & L Magazine: Issue 1• T & L Update and Bulletin• VLE Update• Whole staff CPD session• Department Review• "Top Tip" from Co-ordinators
November	<ul style="list-style-type: none">• Open Door Fortnight• T & L Group Meeting

	<ul style="list-style-type: none"> • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • Numeracy Co-ordinator Monitoring • "Top Tip" from Co-ordinators
December	<ul style="list-style-type: none"> • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators
January	<ul style="list-style-type: none"> • Review SOW from last term • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • ICT Co-ordinator Monitoring • "Top Tip" from Co-ordinators
February	<ul style="list-style-type: none"> • Coaching and Mentoring Programme starts • Cross-Curricular Communities: 2nd Meeting • HWGS T & L Magazine: Issue 2 • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • G & T Co-ordinator Monitoring • "Top Tip" from Co-ordinators
March	<ul style="list-style-type: none"> • Whole school Specialism Strategy Review • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators
April	<ul style="list-style-type: none"> • T & L Update and Bulletin • VLE Update • Whole staff CPD session

	<ul style="list-style-type: none"> • Department Review • SEN Co-ordinator Monitoring • "Top Tip" from Co-ordinators
May	<ul style="list-style-type: none"> • HWGS T & L Magazine: Issue 3 • T & L Group Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • Specialism Co-ordinator Monitoring • "Top Tip" from Co-ordinators
June	<ul style="list-style-type: none"> • Cross-Curricular Communities: 3rd Meeting • Review SOW from last term • Arts Mentor Review of T & L strategies • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators • Department T & L focus
July	<ul style="list-style-type: none"> • Open Door Fortnight • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators • Department T & L focus

2012 - 2013: Establishing the Policy

September	<ul style="list-style-type: none"> • Review Policy • Review visuals and posters • Review Teachers Tips around the school • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session
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	<ul style="list-style-type: none"> • Department Review • Literacy Co-ordinator Monitoring • "Top Tip" from Co-ordinators
October	<ul style="list-style-type: none"> • Cross-Curricular Communities: 1st Meeting • HWGS T & L Magazine: Issue 1 • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators
November	<ul style="list-style-type: none"> • Open Door Fortnight • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • Numeracy Co-ordinator Monitoring • "Top Tip" from Co-ordinators
December	<ul style="list-style-type: none"> • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators
January	<ul style="list-style-type: none"> • Teaching and Learning Audit; Whole School • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • ICT Co-ordinator Monitoring • "Top Tip" from Co-ordinators
February	<ul style="list-style-type: none"> • Coaching and Mentoring Programme starts • Cross-Curricular Communities: 2nd Meeting • HWGS T & L Magazine: Issue 2 • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • G & T Co-ordinator Monitoring

	<ul style="list-style-type: none"> • "Top Tip" from Co-ordinators
March	<ul style="list-style-type: none"> • Whole school Specialism Strategy Review • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators
April	<ul style="list-style-type: none"> • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • SEN Co-ordinator Monitoring • "Top Tip" from Co-ordinators
May	<ul style="list-style-type: none"> • HWGS T & L Magazine: Issue 3 • T & L Group Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • Specialism Co-ordinator Monitoring • "Top Tip" from Co-ordinators
June	<ul style="list-style-type: none"> • Cross-Curricular Communities: 3rd Meeting • Review SOW from last term • Arts Mentor Review of T & L strategies • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators • Department T & L focus
July	<ul style="list-style-type: none"> • Open Door Fortnight • T & L Group Meeting • Critical Friends Meeting • T & L Update and Bulletin • VLE Update • Whole staff CPD session • Department Review • "Top Tip" from Co-ordinators Department T & L focus

Department:		Year:	
Unit / Topic:		Aims:	

