Alsager School

TEACHING & LEARNING POLICY

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September 2024

Presented for approval
at the Full Governing Body Committee Meeting
of Alsager School
on October 2nd 2024
and subsequently approved and adopted on the same date.

Chair of Governors:
Mrs A Wheaver

Signature/s:

Date: 02/10/2024

Alsager School
Teaching and Learning Policy

At Alsager School we want the pupils' experience within the classroom to reflect the school's mission statement of: An Achieving School, A Caring Community. As such, our practice is rooted in invitational theory.

A number of scholars and researchers have worked together over several decades to develop an understanding of certain abstract principles and everyday facts that appear to relate to one another and which seem to influence human success or failure. This understanding has evolved into a model of practice called Invitational Theory. The term "invitational" was chosen for its special meaning. The English invite is probably a derivative of the Latin word invitare, which means to offer something beneficial for consideration. Translated literally, invitare means to summon cordially, not to shun. Implicit in this definition is that inviting is an ethical process involving continuous interactions among and between human beings.

Invitational Theory (Purkey, 1978; Purkey & Novak, 1984, 1988, 1996; Purkey & Schmidt, 1987, 1990; Purkey & Siegel, 2013; Novak, Armstrong, & Browne, 2014) seeks to explain phenomena and provide a means of intentionally summoning people to realize their relatively boundless potential in all areas of worthwhile human endeavour. Its purpose is to address the entire global nature of human existence and opportunity, and to make life a more exciting, satisfying and enriching experience.

There are five basic assumptions that are essential in understanding Invitational Theory:

- People are able, valuable, and responsible and should be treated accordingly
- Educating should be a collaborative, cooperative activity
- The process is the product in the making
- People possess untapped potential in all areas of worthwhile human endeavour
- This potential can best be realized by places, policies, programs, and processes specifically designed to invite development and by people who are intentionally inviting with themselves and others, personally and professionally.

At Alsager School, we celebrate individual teaching styles and we provide opportunities for best practice to be shared with all staff.

The below is a guide to the expected standard for Teaching and Learning at Alsager School. These expectations encapsulate and reinforce our invitational culture.

At Alsager School, we want all teachers to:
• Plan and deliver engaging and lessons with high expectations.
• Give constructive and meaningful feedback so that students can make sustained progress.

Teacher Standards:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider responsibilities.

Alsager Non-Negotiables for Teaching and Learning:

Non-negotiables:	What does this look like in a lesson?
A calm and formal start and end to the lesson.	Meet and greet at the door. Students stand and are dismissed in an orderly fashion. Settle pupils with a recall or engaging starter. Despatch in an orderly manner, moving onto the corridor to monitor behaviour and reinforce standards around school.
A silent start to the lesson.	The classroom is silent to enable the register to be taken within the first 5 minutes.
Visible consistency.	Focus on the positives, constantly restating your high expectations and catching pupils being good; correct poor behaviour in private. The immediacy is more powerful than the weight of a sanction. Effective use of the Behaviour for Learning system.
Invitational language and passion for your subject.	Adopt an invitational approach to lessons. Share your passion and knowledge. Inspire joy of learning, awe and wonder. Go 'off piste' occasionally.
Whole school lesson objective slide.	Lesson objectives are displayed where possible or discussed using the language of knowledge e.g., 'To know …' ensure links to future and prior knowledge are clear.
Hooks: link new knowledge to prior, future or cross curricular knowledge.	Teach for memory. Ensure that new knowledge can 'hook' onto prior knowledge and provides a sound base for future knowledge. Use the Alsager timeline to make links that connect our whole school curriculum. Ensure that marking and feedback is thorough and regular to allow for responsive teaching and progress.
Opportunities for Oracy and Reading strategies built into the lesson.	Use deliberate and intentional strategies to target and develop pupils' reading and oracy skills.
SEND: Use of the Alsager Teacher Inclusion Companion strategies.	Adaptive teaching. Low access, high challenge. Seating plan consideration.
Disadvantaged strategies.	Priority marking, live marking and scaffolding. Seating plan consideration.

Monitoring and Evaluation

One professional development cycle per term:
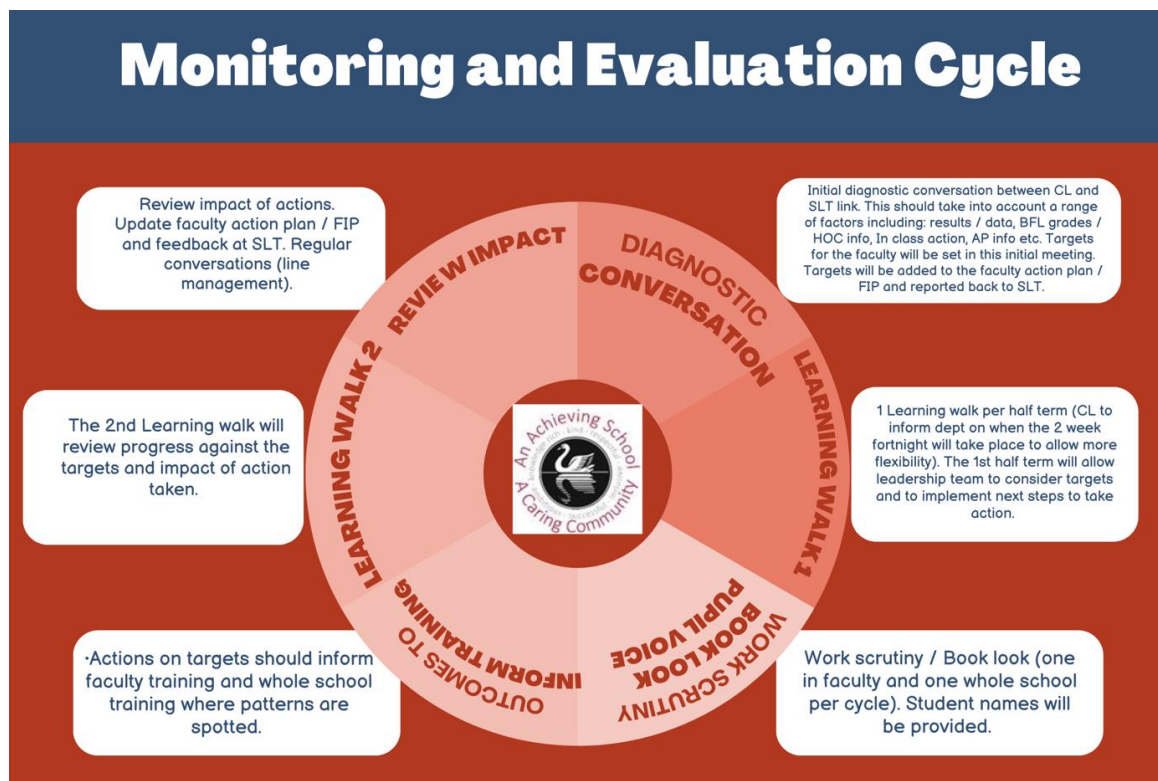
Each Monitoring and Evaluation cycle is to include:

1. Initial diagnostic conversation between CL and SLT link. This should take into account a range of factors including: results / data, BFL grades / HOC info, In class action, AP info etc. Targets for the faculty will be set in this initial meeting. Targets will be added to the faculty action plan / FIP and reported back to SLT.
2. 1 Learning walk per half term (CL to inform department on when the 2 week fortnight will take place to allow more flexibility). The 1st half term will allow leadership teams to consider targets on the action plan and to implement next steps to take action on these targets.
3. Actions on targets should inform faculty training and whole school training where patterns are spotted.
4. Work scrutiny / Book look (one in faculty and one whole school per cycle). Student names will be provided.
5. Pupil voice.
6. The 2nd Learning walk, in the 2nd half term, will review progress against the targets and impact of action taken. Update faculty action plan / FIP and feedback at SLT.
7. Regular conversations (line management).

Our Professional Development includes but is not limited to:

- Whole staff training
- Learning walk feedback and personal reflections
- Book look feedback (within faculty and wider school)
- Faculty training
- Whole staff training
- Open door opportunities
- In class action
- Internal CPD of choice
- Trust CPD
- Additional CPD e.g., NPQs, external / internal courses
- Regular conversations

Assessment:

Assessment at Alsager School is used to produce a consequence for both the teacher and the pupil. We believe that responsive teaching is vital for pupil progress.

> "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach them accordingly"
> - David Ausubel

Assessment is used so that, as teachers, we can respond and adapt to the needs of pupils to ensure that they can both access and excel within that subject area. It should also allow staff to judge the extent of pupils' learning of the material in the course, for the purpose of measuring progress and to evaluate the effectiveness of a curriculum. Formative and summative assessments should be intrinsically linked to the subject's substantive and procedural knowledge and check that knowledge is retained over time.

We recognise that each faculty has a preferred system of assessment and as such, each faculty has their own specific assessment policy. However, they are all unified and driven by same common principles of assessment.

Assessments at Alsager should be:
- Purposeful
- Cumulative
- Flexible
- Regular
- Reliable

Furthermore, pupils are prompted to think hard and there are opportunities to check depth of understanding and inform teaching. Knowledge can be recalled and applied in different contexts across the curriculum. Marking and feedback is thorough and regular to allow for responsive teaching and progress.

There are 3 foundational features of responsive teaching:

1. Avoid assumption: **Adopt the mindset of assuming our students haven't learnt anything until we have evidence to suggest otherwise.**
2. Check understanding: **Assess what they know (and don't), regularly throughout the lesson, in reliable and efficient ways.**
3. Pivot accordingly: **As part of this, we intentionally consider course-correction… this could be (A) moving on as planned (B) re-teaching a particular aspect to the whole class (C) moving on and targeting specific students for early support.**
- Peps Mcrea

Homework:

Each faculty has its own planned approach to homework. This is to ensure that each approach specifically enhances the learning within that faculty. We want homework to be purposeful and enhance pupils' knowledge and understanding.

The findings of research conducted by The Education Endowment Foundation provide guidance to our approach to homework at Alsager School:

Homework has an impact by enabling pupils to undertake independent learning to practice and prepare for lessons or revise for exams.

The 'active' ingredients to the approach, may include:

- Considering the quality of homework over the quantity.
- Using well-designed tasks that are linked to classroom learning.
- Clearly setting out the aims of homework to pupils.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies.
- Providing high-quality feedback to improve pupil learning.
- Monitoring the impact of homework on pupil engagement, progress and attainment.
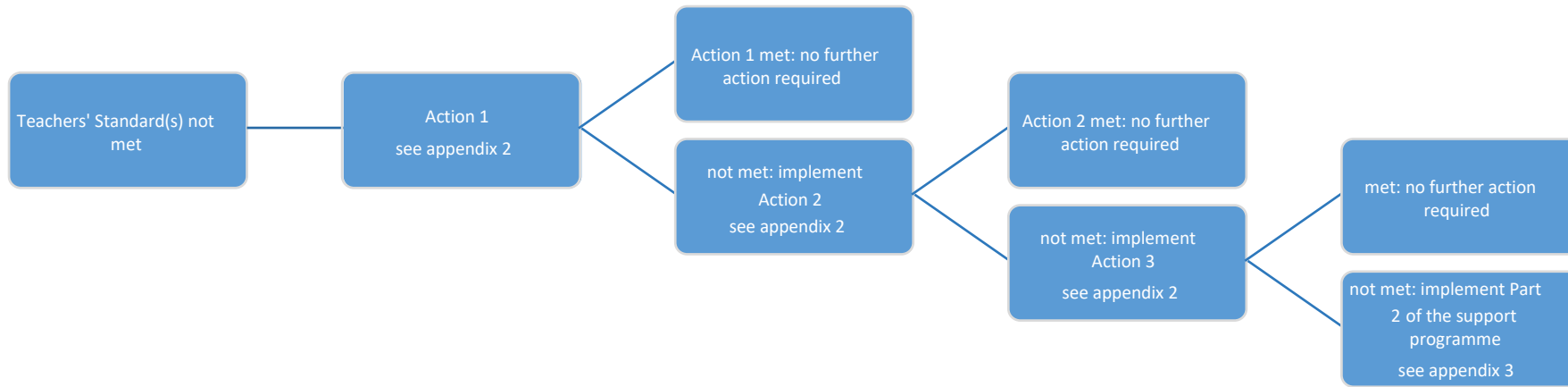
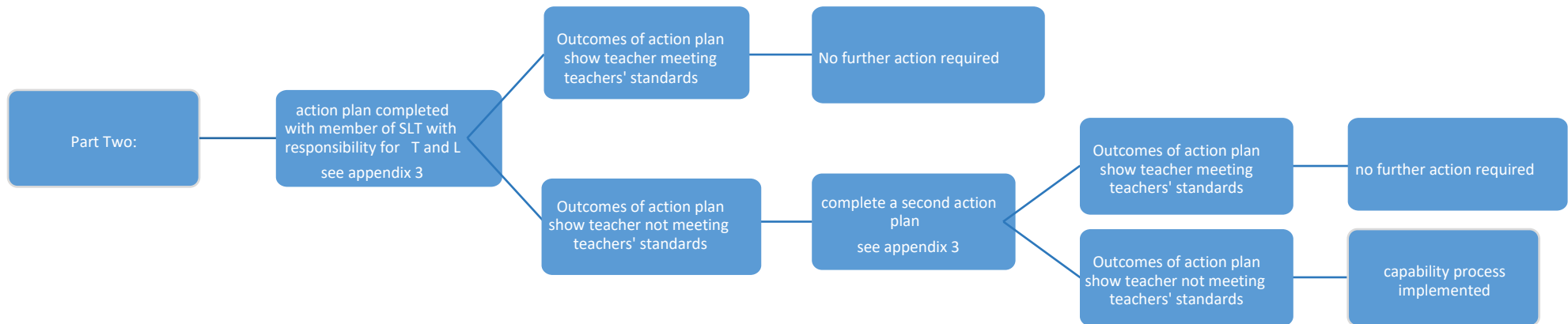-Education Endowment Foundation

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Support for Teachers

At Alsager, we offer bespoke and personalised support systems if there is evidence of the above standards are not being met.

Appendix 1

Support Programme - (When Teachers' Standard(s) Have Not Been Met). Part One: implemented when the teachers' standard(s) have not been met

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Teachers' Standard(s) not met ── Action 1 (see appendix 2)
   ├── Action 1 met: no further action required
   └── not met: implement Action 2 (see appendix 2)
        ├── Action 2 met: no further action required
        └── not met: implement Action 3 (see appendix 2)
             ├── met: no further action required
             └── not met: implement Part 2 of the support programme (see appendix 3)
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Part Two: implemented when there has been insufficient improvement following Part One.

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Part Two: ── action plan completed with member of SLT with responsibility for T and L (see appendix 3)
   ├── Outcomes of action plan show teacher meeting teachers' standards ── No further action required
   └── Outcomes of action plan show teacher not meeting teachers' standards ── complete a second action plan (see appendix 3)
        ├── Outcomes of action plan show teacher meeting teachers' standards ── no further action required
        └── Outcomes of action plan show teacher not meeting teachers' standards ── capability process implemented
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Appendix 2

Not Meeting Teachers' Standards

1 Set high expectations which inspire, motivate and challenge pupils	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher establishes clear rules and boundaries through effective use of BfL grades	Evidence of BfL for all classes	Follow up lesson observation	Support programme
Pupil engagement and challenge are evident in lessons	Professional dialogue with evidence to support planning Follow up lesson observation; work scrutiny Observing a colleague to see good practice	Professional dialogue with evidence to support planning Follow up lesson observation; work scrutiny Observing a colleague to see good practice	Support programme
Differentiated learning outcomes and clear success criteria are included in all lessons	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Support programme
Teacher demonstrates an understanding of school/departmental health and safety policy and procedures	Formal meeting with CL/SLT Follow Up Lesson Observation	Formal meeting with HT	Support programme
Teacher acknowledges the needs of all pupils e.g. Pupil Premium, EAL, HAL.	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Support programme

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2 Promote good progress and outcomes by pupils	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher effectively employs the departmental assessment policy	Work scrutiny Observing a colleague to see good practice	lesson observation Observing a colleague to see good practice	Support Programme
Most pupils make progress in line with school expectations	Professional dialogue with evidence of in class action strategies Observing a colleague to see good practice	Lesson observation	Support programme
Teacher implements effective Intervention strategies for pupils who are not meeting targets	Professional dialogue with evidence of in class action strategies Observing a colleague to see good practice	Lesson observation Observing a colleague to see good practice	Support programme
Teacher effectively uses of data to inform planning	Professional dialogue with evidence of in class action strategies	Lesson observation	Support programme
Teacher ensures that opportunities are provided for pupils to engage in independent learning	Professional dialogue with evidence of planning and homework Observing a colleague to see good practice	Work scrutiny Observing a colleague to see good practice	Lesson observation
Teacher incorporates a variety of teaching strategies and accounts for all learning styles in lessons	Planning meeting with CL Professional dialogue with evidence to support planning Observing a colleague to see good practice	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Support programme

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3 Demonstrate good subject and curriculum knowledge	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher implements whole school literacy policy	Work scrutiny Professional dialogue Further training required	Work scrutiny Professional dialogue Further training required	Literacy based support programme
Teacher demonstrates secure subject knowledge appropriate to each key stage	Professional dialogue Observations on colleagues Further training required Observing a colleague to see good practice	Professional dialogue Lesson observation Further training required Observing a colleague to see good practice	Support programme
Teacher actively keeps abreast of curriculum developments/specification changes	Professional dialogue Observations on colleagues Further training required Observing a colleague to see good practice	Professional dialogue Lesson observation Further training required	Professional dialogue Lesson observation Further training required
Teacher takes constructive steps to develop subject knowledge	Professional dialogue Lesson observation Further training required Observing a colleague to see good practice		

4 Plan and teach well structured lessons	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher shares good practice and reviews its impact	Professional dialogue Slot allocated at faculty meeting to share good practice	Professional dialogue Slot allocated at faculty meeting to share good practice	Professional dialogue Slot allocated at faculty meeting to share good practice
Teacher adheres to departmental homework policy	Work scrutiny Professional dialogue Further training required	Work scrutiny Professional dialogue Further training required	Meeting with HT and CL
Teacher demonstrates receptiveness to implementing feedback	Professional dialogue with CL	Professional dialogue with SLT	Professional dialogue with HT
Teacher shows and elicits enthusiasm for his/her subject	Professional dialogue Slot allocated at faculty meeting to share good practice	Professional dialogue Slot allocated at faculty meeting to share good practice	Meeting with HT and CL
Teacher plans lessons/ cover lessons that allow for and demonstrate sustained pupil progress	Professional dialogue with CL Cover work shared with CL	Professional dialogue with CL Cover work shared with CL	Meeting with SLT and CL
Teacher contributes to the departmental development plan	Professional dialogue Deadlines given	Professional dialogue with CL/SLT	Meeting with HT and CL

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5 Adapt teaching to respond to the strengths and needs of all pupils	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher acknowledges the needs of all pupils e.g. Pupil Premium, EAL, HAL.	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Planning meeting with SENDCO Professional dialogue with evidence to support planning Lesson observation	Support programme
Teacher demonstrates an awareness and empathy for external factors and the impact on learning	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Planning meeting with HOC/CL Professional dialogue with evidence to support planning Lesson observation	Support programme
Teacher reflects on his/her own effectiveness	Professional dialogue with CL	Professional dialogue with CL	Professional dialogue with SLT
Teacher incorporates a variety of activities into lessons	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation Observing a colleague to see good practice	Support programme
Teacher responds to IEPs, HAL action plans	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation	Planning meeting with CL Professional dialogue with evidence to support planning Lesson observation	Support programme

6 Make accurate and productive use of assessment	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher demonstrates knowledge of NC and GCSE/A specifications	Professional dialogue Observations on colleagues Further training required	Professional dialogue Lesson observation Further training required	Professional dialogue Lesson observation Further training required
Teacher follows departmental policy for assessment	Work scrutiny for a different set of books Professional dialogue with CL	Professional dialogue Work scrutiny	Support programme
Teacher inputs accurate data in line with school/departmental policy	Professional dialogue with evidence of Markbooks/ marksheets discussed Meeting with CL about evidence used for projections	Professional dialogue with CL	Meeting with SLT and CL
There is evidence of pupils responding to feedback	Work scrutiny Further training required Observing a colleague to see good practice	Work scrutiny Professional dialogue with CL Observing a colleague to see good practice	Support programme
Teacher uses relevant data to inform planning	In-Class action strategies discussed Professional dialogue with evidence of Markbooks/ marksheets discussed Further training required e.g. SISRA, SIMS	Lesson observation Professional dialogue with CL	Support programme

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7 Manage behaviour effectively to ensure a good and safe learning environment	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher establishes clear rules and boundaries through effective use of BfL grades	Professional dialogue with evidence of BFLs for all classes Further training if required Lesson observation Observing a colleague to see good practice	Lesson observation Observing a colleague to see good practice	Support programme
Teacher communicates with appropriate stakeholders e.g. Head of Faculty, Head of College, parents,	Professional dialogue with CL	Professional dialogue with CL & SLT link	Formal meeting with HT
Teacher contributes positively to school ethos/behaviour code outside of the classroom	Professional dialogue about importance of role modelling with CL	Professional dialogue about importance of role modelling with CL & SLT	Formal meeting with HT
Teacher acknowledges positive attitudes and achievements e.g. subject stars	Professional dialogue with CL Further training required	Professional dialogue with SLT link	
Teacher applies sanctions in line with school/departmental policy	Professional dialogue with CL Further training required	Professional dialogue with CL & SLT link Lesson observation	Support programme

8 Fulfil wider professional responsibilities	Action 1	Action 2 will only follow if teachers' standards still not met after action 1.	Action 3 will only follow if teachers' standards still not met after action 2.
Teacher is involved in activities outside of his/her subject area/outside of the classroom			
Teacher promotes cooperative values	Professional dialogue about importance of role modelling with CL	Professional dialogue about importance of role modelling with CL & SLT	Formal meeting with HT
Teacher attends and contributes to departmental/college/staff meetings	Professional dialogue about importance of working collaboratively with CL	Professional dialogue about importance of working collaboratively with CL & SLT link	Formal meeting with HT
CPD is undertaken and evidence of impact is demonstrated	Professional dialogue about importance of reflection with CL	Professional dialogue about importance of reflection with CL & SLT link	Formal meeting with HT
Teacher seeks support and advice from relevant colleagues	Professional dialogue with CL Observing a colleague to see good practice	Professional dialogue with SLT Observing a colleague to see good practice	Professional dialogue with HT

*Professional dialogue needs to take place at a specified time, actions agreed and recorded

Appendix 3 – Action Plan

Reviewee: Reviewer: Date of meeting:

Objectives Contribute to school SIP plan and pupil progress. Are time bound, challenging and achievable	Performance Criteria Show what success will look like at the end of the cycle	Timescale Variable according to objective: must include milestone if longer than review cycles.	Classroom observation Purpose, class, duration. NB 3 hours max.	Other evidence Eg – SEF, school improvement planning, evidence from 'other' line manager	Support/ training to be provided

Additional Comments:

Signed Reviewee		Signed Reviewer	
Date		Date:	

Reviewee comments: