Jack Hunt School
Governing Body

LEARNING AND TEACHING POLICY DOCUMENT

Version 1.1

September 2021

Governing Body Committee: XXXXX
Reviewed by SLT: September 2021
Date Policy Reviewed: September 2021
Date of Next Review: September 2022

Contents

Paragraph ..... Page

1. Introduction 1
2. The Learning and Teaching Environment 2
3. Arrangements for Monitoring and Evaluating 7
4. Adaptations in Response to COVID-19 Pandemic 7
5. Version History 8
6. Appendix 1 – The Learning Map 9
7. Appendix 2 –.Assessment diagram 10
8. Appendix 3 – A ‘Jack Hunt Lesson’ Grid 11
9. Appendix 4 – Drop-in Proforma 12
10. Appendix 5 – CAL Monitoring Grid 13

1. Introduction

1.1 Jack Hunt School exists to provide high quality learning and teaching in a supportive and caring environment to develop the potential of each learner.

1.2 At Jack Hunt School we believe that **every** learner, when given appropriate challenging opportunities over time, has the potential to achieve at the highest levels. **We believe in high performance for the many, not the few.**

> *"High Performance Learning theory assumes that most students are indeed capable of achieving the high levels of academic performance once seen as the domain of the very few and that the role of a school is to help the vast majority of their students to achieve that level. It is about high performance for the many, not the few."*
>
> (High Performance Learning, Professor Deborah Eyre, 2016)

1.3 This will be achieved through the following aims:

(a) Personalised learning leading to enjoyment, success and high achievement for all.

(b) A safe, healthy, orderly, sustainable and cohesive school community.

(c) Effective engagement with our learners, parents, local community and partners.

(d) A positive, proactive approach to innovation and a focus upon continuous improvement for all, aiming for the highest performance for all.

1.4 These aims are underpinned by the following values:

(a) A respect for the uniqueness of each individual.

(b) Respect for self, others, school expectations, property and the environment.

(c) Self-discipline.

(d) Respect for religious and cultural diversity (being different, belonging together).

(e) Equality of opportunity.

(f) Loyalty, trust and honesty.

(g) Commitment, hard work, high aspiration and achievement.

(h) Recognition and celebration of success and effort.

(i) Individual responsibility and citizenship.

1.5 These aims will be achieved largely through effective learning resulting from high quality teaching in every lesson. In order to achieve high quality teaching, and then maintain those standards, it is essential that all staff in the school are themselves taking part in learning and striving to assess and improve their own practice on a regular basis. In this way, we want Jack Hunt School to be a place where everyone is learning together. Therefore, learning and teaching, assessment and curriculum function together to create a school where we are all learners, where we use the curriculum as a vehicle for our learning and assessment is used to guide our progress.

1.6 The diagram in Appendix 2 illustrates our model.

> *"What happens in the classroom determines the quality of a school…Young people deserve teachers who have the confidence to learn and to improve, just as teachers deserve schools which help them to learn and improve. Reflecting on practice can help teachers to establish what they believe to be right, and to be able to articulate it. It can also help them to challenge their own thinking and to admit that sometimes they may be wrong and others may be right."*
>
> (Teaching for Effective Learning, SCCC, 1996)

2. The Learning and Teaching Environment

2.1 The learning environment created by the teachers, teaching assistants and other staff in the school will allow all the learners in the school to develop the following characteristics which will help them to become effective learners and so fulfil their potential:

(a) Do not fear failure and feel valued by their teachers and know that their achievements are recognised.

(b) Become increasingly aware of how they learn and are also able to adapt easily to different ways of learning.

(c) Adopt a collaborative approach as well as being able to work independently.

(d) Are confident about asking questions, asking for help, expressing their thinking and listening to and respecting others' ideas.

(e) Review their own and their peers' progress against clear learning outcomes and have a very good idea about what they need to do to show improvement.

(f) Take responsibility for and are active in managing their own learning often setting their own targets.

(g) Exploit skilfully the opportunities afforded by ICT to extend their knowledge and skills.

(h) Make use of learning opportunities provided by extra curricular activities and by interests out of school so that they will become lifelong learners.

"So what should we say when children complete a task quickly and perfectly? Should we deny them the praise they have earned? Yes. When this happens, I say 'Whoops. I guess that was too easy. I apologise for wasting your time. Let's do something you can really learn from!'"

(Carole Dweck, Mindset: The New Psychology of Success, 2006)

"(We should) concentrate on several essential elements, namely the quality of teacher-pupil interactions, the stimulus and help for pupils to take active responsibility for their own learning, the particular help needed to move pupils out of the 'low attainment' trap and the development thereby of the habits needed by all if they are to become capable of lifelong learning."

(Inside the Black Box by Paul Black and Dylan William, 1998)

2.2 However, teachers have a pivotal role and good teachers are:

(a) **Aspirational**: genuinely believe that the learner can succeed.

(b) **Assertive**: decisive and confident, **firm and fair.**

(c) **Encouraging**: positive and supportive, welcoming genuine error as an opportunity to learn.

(d) **Enthusiastic**: believe in the value of learning, in what they are teaching, and enjoy spending their time learning with young people.

(e) **Humorous**: show humour naturally and put the learner at ease.

(f) **Open**: are prepared to challenge their own thinking and admit they may be wrong or do not know, to learn alongside their students and welcome mistakes as opportunities to learn.

(g) **Respectful**: genuinely like young people, care about them, listen to them, enjoy their company and never use sarcasm or humiliation.

(h) **Inspirational**: can inspire students to want to learn and to achieve the highest possible levels.

(i) **Collaborative:** are keen to share their good practice and learn from others.

"The best kind of teacher is one who helps you to do what you couldn't do for yourself but doesn't do it for you."

(Child, aged 8, quoted in Teaching Children to Think by Bobby Fisher, 1990)

2.3 Such teachers and teaching assistants will create learning environments which are characterised by planning which:

(a) Creates well-structured lessons that follow the policy and 'teach to the top'.

(b) Takes account of prior learning and models excellence for students to imitate.

(c) Affords challenge and opportunities for all students to learn at an appropriate pace to achieve subject mastery.

(d) Clearly defines what learners are expected to learn based on agreed schemes of work, making links across the curriculum to support the retention of knowledge.

(e) Builds in flexibility to take account of the reality of the learning environment and the needs of individual learners whilst making best use of the available resources.

(f) Is flexible enough to be adapted to take account of students' contributions and the mood of the group, supporting and scaffolding any student who requires this.

(g) Provides timely feedback to maximise learning with formative assessment clearly embedded throughout every lesson with time available for review and for students to act on the feedback they receive.

"Did I win? Did I lose? Those are the wrong questions. The correct question is: Did I make my best effort?"

(Carole Dweck, Mindset: The New Psychology of Success, 2006)

"Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance."

(Dylan Wiliam, Embedded Formative Assessment, 2011)

2.4 The chart in Appendix 3 summarises our approach.

2.5 Teaching approaches which:

(a) Engage and stimulate the learner by consciously showing enthusiasm and positivity for and about their subject and about learning.

(b) Allow for regular review of progress toward learning outcomes (see Assessment for Learning Policy).

(c) Are varied in order to provide opportunities to develop learners' thinking skills and behaviour in every lesson, thereby 'teaching to the top' every lesson.

(d) Maximise opportunities to work directly with learners in whole class, group and individual situations.

(e) Use IT where appropriate in the learning and teaching process.

(f) Promote positive social interaction and collaboration.

(g) Use the display of examples of students' work and other relevant stimuli to model excellence and allow for imitation.

(h) Uses questioning techniques which are skilful and excite the curiosity of all the learners, allows time for thought, values all genuine responses and uses them to promote further understanding and assess the levels of knowledge and adapt the lesson accordingly.

(i) Encourage students' own questioning, research and enquiry skills to improve independent learning through explicit reference to the ACPs and VAAs.

"The Advanced Cognitive Performance characteristics (ACPs) are the ways of thinking that students need to develop. This is how we build better brains… They are the building blocks for high performance. Students need to aim, over time, to become fluent in them all."

"Coupled with the ACPs are the Values, Attitudes and Attributes (VAAs). These are the ways of behaving that the learner needs to acquire. It is the use of the two together that makes for success. They are the 'double helix'. They focus on the facets of character and personality that characterise effective, holistic learners."

(High Performance Learning, Professor Deborah Eyre, 2016)

2.6 PLEASE SEE APPENDIX 4: Evaluation of the Quality of Teaching and Learning which shows how the OFSTED grade descriptors describe good teaching and learning.

2.7 Classroom management which:

(a) Organises physical resources effectively.

(b) Is consistent about classroom procedures and implements the agreed Positive Behaviour Policy (including Rewards).

(c) Shares clear lesson objectives and reviews prior learning to link it to new learning.

(d) Gives clear, high quality explanations and instructions and uses modelling to demonstrate excellence.

(e) Generates discussions which promote learning and build self-confidence, giving learners opportunities to express their thinking and use their initiative.

(f) Makes effective use of praise and encouragement and values all contributions.

"Young people usually put an emphasis on 'soft' interpersonal qualities…They balance this with stressing the importance of 'strong' qualities such as having high expectations and challenging young people to do better…!"

(Teaching for Effective Learning, SCCC, 1996)

2.8 Assessment which personalises learning because it:

(a) Uses evidence of assessment of learning in the form of prior attainment to gauge learners' individual capabilities and their record of progress towards their longer term targets.

(b) Uses assessment FOR learning's six key characteristics:

(i) Sharing clear learning objectives with learners.

(ii) Helping learners to know and recognise the high standards they are aiming for.

(iii) Involving learners in both peer and self-assessment.

(iv) Providing feedback to learners which lead learners to recognise their next steps and how to take them.

(v) Promote confidence and a belief that every learner can improve and attain the highest standards.

(c) Promotes the Assessment FOR Learning ideal of www.ebi which stands for 'what went well …… even better if'.

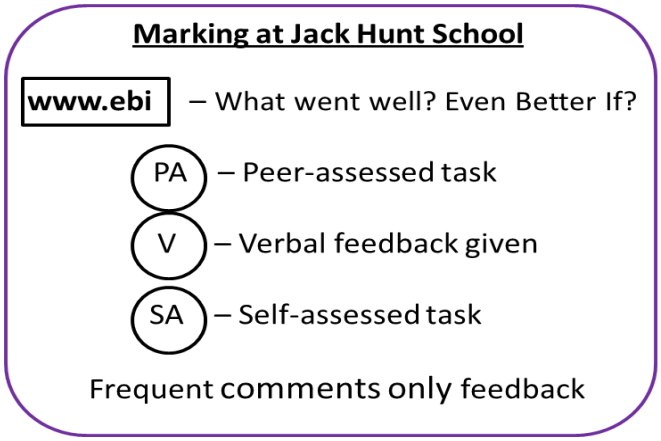
(d) Encourages assessment AS learning as:

(i) Learners and staff identify and reflect on their own evidence of learning.

(ii) Learners and staff help to set their own learning goals.

(iii) Learners and staff practice self and peer assessment.

2.9 Please follow the guidelines for marking work at Jack Hunt School:



2.10 If a student repeatedly makes the same mistake, place a red dot next to the error for them to correct during the next DIRT (Dedicated Improvement and Reflection Time) in class.

> *"In fact every word and action can send a message. It tells children how to think about themselves. It can be a fixed-mindset message that says: You have permanent traits and I'm judging them. Or it can be a growth-mindset message that says: You are a developing person and I am interested in your development."*
>
> *(Carole Dweck, Mindset: The New Psychology of Success, 2006)*

3. Arrangements for Monitoring and Evaluating

3.1 place through 'drop-in' classroom visits, work scrutiny and regular (around every fortnight) learning walks which are designed to encourage a reflective approach and self-evaluation by teachers leading to the identification of areas for improvement and the consolidation, sharing and celebration of best practice. Student observers will also be used to monitor and evaluate the implementation of the policy.

3.2 Drop-in visits to classrooms will last for around 15-20 minutes and will be agreed in advance. One or two observers will identify areas of best practice and set one clear target for the teacher to work on prior to the next drop-in. The target will be accompanied by some support, from suggested reading, a face-to-face or online CPD session, to observing a colleague or planning with another member of staff or students. This will all be agreed and evidenced before the next drop-in where the target will be the focus, alongside the setting of the next target. No grade will be given during drop-in visits.

3.3 In addition, Curriculum Area Leaders will undertake regular Learning Walks to foster an 'open door policy'.

3.4 Copies of all paperwork (shown in Appendices 2, 3 and 4) and corresponding progress data and seating plans will be sent to the Deputy Headteacher (Teaching and Learning) who will monitor standards and be responsible for presenting an analysis to the Headteacher and Governors.

4. Adaptations in Response to COVID-19 Pandemic

4.1 As a result of the continuing Covid-19 pandemic and our experience of a national lockdown in March 2020, we are asking all curriculum areas to ensure

that all learning resources are now blended and available electronically. In addition, all staff have been trained and are encouraged to adopt flipped learning strategies to support students in prioritising learning at home and preparing for every lesson. In this way we will make the best use of face-to-face lessons to deal with gaps that individual students have, tackle misconceptions and apply learning in activities and discussions.

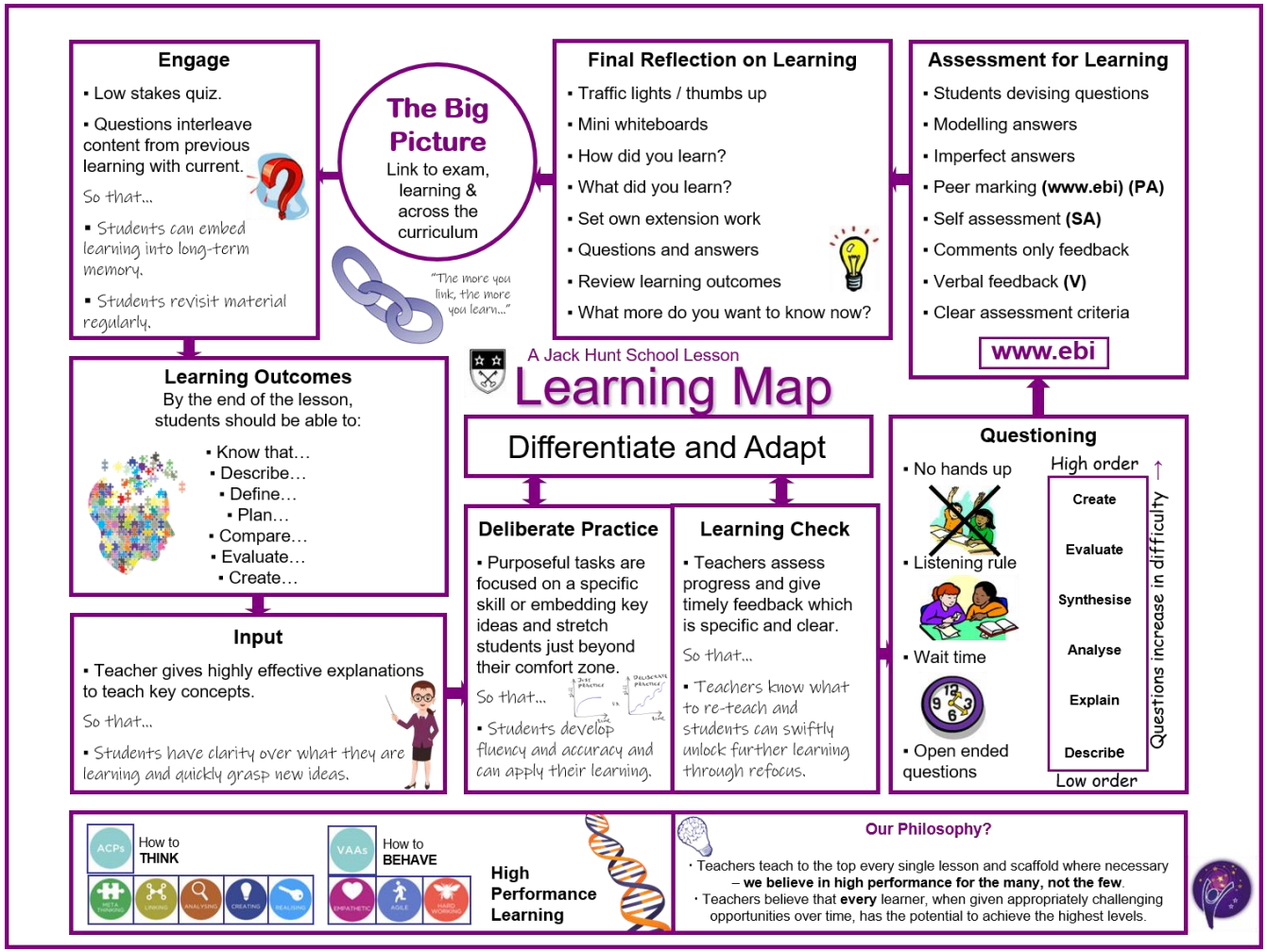
5. Version History

5.1 Table of Versions

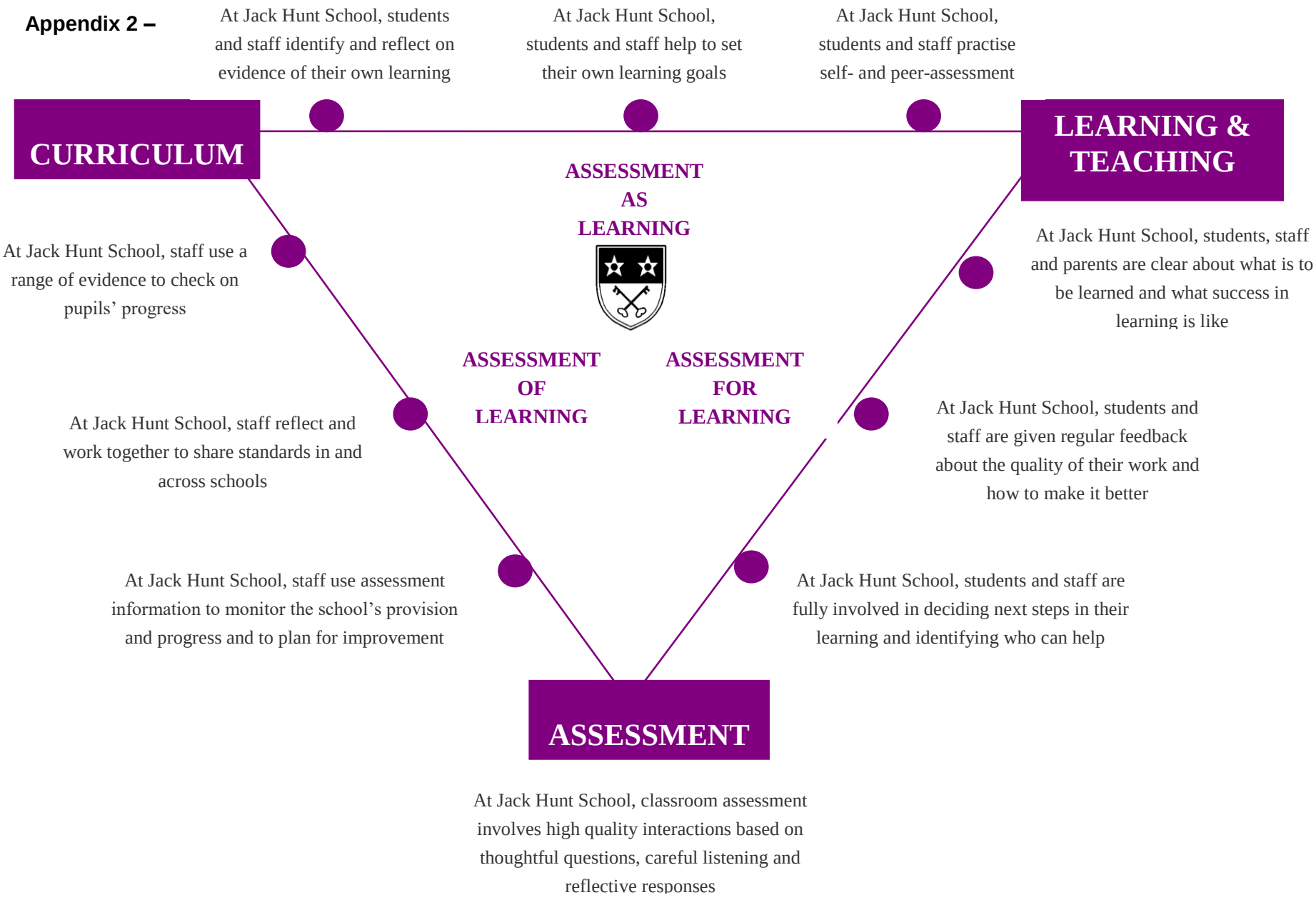
VERSION	ACTION	RESPONSIBLE	DATE
1.0	Draft Complied	Kate SIMPSON-HOLLEY	19/02/2020
1.1	Formatting update and approval from LGB	Niamh WALSH	21/09/20

6. Appendix 1 – The Learning Map

6.1



7. Appendix 2 –


At Jack Hunt School, students and staff identify and reflect on evidence of their own learning
At Jack Hunt School, students and staff help to set their own learning goals
At Jack Hunt School, students and staff practise self- and peer-assessment
CURRICULUM
LEARNING & TEACHING
ASSESSMENT AS LEARNING
At Jack Hunt School, staff use a range of evidence to check on pupils' progress
At Jack Hunt School, students, staff and parents are clear about what is to be learned and what success in learning is like
ASSESSMENT OF LEARNING
ASSESSMENT FOR LEARNING
At Jack Hunt School, staff reflect and work together to share standards in and across schools
At Jack Hunt School, students and staff are given regular feedback about the quality of their work and how to make it better
At Jack Hunt School, staff use assessment information to monitor the school's provision and progress and to plan for improvement
At Jack Hunt School, students and staff are fully involved in deciding next steps in their learning and identifying who can help
ASSESSMENT
At Jack Hunt School, classroom assessment involves high quality interactions based on thoughtful questions, careful listening and reflective responses

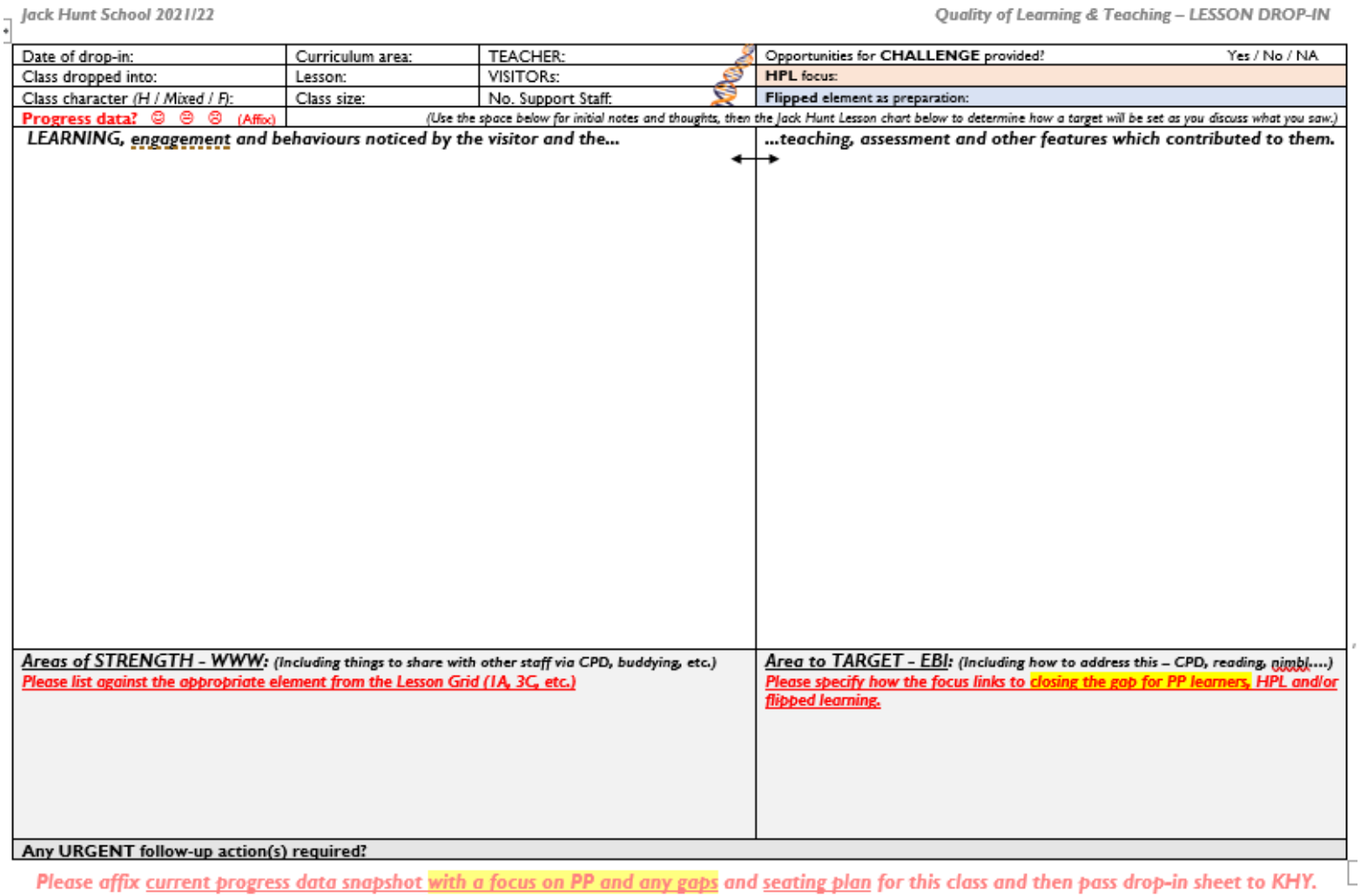
8. Appendix 3 – A 'Jack Hunt Lesson' Grid

8.1

Our Aims/INTENTS:		IMPLEMENTATION: How I PLAN to achieve this…	So that… IMPACT …
1. HIGH EXPECTATIONS: *We are ALL high performers.*	**a)** of learning behaviour. **b)** of thinking. **c)** of performance.		• students can learn together well and all achieve their highest potential performance by learning how to think and how to behave. • we create high performance for the many, not the few.
2. Quality First Teaching:	**a)** high quality explanations. **b)** clearly defined outcomes. **c)** new knowledge is linked to current knowledge. **d)** the modelling of excellence to allow for imitation.		• students quickly grasp key ideas. • students have complete clarity over what they are learning. • students can learn new ideas using ideas they already know. • students know what excellence looks like and how to achieve it.
3. Subject Mastery:	**a)** expertise in exam requirements and techniques. **b)** misconceptions are planned for and addressed. **c)** the curriculum is understood as a whole and links are made. **d)** we promote and uphold the highest standards of literacy and academic language – every lesson.		• students are successful in exams and achieve their personal best. • students overcome common misconceptions. • teachers are able to confidently teach to the top every lesson. • students can read, write and speak with fluency and accuracy – for the rest of their lives.
4. Making it Stick:	**a)** exploring connections and links to support retention. **b)** regular low stakes testing to build confidence. **c)** deliberate practice to develop fluency and automaticity. **d)** learning is interleaved.		• students can make links across key subject skills. • students can embed learning into their long-term memory. • students can develop fluency and accuracy in key skills. • students revisit material in a way that promotes long-term memory.
5. Adaptive Teaching:	**a)** support and scaffold for any who need it. **b)** pitch every lesson at the top. **c)** adapt and flex teaching as needs arise. **d)** adapt to support all SEND in your class.		• students are able to access the learning. • students are challenged to exceed expectations. • all students are making exceptional progress. • all students with SEND make exceptional progress.
6. Effective Feedback:	**a)** timely feedback that maximises learning. **b)** formative assessment is systematically embedded throughout every lesson. **c)** comments are specific, accurate and clear. **d)** time is planned for to review and act on all feedback.		• students can swiftly unlock further learning. • teachers know precisely which topics or concepts to re-teach that were not grasped first time. • student actions are refocused or redirected to improve. • students develop as self-regulated learners who can also work independently to improve themselves.

9. Appendix 4 – Drop-in Proforma

9.1



Jack Hunt School 2021/22 — *Quality of Learning & Teaching – LESSON DROP-IN*

Date of drop-in:	Curriculum area:	TEACHER:	Opportunities for **CHALLENGE** provided? Yes / No / NA
Class dropped into:	Lesson:	VISITORs:	**HPL** focus:
Class character *(H / Mixed / F)*:	Class size:	No. Support Staff:	**Flipped** element as preparation:
Progress data? ☺ 😐 ☹ *(Affix)*	*(Use the space below for initial notes and thoughts, then the Jack Hunt Lesson chart below to determine how a target will be set as you discuss what you saw.)*		

LEARNING, engagement and behaviours noticed by the visitor and the...	***...teaching, assessment and other features which contributed to them.***
Areas of STRENGTH - WWW: *(Including things to share with other staff via CPD, buddying, etc.)* ***Please list against the appropriate element from the Lesson Grid (IA, 3C, etc.)***	***Area to TARGET - EBI:*** *(Including how to address this – CPD, reading, nimbl....)* ***Please specify how the focus links to closing the gap for PP learners, HPL and/or flipped learning.***
Any URGENT follow-up action(s) required?	

Please affix current progress data snapshot with a focus on PP and any gaps and seating plan for this class and then pass drop-in sheet to KHY.

10. Appendix 5 – CAL Monitoring Grid

10.1

Jack Hunt School 2021/22 *Quality of Learning & Teaching – CAL MONITORING*

Curriculum Area: _____ **SLT Link:** _____

Staff Code	Drop-in 1 (29 Nov-10 Dec)	Drop-in 2 (24 Jan-4 Feb)	Drop-in 3 (7-18 Mar)	Drop-in 4 (18-29 Apr)	Drop-in 5 (13-24 Jun)	Learning Walk 1	Learning Walk 2	Learning Walk 3	Learning Walk 4	Learning Walk 5	Learning Walk 6	Feedback/Marking Scrutiny (note dates)	PM – Set & Review
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review:
	Date: Target:	Date: Target:	Date: Target:	Date: Target:	Date: Target:								Set Review: