

# Pudsey Grangefield School Leading Learning Policy Nov 2013

## Developing Outstanding Learning at PGS

At PGS, learning is at the heart of all our interactions. Our purpose as leaders of learning is to unlock the skills of successful learning for all.

### The Growth mindset

Good teaching and learning is underpinned by growth mindsets. Teachers must demand the very best from students who should approach lessons expecting to encounter experiences that are enriching and challenging. All parties should view learning as a journey where the *process* is valued, not just the end product. A growth mindset is essential if we are to make all students feel that there is real a purpose to education and learning. Growth mindsets can be fostered through:

- *Praising processes*, not just outcomes
- Praising effort and making *explicit links between effort and progress*
- Using *mistakes and misconceptions as learning opportunities*
- Portraying *all skills and knowledge as acquirable*

“A few modern philosophers...assert that an individual’s intelligence is a fixed quantity, a quantity which cannot be increased. We must protest and react against this brutal pessimism...With practice, training, and above all, method, we manage to increase our attention, our memory, our judgment and literally become more intelligent than we were before.” Alfred Binet.

### Planning and Structuring Learning

Lessons will be planned and structured to meet the needs of all learners, taking prior attainment and Individual education plans into account. The move to one hour fifteen minute lessons means that students have more opportunity for sustained engagement in challenging tasks, immersion in learning and responding to feedback. All students must make at least good progress in every lesson.

Lessons will be planned in advance, be part of a wider programme of learning and be appropriate to the environment. Teachers should plan seating that supports learning and caters for a number of different environments. Teachers will take care to prepare engaging and challenging activities which offer ample opportunity for students to display outstanding behaviours for learning. Lessons will:

- refer to the ‘big picture’, not just in terms of progress through the scheme of work but the relevance of knowledge and skills learned in context. Students must be clear about ‘the point’ of their learning
- be objective led. Objectives will be precise and will soundly support learning of clearly identified skills and concepts. Students will be able to clearly describe their learning.
- contain an opening activity, where possible as the students enter the room, which engineers high levels of thinking, engagement and opportunities to use talk for learning so that students learn from the first minute
- be differentiated. In order to make the expected progress, all students must have access to the appropriate support and challenge. Differentiation may be achieved through providing varied resources, a range of tasks, different objectives and student groupings
- involve some modelling of the main task/challenge by the teacher. It is important to understand that *modelling is distinct from demonstration/exemplification* and involves shared construction of learning by the whole group
- make use of a variety of approaches to questioning and create opportunities for students to ask questions. Randomisation, thinking time and the encouragement of extended

contributions to discussion that employ reasoning and analytical skills will be standard classroom practice

- be well resourced and employ a range of engaging teaching strategies that support learning through students being active in individual, group or paired work
- stress the meaning, and correct spelling of, key vocabulary in addition to requiring students to use it precisely in classroom discourse
- provide opportunities for reflection on learning
- be designed so that students do not require mobile technology, but so that it can be used to accelerate learning. Lessons should provide permissions for students to submit work over multi-media platforms
- provide opportunities for students to engage in structured talk for learning activities through 'think/pair/share/square exercises' and structured small group work. Teachers will design collaborative tasks with the following guidelines in mind:

1. *All students must evidence progress through the production of a physical resource/impact on the learning of others or an extended presentation to the class. Every student should be accountable for their progress throughout the activity.*
2. *During collaborative work, students will expect a high degree of intellectual challenge through tasks which are designed to enable all to make an equal contribution. Expectations of levels of on task behaviour and engagement will be of a high standard.*
3. *Teachers must carefully consider the groupings of students according to different criteria – academic potential, subject specific strengths and weaknesses, performance on recent assessments etc*
4. *Problems and challenges should be rich, varied and well resourced*
5. *Students should discuss, evaluate and reflect on their performance using agreed criteria for assessing the effectiveness of contributions to group work to be found in the student guide*

Common features that prevent progress and learning from being good include poorly framed objectives, a predominance of teacher talk, shallow and ineffective group work, a lack of differentiation and questioning which does not encourage deep thinking.

### **Using assessment and data to support learning**

Teachers will undertake key processes that underpin good practice across the Key Stages:

- As a result of monitoring through assessments and progress in lessons, teachers will routinely plan to differentiate for particular students and groups of students in lessons.
- The maintenance of a Portfolio of work that includes evidence of lesson activities, coursework assignments, drafting and detailed formative target setting by the teacher in accordance with the school marking policy.
- Target levels/grades are shared with students and present in student folders, books or portfolios of work. Students are made aware of their progress against these targets.
- Teachers will ensure rigorous assessment takes place. A NC levelled assessment, GCSE or A Level graded piece or will take place at least once every half term. Students will receive regular feedback in line with the school's marking policy
- Across all subjects, and in accordance with the school marking and literacy policies, teachers will address all aspects of literacy in their feedback.

Assessment is not the sole preserve of the teacher. Students will be involved in a range of activities in which they can assess their own learning.

Lessons will include the following activities:

- Self and peer assessment, where students explore their own work and set meaningful targets. Evidence of this will appear in portfolios of work and exercise books
- Opportunities to examine exemplars of student's work and discuss how they meet the grading criteria
- Sharing of marking criteria with students

Finally, this policy recognises the importance of assessing progress during lessons, identifying misconceptions and correcting them where they arise. Where teachers use 'traffic light' or similar activities to assess progress they must make use of the data that is created. Progress in learning should be checked through questioning, scrutiny of tasks within the lesson and planning to create supplementary challenge as well as in the plenary.

### **Relationships and Environment for Learning**

Teachers will aim to ensure that there is positive learning environment. This will be characterised by:

- A location that is fit for purpose and tailored to the specific style of learning taking place in that lesson
- A respectful and purposeful learning dialogue in the classroom
- A willingness to take risks on behalf of both the teacher and the student
- Constant use of praise, encouragement and constructive feedback from both teachers and students
- Overt use of the Behaviour Strategy and the employment of its rewards and sanctions
- Familiar and consistent routines guiding students' actions throughout the lesson, from classroom entry and seating, through in-lesson protocols, to closing and exit procedures
- Classroom display that helps to support learning and assist students in acquiring new skills

### **Using data to inform learning and progress**

Teachers should have a precise picture of student's knowledge and prior attainment through the learning dialogue. Assessment data should be used to inform lesson planning as a matter of routine and should mean the inclusion of:

- Teacher chosen groups in lessons where students are employed to share expertise in particular areas
- Teacher chosen groups where students work on differentiated tasks in the pursuit of clearly defined goals that address gaps in knowledge and skills identified in marking and feedback.
- Precise and effective teaching of skills based on analysis of attainment in trial examinations
- Those students in receipt of pupil premium will be known to the teacher and be the focus of interventions on both a whole school and classroom basis in the interests of 'narrowing the gap'

Whole school data collection will occur at six points during the year and will provide intervention information for teachers, subject leaders, year leaders, Directors of Study and the Leadership Group. This will provide the information to measure three/four levels of progress, groups of students who may be making insufficient progress and enable comparison of progress across subjects.

## Homework and Independent Learning

This policy recognises that homework and independent learning are key if students are to make good progress. Expectations of staff and students are outlined in the PGS homework policy.

## The Role of Classroom Support

The relationship between the Learning Support Assistant and the member of staff is key to the progress of those students requiring extra support. The relationship should be characterised by:

- A detailed knowledge of the IEP by both parties. This document must be available during the lesson, including for those at Post 16
- Treatment of the IEP at both KS4 and Post 16 as a working document to be evaluated, annotated and updated by all parties
- Regular communication between all parties regarding the contents of the lesson and the role of the LSA with a student, or group of students, within that lesson
- All parties involved with the student to have a working knowledge of Assessment procedures and an ability to give sound advice regarding how to make progress
- The data collection model will also help in the identification of students eligible for additional support

## Development of Personal Learning and Thinking Skills / Grangefield 5Rs of Learning

Pudsey Grangefield recognises the importance of a focus on skills as well as content. Across all key stages, development of Learning and Thinking Skills is central to all learning.

### KS3 and 4

The **Grangefield 5 R's of Learning** are designed to highlight essential cross curricula skills;

**Resilience** – sustain effort and application and self manage learning through challenging tasks

**Relationships** – work productively with others, lead discussion and give constructive feedback

**Reasoning** – explain and justify decisions or opinions in detail and with reference to relevant evidence

**Reflectiveness** – understand where and how learning, knowledge and skills can be improved

**Resourcefulness** - independently select skills that are relevant to the learning situation

Support materials that give a more detailed explanation of the 5R's and guidance in lessons can be found in the Teacher Effectiveness folder. Support materials for students in lessons can be found in the student diary.



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