WEEK	CONTENT AND ASSESSMENT:
1	
2	
3	
4	
5	
6	
7	
8	

HWGS WHOLE SCHOOL PRIORITIES:			
Literacy	Speaking		Drama
	Listening		Word Structure / Spelling
	Group Discussion		Grammar
Numeracy	Calculating & Data		Using Numbers
	Measuring		Applying Maths Skills
	Understanding Shape		Understanding Numbers
ICT	Combine Information		Search Engines
	Organise, store, retrieve		IWB / Smartboard
	Present Information		Other:
H.O.Q	Knowledge		Analysis
	Application		Synthesis
	Comprehension		Evaluation
T.R.I.C.S	Team learner		Reflective Learner
	Creative Learner		Independent Learner

Handsworth Wood Girls' School Lesson Plan

Creative strategies	Specialism		V.A.K	
Differentiation	AGT / G & T		SEN / EAL	

Subject		Year	
Teacher		Group	
Date		No of students	

Topic / Unit		Assessment / NC criteria	
Learning Objective		Learning Outcomes	All: Most: Some:
Prior Learning		Key Words	

SEN Students		EAL Students	
AGT Students		TA Role	

Differentiated Strategies:		Visual:	
		Auditory:	
		Kinaesthetic:	

LITERACY:	NUMERACY:	ICT:	TRICS:	SKILL:	HOQ:
Speaking	Calculating & handling data	Combine information	Team Learner		Knowledge
Listening	Measuring	Refine Information	Reflective Learner		Application
Group discussion	Understanding shape	Present Information	Creative Learner		Comprehension
Drama	Knowledge & using numbers	Organise, store and retrieve Information	Independent Learner		Analysis
Word structure & spelling	Using & applying Maths skills	Search Engines			Synthesis

Grammar		Counting & understanding numbers		IAW / Smartboard				Evaluation	
Other:		Other:		Other:					
Mins:		Teacher Activity:		Student Activity:			Assessment / ICT Opportunities:		
Extension:		Homework:			Praise:				
Resources:		Health & Safety:			Specialism focus:				

Handsworth Wood Girls' School

Lesson Plan

Subject		Year	
Teacher		Group	
Date		No of students	

Topic / Unit	
Assessment /NC criteria	
Prior Learning	
Learning Objective	
Learning Outcomes	All: Most: Some:
Key Words	

SEN Students	
AGT Students	
EAL Students	
TA Role	

Differentiated Strategies:	
Visual:	
Auditory:	
Kinaesthetic:	

Whole School Learning Objectives:

LITERACY:	NUMERACY:	ICT:
Speaking	Calculating & handling data	Combine Information
Listening	Measuring	Refine Information
Group discussion	Understanding shape	Organise, store and retrieve information
Drama	Knowledge & using numbers	Present Information
Word structure /spelling	Using & applying Maths skills	Search Engines
Grammar	Counting & understanding numbers	IWB/Smartboard
Other:	Other:	Other:

T.R.I.C.S:	SKILL	HIGHER ORDER QUESTIONING:
Team Learner:		Knowledge
Reflective Learner:		Application
Creative Learner:		Comprehension
Independent Learner:		Analysis
		Synthesis
		Evaluation

Mins:	Teacher Activity:	Student Activity:	Assessment Opportunities:
Extension:	Homework:	Praise:	
Resources:	Health & Safety:	Specialism focus:	

Policy Resources:

- Policy
- Teachers Teaching and Learning Pocket Book
- SOW Front Covers
- Preferred Lesson Plan
- Lesson Plans

Visuals:

- Top Ten Principles Poster: classrooms
- Deeper Questioning Poster: classrooms
- TRICS Poster: classrooms
- Arty Acronyms: classrooms
- Teaching and Learning Tips; Staff areas
- BLP Motivational posters
- 'Habit of' booklets
- Wonder Wall in the staff room

Acknowledgements

We would like to thank the members of the SIG Teaching and Learning group who have worked hard to create and develop a consistent approach to teaching and learning at HWGS and the development of this policy.

Policy signed off by: Mr T. Talburt
Chair of Curriculum Committee

Date: 21 November 2011

Review date for school policy: November 2014

Person responsible for policy: Assistant Headteacher Director of Teaching and Learning