



Stockport School

Teaching and Learning Policy

This document should be read in conjunction with the Marking, Feedback and Assessment Policy and Homework Policy.

Our Vision

- Our aim is to provide an outstanding learning environment which inspires learners, enables them to flourish and achieve successful outcomes, whilst at the same time equipping them with the skills and knowledge for future success in whatever pathway they choose.
- We believe that we are all learners who never stop learning and this underpins our recognition of the value of ongoing CPD.
- We are committed to celebrating successful learning that takes place both within and beyond the classroom.
- We believe that effective teaching can transform students' knowledge, capabilities and belief about learning.
- We recognise that for effective learning to take place, we need a strong partnership of skilled teachers and support staff, motivated students and supportive parents.



Leadership of Learning

In order for effective learning to take place for all students, teachers work in partnership with teaching assistants, the pastoral and intervention teams, support staff and, when appropriate, outside agencies.

The focus of learning must be a lasting change in pupils' knowledge, capabilities and understanding.

Effective dialogue between parents, carers, students and staff is essential to support students' learning.

Effective learning takes place when teachers:

- Create a positive learning climate where students feel valued and supported
- Set high expectations for learning and deliver high quality lessons which stretch and challenge all students
- Demonstrate their passion for their subject
- Ensure teaching is pitched appropriately for the prior learning that has taken place.
- Plan lessons which take account of the range of learning needs of their students
- Consider cognitive load and management of working memory and long-term memory
- Plan groupings carefully and monitor the impact of these on pupil attainment, behaviour and motivation
- Employ worked examples, modelling and scaffolding to gradually build student expertise and independence
- Provide time for students to carry out deliberate practice and secure their learning
- Sequence the lesson to maximise the learning opportunities with sufficient time for students to engage with targets and feedback and take ownership of their learning
- Use adaptive learning and different methods of differentiation effectively
- Explicitly teach students metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate their work
- Use skilful questioning techniques to engage students, draw out deeper learning opportunities and assess their progress and understanding
- Check students' understanding regularly and adapt accordingly
- Use other adults or resources so that students can readily access different learning experiences
- Provide quality written and/or verbal feedback which enables students to understand their strengths and their areas for improvement
- Use homework to secure understanding or prepare for future lessons so that it is appropriately worthwhile (See Homework Policy)

Effective Learning – Our Values

Students who demonstrate an outstanding attitude to learning are highly motivated, organised and reflective. They take full responsibility for achieving their potential and their behaviour is exemplary.

The school **PROUD** values underpin effective learning behaviours, these include:

- **Positivity**
 - Engaging fully in lessons
 - Responding with motivation to challenges set
 - Completing classwork and homework to a consistently good standard
 - Being equipped for the lesson and ready to start work quickly
- **Respect**
 - Listening to others intently
 - Providing constructive feedback when evaluating peers
 - Behaving with consideration and respect for others and the classroom environment
 - Being an active participant in all aspects of the lesson
- **Opportunity**
 - Learning from mistakes
 - Asking and answering questions
 - Seeking out learning opportunities beyond the classroom
 - Being willing to take a risk
- **Unity**
 - Collaborating with others
 - Concentrating on work set
 - Responding to feedback and act on advice and targets
 - Supporting others through sharing ideas and contributing to discussion
- **Determination**
 - Working towards challenging goals
 - Persevering and showing resilience when tasks may seem difficult
 - Demonstrating independence
 - Being aspirational and consistently aiming to fully achieve potential

Effective learners are rewarded by:

- PROUD Awards
- Opportunities for further enrichment activities
- Student leadership opportunities
- Access to end of year trips



Attitude to Learning descriptors

At each assessment window, each subject teacher makes a judgement on a student's attitude to learning and this score is reported to students and parents through the grade cards. This information is integrated into the rewards system and used to target intervention. The same scoring is also used when students are on report.

1. Outstanding - your attitude to learning is outstanding.

This means that you are a highly motivated, organised and reflective learner who takes full responsibility for achieving your potential. Your behaviour is exemplary.

2. Good - your attitude to learning is good.

This means that you are hard-working and always try to produce work to the best of your ability. You show initiative and respond positively to advice. You behave well and are respectful of others.

3. Concern - your attitude to learning is a concern.

This means that you may sometimes try hard but your effort is not consistent. Your attitude, organisation and/or behaviour may be affecting your learning and preventing you from reaching your full potential.

4. Serious concern - your attitude to learning is a serious concern.

This means that you are rarely motivated to learn in lessons and your work is not of an acceptable standard. Your negative attitude and/or behaviour are affecting your own learning and possibly that of others.

Our Commitment to Teaching and Learning – Evaluative Practice

We are committed to helping colleagues keep pace with developments in the professional landscape which directly affects their daily practice. We use INSET to collaboratively define, engage with and consolidate work on school priorities. We recognise to create genuine, embedded change, this process may take place of a number of academic years.

Colleagues are encouraged to be ongoing learners and learn in a variety of ways. The School Development Plan, Performance Management and Quality Assurance processes are aligned to support building competence, autonomy and relatedness, the key elements of self-determination theory that underpin well-being.

Continued learning takes place when colleagues are encouraged to ask questions and reflect upon aspects of their daily practice:

- How am I creating a positive learning environment?
- How am I planning for and communicating effective learning?
- How am I challenging my students?
- How am I creating effective dialogue in the classroom?
- How am I using assessment and feedback to support students' progression and engage them in their own learning journey?
- How am I creating positive working relationships with students and teaching assistants?
- How am I motivating my students to be independent and resilient?

Colleagues are encouraged to be ongoing learners and enhance their knowledge and skills through:

- Departmental meetings
- Staff meetings and INSET
- Informal peer observations
- Team teaching
- Subject mentoring
- External courses
- Further study: reading, blogging, research
- Coaching
- Extended leadership team
- Networking
- The Carousel meetings are an opportunity for colleagues to lead on an initiative or ask key questions of other colleagues; they can allow colleagues to share good practice received from courses or resolve a key issue. They can be one-off or ongoing throughout the year.
- Leadership and Management training
- Completion of projects or action-based research
- Participation in the 'golden thread' – ITT / ECT / NPQs

Our Commitment to Teaching and Learning – Access and Challenge for All

All subject teachers are responsible for planning and delivering high quality lessons in line with departmental good practice.

Lesson planning should follow departmental expectations and agreed structure but should take into account:

- What students will learn (Learning objectives: What? Why? How?)
- How the lesson fits into the Big Picture (Context for the lesson)
- How to ensure access and challenge for all learners (Adaptive learning / differentiation).
- How progress will be evidenced (Success criteria)
- How students will be engaged and challenged (Do Now / Connect / Activate)
- What activities students will do to secure learning (Demonstrate)
- How progress will be assessed (Plenary/Consolidate/Evaluate)

(See suggested Lesson plan pro-forma)

Ensuring access and challenge for all learners

Adapt teaching to respond to the strengths and needs of all children and young people

Teaching Standard 5

When planning, it is essential to understand students as individuals with unique strengths, removing barriers to learning and providing support that meets needs and makes a positive difference. We recognise that students may face barriers in a range of areas:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical and / or sensory needs

All staff should be aware of any SEND information of students' needs as defined in Learning Plans / Student Passports, whilst also being observant for any emerging barriers that need to be referred to the Learning Support team. Supporting students with SEND is a whole school responsibility, but this is initially rooted in quality first teaching.

Planning involves consideration of adaptive learning strategies to ensure all students can access the lesson. The Education Endowment Foundation '5-a-day' approach summarises areas to consider:

- Explicit Instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

In addition to this, consideration should be given to any other adults who will be present; support staff are a valuable resource and their input should be planned, purposeful and evaluated.

For some students, there may still be a need to employ differentiation. To deliver the content of the curriculum, **resources** are necessary and **tasks** have to be designed to help students acquire knowledge and understanding as well as develop skills. Whilst working at tasks, specific, planned intervention **support** from the teacher or another adult may be required.

The Monitoring of Teaching and Learning – Lesson Observations

‘We need to be confident that all staff in our departments have access to effective strategies that embody the principles that we are looking for’

Adam Robbins ‘Middle Leadership Mastery’

Our colleagues deserve access to effective strategies; all our children deserve to be taught by teachers using these effective strategies.

Observations offer the opportunities to build the deliberate practice and critically evaluative impact of pedagogy to embed the most effective mental models as an automatic process.

Lesson observations should support the following key goals:

- Meaningful quality assurance of teaching and learning
- Purposeful feedback and dialogue with the teacher to support continuing professional development.

Model to achieve this:

- **Short** - (10 / 15 minutes) in a ‘learning walk’ style.
- **Focused** – agreed before the observation – a specific pedagogy in action
- **Relevant** – rooted in whole-school, department or individual CPD and priorities:
 - Observation of a whole school area of focus in action following a CPD input i.e. ‘do nows’ after Lemov TLAC input.
 - Observation of subject knowledge / subject pedagogy area of focus in action following a department input i.e. a specific technique to develop depth of writing.
 - Observation of Performance Management Target 1 – Disciplined Inquiry – in action following developing strategies.
- **Timely** – half-termly to enable development and on-going feedback
- **No-judgement** – dialogue rooted in discussion and evaluation of the impact of the pedagogy in action.

Rationale for this approach:

- **Joined up** - links school priorities, department priorities and CPD inputs to evaluation of ‘outputs’ (the lesson). Links to ECT and NPQ approach.
- **Relevant** to the teacher – what is being discussed in meetings at whole school / department level is what is being seen in the classroom
- **Consistent** - should be rooted in a shared language / pedagogy due to being linked to CPD input. DoS building a strong insight into the curriculum / pedagogy in action across the team.
- **De-personalises evaluation of teaching** – focus on the strategy in action and choices around this rather than ‘good’ or ‘bad’ teaching
- **Low stakes** – focus on critically evaluating professional choice without ‘judgement’ – can afford for it to not be ‘perfect’
- **Focused and developmental** – opportunity to revisit – focusing on ‘highest leverage concept’ – if you could make just one change, what would it be? More likely to change practice in the long term.

The process for observations should be discussed with the SLT Line Manager, but there is an openness to any approach that will foster effective, development discussion of teaching and learning.



The Monitoring of Teaching and Learning – Teaching and Learning Reviews

The Teaching and Learning Review is intended to have two purposes:

- To build senior leadership knowledge and understanding of the intent, implementation and impact of the curriculum and teaching and learning in individual subjects across the school.
- To support and collaborate with Directors of Study in evaluating ambition of intent, implementation and impact of particular areas of department focus.

The process is intended to minimise impact on the day-to-day work of the department but also be purposeful with clear, consider and actionable outcomes.

Pre-meeting

A brief meeting to share key documents and provide DoS with data and insights summary to be reviewed during the process. The aim of the meeting is to ensure:

- DoS have the opportunity to share areas of focus that they are interested in exploring to help drive the department forward.
- SLT and DoS aims are aligned

Stage 2 – Curriculum Meeting

An opportunity to explore the curriculum intent and the core principles and decisions around the curriculum implementation with the DoS

Stage 3 – Learning Walks

A review of the curriculum implementation and impact in action. This involves a mix of KS3 and KS4 but not necessarily every teacher. This is not an evaluation of teaching and learning of individual lessons. Feedback will be a summary of the curriculum implementation observed across the department. As a courtesy to colleagues who have been visited, they will be invited to receive individual feedback if they wish.

Stage 4 – Student Voice

An exploration of the students' experience and understanding of the curriculum. This will include areas such as what they have learnt and can remember, whether they feel challenged by the work and independent learning. Questions may also be guided by specific areas directed by DoS from the pre-meeting.

Stage 5 – Work Scrutiny and Teacher Discussion

This stage is intended to provide an opportunity to see the curriculum products. For most subjects this will be books, but can also involve recordings, photographs and practical outcomes. This is collaborative with the Director of Study and will involve work from students including PP, SEND and High Prior Attainment. There will also be discussion with colleagues about the understanding of the implementation of the curriculum.

Final Review

The review will draw together key insights from the day from SLT and DoS, reflecting on the initial aims raised in the pre-meeting and linking the curriculum and teaching and learning with the data insights shared previously. Colleagues should leave having gained purposeful insight and with clear, succinct and actionable outcomes. It is aimed for that the process will have been meaningful, manageable and motivating.



Appendix below

Appendix A – Core Teaching and Learning Strategies

Appendix B – Lesson Plan Proforma






Appendix C – Glossary of Pedagogy Terminology

Appendix C – Lesson Observation Proforma

Policy revised – July 2024

Review date - July 2026 (interim review planned following work on PROUD values in the curriculum – April 2025)



Strong Start 	Questioning 	Developing Learning 	100% Engagement 	Embedding learning 
<p>Threshold – <i>greeting students at the door.</i></p> <p>Strong Start – <i>Clearly defined routines.</i></p> <p>Do now – <i>immediate, purposeful academic start.</i></p> <p>Register</p> <p>Objectives – <i>Communicating the journey. We are learning... so that..</i></p>	<p>Cold Call – <i>active engagement of all students</i></p> <p>Wait Time – <i>allow students to think before they answer.</i></p> <p>Stretch it – <i>why / how / ABC approach.</i></p> <p>No opt out – <i>Turn 'I don't know' into success.</i></p> <p>Precise Praise – <i>Praise effort / approach to responding to the question – the thinking behind the response.</i></p>	<p>Explicit instructions</p> <p>Modelling <i>What a good one looks like. I do / we do you do.</i></p> <p>Scaffold – <i>use to support future independence. Define when to remove.</i></p> <p>Cognitive load – <i>manage to maximize accessible challenge.</i></p> <p>Powerpoint: <i>Dual coding – don't read text Light blue, black text, font 22 Cut extraneous load.</i></p>	<p>Make compliance visible <i>precise, concrete, observable directions.</i></p> <p>Radar <i>be seen looking.</i></p> <p>Least invasive intervention <i>quick refocusing.</i></p> <p>Firm calm finesse <i>precise, clear and purposeful instructions.</i></p> <p>Art of the consequence <i>quick, incremental, de-personalized.</i></p> <p>ABC of emotion coaching</p>	<p>Consolidation</p> <p>Metacognitive questioning <i>structured reflection to develop evaluative thinking.</i></p> <p>Remind of h/w <i>purposeful tasks to deepen / develop learning or offer deliberate practice opportunities. Firefly.</i></p> <p>Strong exit <i>clearly defined routines applied every lesson.</i></p>
<p>Feedback: circulate the room / verbal feedback / whole class feedback / explicit when work will be engaged with</p>				
<p>Literacy: Explicit teaching of tier 2 vocabulary – precise use of tier 3 vocabulary – promoting reading strategies</p>				
<p>Adaptive Learning: 5-a-day: explicit instruction / cognitive and metacognition strategies / scaffolding / flexible groupings / using technology</p>				

Key vocabulary / cultural capital:	Learning aim:			
<p>Meaningful, manageable and motivating challenge for all</p> <p>Reflect on any barriers: Communication and interaction; cognition and learning; SEMH; physical / sensory</p> <p>EEF '5-a-day'</p> <ul style="list-style-type: none"> • Explicit instruction • Cognition and metacognition • Scaffolding • Flexible Grouping • Use of technology 	Connect	Activate	Demonstrate	Consolidate
	<ul style="list-style-type: none"> • Planning for strong start • Do now • Establishing learning aims / link to 'big picture' 			<ul style="list-style-type: none"> • Reflection on learning aims / metacognitive questions / link to the big-picture • Routine for the end of the lesson / exit question –
Planning for feedback – during lesson / concrete outcomes after lesson.			What will make the learning stick?	

Structure of learning	Cognition		Core Pedagogies	School and classroom culture
Rosenshine's Principles of Instruction	Sweller's Cognitive Load Theory	Metacognition – EEF Guidance Report	Lemov 'Teach Like a Champion'	Attachment and Trauma Theories
<p>1. Daily review – retrieval practice</p> <p>2. Present new materials using small steps – break down concepts into manageable 'chunks' that can be practiced</p> <p>3. Ask questions – checking for understanding and flushing out misconceptions</p> <p>4. Provide models – range of examples / worked examples to see in different contexts – spotting patterns. Consider non-examples too</p> <p>5. Guide student practice – supervision and feedback on initial attempts – building confidence</p> <p>6. Check for student understanding</p> <p>7. Obtain a high success rate – aiming for 80% as an optimum – higher and too easy / lower and switch off.</p> <p>8. Provide scaffolds for difficult tasks – sequence is key. Consider when / how the scaffold can be removed (fading effect).</p> <p>9. Independent practice – time for students to do the things they've been taught for themselves – building fluency / transferability</p> <p>10. Weekly and monthly review</p> <p>Carefully consider prior knowledge and experience – are students novice learners or expert learners? Aiming for 80% success to balance motivation and challenge.</p>	<p>Working memory comprises the attention we use to think - limited – can jam as we attempt to get new information into long term memory. Experts easily and fluidly use elaborate schema in long-term memory to overcome limits of working memory. Plan to build this schema.</p> <p>Redundancy effect – reduce extraneous load by removing unnecessary information</p> <p>Split attention effect – avoid labels and notes about a diagram placed at a distance as they cause extraneous load</p> <p>Modality effect – visual and auditory channels are separate – double the amount of information being absorbed i.e. speaking and graphics – but NOT – speaking and written text.</p> <p>Worked examples – when explained these make visible the expert's (you) problem solving schema</p> <p>Partially completed examples – first steps whilst managing cognitive load.</p> <p>Self-explanation effect – pupils use provided prompts to explain thinking. Isolated elements – chunk learning into separate elements</p> <p>Guidance fading effect - scaffold early attempts and gradually remove</p> <p>Goal free – provide pupils with open ended problems</p> <p>Variability effect – replace similar problems with ones that differ from each other</p>	<p>Teacher to support pupils to plan, monitor and evaluate learning</p> <p>Lesson – activate prior knowledge, lead to independent practice, end with structured reflection</p> <ul style="list-style-type: none"> - Activate prior knowledge - ask students what they have learned previously that is relevant - Explicit instructions - ask how they will complete the tasks and take through the steps - Model the thought processes of expert learner - Check understanding - Pupils reflect on how they have achieved / how they know / what they would do next time <p>Memory and Revision Understanding how we learn – Weinstein, Sumeracki and Caviglioli</p> <ul style="list-style-type: none"> • Spaced Practice Space out studying over time. • Retrieval Practice Practice bringing information to mind. • Elaboration Questioning to make student explain and describe ideas with many details. • Interleaving Switch between ideas while you study • Concrete Examples Specific examples to understand abstract ideas • Dual coding Combine words with visuals 	<p>Lesson Starts</p> <ul style="list-style-type: none"> • Threshold Greet each student as he or she crosses the threshold. • Do Now A short academic activity that... is waiting for students as they enter • Strong Start Explicit, economical and effective transitions and routines at the start <p>100% Engagement</p> <ul style="list-style-type: none"> • Radar be seen looking • Make compliance visible Explicit observation instructions • Least invasive intervention Compliance without conflict • Firm calm finesse Compliance without conflict • Art of the consequence Quick, incremental, consistent. <p>Questioning / Increase think ratio</p> <ul style="list-style-type: none"> • Wait time Students time to think before answer • No opt out Not accepting 'I don't know' • Right is right Push to get 100% the right answer • Stretch it Reward right answers with harder questions. • Cold call Call on students to respond 	<p>Threshold - Meet and greet the child</p> <p>Settling to learn – clear structure / explicit instructions – behavior as a teachable moment. Avoid singling out / negative attention. Define the behaviours you do want. Notice and affirm. Conscious of signs of disassociation / distress</p> <p>'Good goodbyes' – where is the child going next? Secure transitions</p> <p>ABC of emotion coaching–</p> <ul style="list-style-type: none"> • Acknowledge emotion – <i>I can see that you are frustrated / sad / excited...</i> • Remind of boundaries – <i>However, we need you to come into the classroom...</i> • Coach – <i>What will help you calm down? How can you make a start with work?</i> <p>Dweck 'Mindset' / Duckworth 'Grit' / Syed 'Bounce'</p> <p>We have the capacity to grow and change through application and experience</p> <p>Extended independent work should involve deliberate practice – a specific skill focus</p> <p>Precise praise of effort / effective behaviours – Prepare students for the idea that the work is meant to be 'hard' - failure is a necessary part of growth</p> <p>Sentence starters to focus on the process -</p> <p>Student -</p> <ul style="list-style-type: none"> • Last time I put effort into... this time I will... • I would like my teacher to notice... • Something I found challenging... I overcame this by... <p>Teacher –</p> <ul style="list-style-type: none"> • Well done, your effort with... has improved... • What would you like feedback on?

Stockport School Lesson Observation

Observer		Observed	
Date		Class	
Curriculum context / intended impact			

Focus of the Observation					
Lesson start		Questioning		Inclusion	
Managing behaviour		Feedback		Raising Challenge	
Memory / revision		Managing cognitive load		Creating Access / SEN	

Key Features	
Strategies observed and impact on learners.	
Link between strategies observed link and previous reflection (if relevant)	
Next steps?	

Links to Performance Management		
	Target	Evidenced in this lesson?
Target 1		
Target 2 Subject specific		
Target 3 Support whole school pedagogies		



POSITIVITY

RESPECT

OPPORTUNITY

UNITY

DETERMINATION

