

Belle Vue Girls' School . Approved June 2008.

Teaching and Learning Policy

- (including Monitoring and Progress of Learning and Extended Learning).

Aims

To ensure high quality teaching and learning, through shared understanding and expectations of the teaching and learning process

To inform lesson planning, self evaluation at all levels, staff development and strategic planning, in conjunction with the School Improvement Plan

To embody the ethos and values of BVGS

BVGS Definitions

Learning is ...

- an active and continuous process
- acquiring knowledge, skills, understanding and wisdom through study, experience, instruction, practice
- a developing recognition of what is required to improve
- questioning, thinking and acting creatively

Teaching is

- providing opportunities for all students to acquire knowledge, skills, understanding and wisdom in ways that work best for them
- ensuring that students have space to develop creativity and independence
- providing a context for building on prior learning
- shaping learning to enable success in examinations

Policy Statement

- Teachers should be familiar with the BVGS 'Expectations' and 'Aspirations' guidelines for teaching and learning, using them in planning, in regular classroom practice, and in professional dialogue.
- The guidelines are based on the school's agreed evaluation criteria for teaching and learning. They set the standards that teachers are expected to meet and express those aspirational standards which indicate outstanding teaching and learning.
- Staff will be supported to fulfil these expectations and aspirations through the school's Continuous Professional Development (CPD), performance management and QTL programmes
- Staff should ensure that students are familiar with the 'Expectations' and 'Aspirations' guidelines for learning, and that the guidelines form a basis for regular dialogue with students and parents.

Expectations of all teaching

These 'expectations' and 'aspirations' have been developed by the 2006 T + L Group and relate to the BVGS self-evaluation criteria for assessing the quality of teaching and learning (QTL)

Learning

See yourself first and foremost as someone who manages the learning process by

- communicating learning objectives clearly, often best expressed as learning outcomes using phrases such as "By the end of the lesson you will be able to ... "
- expecting that students will work hard and to a good standard
- asking yourself , for each task you set, including homework: 'what will students learn by doing this?'
- ensuring the level of challenge is realistic
- catering well for individual needs
- giving students choices – letting them select from a number of options the best way to tackle their learning; showing them how to make wise decisions based on their awareness of themselves as learners

..... and ensuring that through this, students make good progress and achieve well

Assessment for Learning

- Assess for learning during lessons and use that information well
- Check students' understanding at the end of the lesson so you can plan effectively for next time; in particular be prepared to think of alternative strategies for any who are struggling
- Use praise to support and encourage achievement
- Discuss learning with students so that each of them is able to explain why they are doing a particular task
- Value students' creativity, in your assessment of their work
- Ensure students have a clear understanding of what they need to do in the future to improve their personal performance

Climate for Learning

Set and maintain a classroom climate that is conducive to learning by ensuring

- constructive teacher : student relationships
- good classroom routines
- fair, clear and effective management of any disruption
- students' names are known and used, wherever possible
- stimulating and appropriate pace, variety and challenge
- care for the well-being and safety of students
- opportunities for independent and collaborative work
- teaching assistants are well deployed - welcomed publicly; where appropriate asked to explain or illustrate concepts to the whole class; given specific instructions for specific students; wherever possible, given outline lesson plans and resources in advance
- resources are stimulating and well used

Planning and Teaching

Ensure that lessons are well prepared, with the following features

- the day's lesson is put clearly into context, referring to students' prior experience and knowledge, and to future demands
- lesson structure and timing allow for consolidation of the learning in that lesson
- planning and teaching show an understanding of the next steps students need to take in their learning
- a stimulating and appropriate range of activities is provided to help students learn
- teacher-talk and student-talk are balanced so that students have opportunities to articulate (and therefore consolidate) their learning as they go along
- planning is designed to develop students' creativity
- the development of aspects of key skills (lit, num, ICT) and life skills is a feature of lessons
- students are guided, over time, in acquiring the tools of the learning trade : time-management; self-discipline; note-making; resource-management; planning; questioning; help-seeking; memorizing; perseverance; negotiation and so on

Aspirations – for outstanding teaching

- Aim to teach difficult ideas or skills in an imaginative, inspiring and highly effective way
- Develop a teaching style that is stimulating, enthusiastic and consistently challenging
- Show you understand the range of learners' needs very well, matching activities and demands sensitively
- Develop excellent student / teacher and student / student relationships
- Reinforce and strongly support learning through well-directed support staff and paired or joint teaching
- Ensure that expert knowledge of the curriculum, how to teach it and how students learn, inform your planning and teaching
- Deliberately work with students' misconceptions and half-understandings; bring them out in the open and challenge them (thus creating 'cognitive conflict', which is the basis of 'cognitive acceleration')
- Keep adjusting your methods to reflect recent research about how students learn best

Potential Uses of the Guidelines

- **To inform lesson planning**
- **To inform lesson observation and debrief**
- **To inform the preparation of schemes of work**
- **To inform faculty self review**
- **To help teachers and curriculum leaders negotiate individual CPD plans**
- **To help curriculum leaders devise curriculum development plans**
- **To inform the criteria for recruitment and selection of staff**
- **To inform the school development plan**
- **To determine the use of training and development time, such as staff closure days**

Expectations of all Learning

These 'Expectations of Learning' and 'Aspirations for Outstanding Learning' come from 150 students across all year groups who took part in a detailed survey about how we learn best

Learning

What do I need to do
to be a successful learner ?

See yourself first and foremost as someone who is responsible for her own learning by

- trying your best and working to a good standard;
- listening carefully to explanations and instructions. Make sure you are clear about the objectives of the lesson, about what you are expected to do and how you can be successful in today's learning;
- thinking carefully about what you are studying;
- taking a full part in the lesson, putting effort into activities, answering and asking questions;
- using the keywords from the lesson, in what you say and what you write, in full sentences where possible;
- keeping a book on the go all the time, reading regularly, researching using libraries and the internet, watching educational programmes on TV;
- planning, setting goals, keeping up


..... ensuring that through this you make good progress and achieve well

How do I know how well
I am doing ?

Assessment for Learning

- Assess yourself during lessons. Say to yourself – am I understanding all this? If not, which bits exactly am I not sure of? Try to be independent first and work things out for yourself.
- Ask questions if you are still unclear.
- Make sure you know a) what level / grade you have got for major pieces of work; b) what your level / grade means; c) how to improve your level / grade further. If not sure you can ask the teacher, or look at the 'Assessment' displays in your subject classroom, or on the school website.
- Set targets for yourself and do your best to achieve them.
- In each lesson, check that you can explain why you are doing a particular task. If not sure, find out !
- Test your own understanding by seeing how well you can explain the work to someone else.

Climate for Learning



How can I help my class to be a great place to learn ?

- Develop good relationships with teachers, support staff and other students, being respectful and polite at all times.
- Behave well in class, meeting school and class codes of conduct. See the BVGS Behaviour Policy in your planner.
- Have high attendance and always be on time for class.
- Have good routines : be organised and ready with your planner and all your equipment for every lesson, settle quickly, stay focused right to the end.
- In pair and group work take a full part, stay on task, commit yourself to making your group the best it can possibly be. Stretch yourself !
- Have a good 'mindset'. Think positively about the work and your learning, take a pride in what you do, think and listen to make sure you are clear about what to do then aim to be independent, open-minded and persistent.
- Value the effort your teachers put in.
- Enjoy the wonderful feeling inside when you know you have done your best !

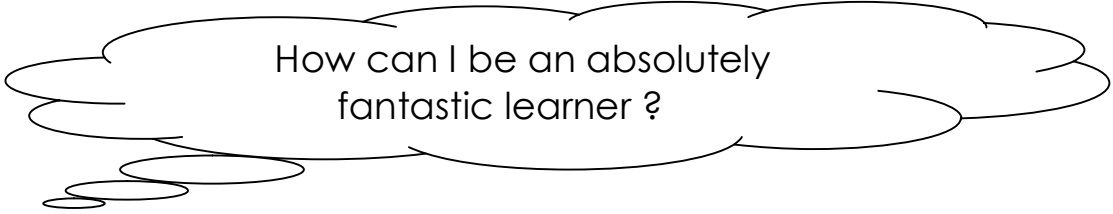


How can I stay in control of my own learning ?

Planning and Learning

- Stay fit – get plenty of sleep, water, healthy food and exercise, so you can concentrate.
- Use your planner properly, including homework details, reminders, assessments and targets for each subject.
- The evening before, check you have everything ready for school the next day – homework finished, planner, equipment, books and bags.
- Keep books, papers and equipment safe and neat, at home and at school.
- Develop your own timetable for private study and stick to it, to ensure you complete all homework and coursework on time and that you are well prepared for tests and exams.
- Keep checking that your books and notes are well organised so that they will be good to revise from. Catch up on any missed work, and use clear headings and subheadings, titles and labels, so you can easily see what the topics are.
- Keep your targets in mind to help your motivation – for today, this week, this half term, this year. It's your future. Stay focused !

Aspirations – for outstanding learning



How can I be an absolutely fantastic learner ?

You need to meet ALL the Belle Vue Girls' expectations of learning AND MORE.

- Be an excellent listener. Tune in to new information, explanations, ideas and instructions. Think carefully about what you have heard and seen, making links with what you already know and forming further questions in your mind.
- Express yourself. Take opportunities for exploring your learning out loud. If you can put it into words, diagrams, mind-maps, pictures, actions, you are making what you know clear, so you and your teachers can work out how you can improve.
- Think, analyse, explore, imagine. Be an independent 'self starter' with a lively inquiring mind.
- Develop excellent working relationships with teachers, support staff and other students.
- Be open to trying a range of different approaches and developing new learning techniques.
- Use mistakes and misunderstandings to help you learn and to move on.
- Make excellent use of the advice and guidance you are given.
- Develop emotional intelligence, so you know yourself well and can be open, honest and realistic about your learning and your effort. Try to 'read' other people and situations too – so you can help to create a good learning atmosphere within your pair, group or class.
- Revise very regularly – not just before an exam.
- Let your teacher know if you are ready to move on.
- Constantly work on improving your key skills - reading, writing, numeracy and ICT - as this opens the door to high level success in all your studies.
- Help others on the way but don't let them copy. Try explaining the work like a teacher, which will help you to have a thorough understanding.

Student Voice in Improving the Quality of Teaching and Learning - Protocol.

As a school, high quality learning is a central means of fulfilling our core purpose, which is to liberate and achieve potential. So it is important that learners as well as teachers are involved in evaluating the learning experience. We are aiming for continuous improvement. Student voice plays an increasingly significant part in helping to ensure high quality provision and further development.

Students will be taught to be reflective about what they can do to improve. These guidelines are to frame responsible and constructive contributions from students, in reflecting on what teachers, subject leaders and whole school leaders can do to improve the effectiveness of learning and teaching.

1. Student voice forms a regular part of whole school, subject, course and module evaluation.
2. Teachers are encouraged to build in opportunities for evaluative and constructive student voice feedback at lesson level. This is an intrinsic part of assessment for learning and should inform planning and development as with student feedback from work sampling discussions.
3. Faculties and other teams in school have an agreed protocol and approaches to student voice.
These can be found in team handbooks and are based on this whole school protocol.
4. The main evaluative questions that students are asked are :
 - what worked well and why
 - what worked less well and why
 - what would be even better and why
 - what would you like us to do more of and why ?

A student could be asked to respond to these questions

- for herself as an individual learner
- for herself and her class
- for herself and her year group / whole school

A student could be asked evaluative questions about all aspects of her learning experience eg

- her curriculum overall, a key stage, a subject, a course, a module, a lesson
- within a lesson (eg starters, development, plenaries, group activities, teaching approaches, climate for learning, learning objectives, exam preparation and revision activities, assessment and feedback methods, resources)
- beyond lessons (eg extended learning opportunities, resources, assessment)

5. Teachers calling for evaluative feedback should ensure that students are familiar with the handout: 'Student Voice – How To Make A Difference'. Here, students are made aware of how they can help school improvement through respectful constructive evaluation and feedback. It is also important that they understand their views will be carefully considered along with those of other relevant people when final decisions are being made about what to keep and what to change.

6. Student evaluative feedback is not the vehicle for making a complaint. If a student expresses the wish to do this, she should be directed to her class teacher, the Head of Faculty or, if appropriate, a senior teacher.
7. A teacher may choose to include student voice evaluation of the quality of learning and teaching in their own classes as evidence in the school's performance management process.

sv@bvgs

Student Voice – How to Make a Difference

As a successful school, we are always aiming to make further improvements. You can help the school by giving your opinion in a mature, responsible way.

You could be asked to give ideas about an aspect of school life – perhaps through your representatives on the Student Leadership Groups

You could be asked for your view about an aspect of teaching and learning. You may be asked questions by your class teacher in a lesson, maybe by a subject leader or senior teacher, maybe in writing or maybe in discussion.

We want to know, based on your experience as a learner –

- what has worked well and why
- what has worked less well and why
- what would be even better and why
- what you would like us to do more of and why

It is important to make sure your comments are thoughtful, respectful and constructive. If you need a bit of help with how to do this well, you could ask the teacher.

Your views are being asked for, along with those of other relevant people. They will be considered carefully when final decisions are made about what to keep and what to change.

Thanks very much for your help.

BELLE VUE GIRLS' SCHOOL

Policy Statement- The Monitoring and Progress of Learning.

This policy should be read in conjunction with the Teaching and Learning Policy with particular reference to Assessment for Learning. Appendix 1 of this Policy is the Marking Policy, Appendix 2 the detailed guidance given to teachers and Appendix 3 the Extended Learning Policy.

There are two forms of assessment to which this policy applies:

Formative Assessment and Summative Assessment

Formative Assessment takes place during the learning process. The purpose of Formative Assessment is to provide information about individual student and whole class prior and current attainment. The data collected allows informed decisions to be made – by both pupils and teachers – when setting targets and when considering what further actions are needed for individual students, groups of students and the school as a whole to meet those targets. Assessment for Learning is an inherent part of this process.

Summative Assessment reflects individual student, whole class and whole school achievement at the end of a unit of work, programme of study or key stage. Retrospective analysis of results will then allow Senior Staff and Middle Managers to make judgements about relative progress, which will then feed into the school's action planning process.

Assessment information will be provided to:

- Students
- Parents
- Teachers
- Governors and others

Formative Assessment data will be collected on a regular basis via the **Progress Review System**. There are three main criteria for data collection:

- Current Attainment (to reflect actual key stage levels/grades)
- Effort (Effort is measured on a 4 point scale with 1 being high),
- Concerns (If a student is graded as anything less than a 1 for Effort then a specific 'Concern' must be generated. Any one or a combination of the following can be used to indicate a concern.
 - Attendance
 - Behaviour
 - Homework/Coursework
 - Motivation

This will lead to the production of a Progress Report at least three times a year, which parents/guardians will receive either personally at the bi-annual Review/Target Setting Days, or through the post.

Progress Review data will also be made available to Heads of Faculty, Heads of Year and individual teaching staff to allow them to monitor and evaluate the progress of their students.

To allow the Attainment grade to accurately reflect a student's current progress at least one formally assessed piece of work (measured against appropriate key stage criteria) will be set each term.

It is important that a range of assessments are made which are valid, reliable and meaningful so that students can compare their progress in given subjects. As far as possible a range of common instruments will be used to assess the pupils' performance in a given subject, and these will be marked according to common mark schemes and the work moderated. Portfolios of work will be established to ensure comparability between given years. Portfolios might contain contextual information about tasks or activities, examples of work clearly annotated so that it is possible to see why a given level was awarded.

To supplement the Progress Review system, two Review/Target Setting Days will be held, where parents are invited in to school, with their daughters, to meet form tutors. This will be an opportunity for all parties to discuss, in depth, students' current progress, based on the latest Progress Report, and agree Targets and strategies for helping each individual achieve their potential. The first will be held on the first day of the academic year in September, with the second coming half way through the year in March.

Procedures involving academic managers, pastoral managers, form tutors, SEN and Language Support Staff and subject staff as appropriate will be put in place so that under achieving students can be identified, counselled and supported.

Appendix: Implementation of the Assessment Policy

On entry to the school in KS3 all students will be assessed according to their prior attainment (KS2 results). This will be supplemented by data from MIDYIS tests and FFT data. Using this data and teacher assessments students will then be provided with a target grade/level for every subject, with subsequent progress being measured against this target. Continuous assessment will mean that target grades/levels will be reviewed every year.

A final assessment will be made at the end of KS3 in line with statutory requirements.

At KS4 students will be provided with an initial target grade for each subject based on prior attainment, YELLIS test results and FFT data. This will then be amended in the light of teacher assessments.

At KS5 targets will be set based on GCSE results and ALIS test results. As with previous key stages, continuous assessment will mean that target grades will be constantly reviewed.

At KS3 an extra forecast grade will be collected for all core subjects during each Progress Review round. This will be extended to all subjects at KS4. This will provide an indication of students' forecast/predicted end of Key Stage results so that we can more closely monitor progress towards targets.

The assessment co-ordinator will collect information and make it available in suitable form to subject and pastoral staff. This will then lead to regular consultation sessions between HOFs and Academic Managers so that action can be taken to improve performance of students who fall outside the expected range of grades.

Appendix 1.

Marking Policy

This policy complements the school's assessment policy. Detailed information giving guidance on our "house style" for developing students' skills and knowledge through constructive marking are given in the appendices.

Our marking policy follows the **principles** of assessment for learning. Marking should be

- Positive
- Developmental
- Immediate
- Regular

The **aim** of marking is to

- Acknowledge and value good work
- Identify any conceptual misconceptions and provide feedback to the teacher on the impact of classroom practice on learning.
- Provide information and help to the student which enables her to achieve higher levels of understanding and attainment by identifying what needs to be done next.
- Monitor, review and set achievement targets.
- Develop students' use of language including spelling, punctuation and grammar

To achieve our aims we need three distinct **types of marking**:

1. The routine checking of books for work rate, compliance and misconceptions.
2. Marking of specific assessment tasks. This should be carried out at least once every half term and more often where possible. Students should understand the specific assessment focus of the task (e.g. essay planning; analysis of data) and the criteria by which they are being assessed. This work should be awarded an appropriate level or grade depending on Key stage.
3. In depth marking which is formative i.e. which acknowledges students' achievement and clearly signposts the route to higher achievement. This marking should be comment based (although teachers may wish to keep a grade record in their planners).

Our **minimum expectation** for marking is that:-

- Students' work will be marked and returned promptly
- Students will know, and have a written record of, their current levels in every subject
- Students will be given written guidance, as part of in-depth marking, on how to improve their grades
- Team leaders will monitor the quality of marking within their team
- Every piece of in depth marking will have comments that are addressed to the individual's particular needs and **address the student by name**.

Faculties have their own marking policies which reflect the individual nature of their subject, but all share the following characteristics:-

- Positive aspects of a piece of work are acknowledged in order to motivate students and reinforce success. Any improvement in performance is acknowledged.
- Constructive criticism includes strategies for improvement
- The language used is readily understood by pupils
- Pupils know the criteria by which work will be and has been marked
- Effort is acknowledged by comments but not by any grading system (which could be confused with those set out in the schools assessment policy)
- Attainment may also be indicated by other means (e.g. % or mark out of 10) but students must be made aware of the significance of the mark and there should be consistency within faculties. Assessed work is awarded a grade, or level, in line with the assessment policy.
- Students are sometimes expected to mark their own work and correct errors themselves.
- Linguistic errors in subjects other than MFL are marked using the principles used in the English Faculty (as set out in the Appendices 1 & 2) so that consistent messages are sent to pupils.

The content of this document will be reviewed and modified from time to time as the needs of the school change.

Appendix 2

Marking Symbols for use when correcting work

Sp in margin	Word underlined	= check spelling
p in margin	Circle in the appropriate place	= check punctuation
//	Comment (e.g. New paragraph or New speaker)	= start new line
A circled letter		= should be upper or lower case
~~~~~under words	Comment (e.g. this sentence is confusing because it is too long)	= check sense / or wrong words are used
S.E. + suggestion(e.g. Standard English = we were)		= Standard English version is...
T + suggestion(e.g. Past tense)		= check tense
^	(Omission)	=something missed out
fs	Full stop missing	=add full stop

# Helpful Advice for teaching Spelling and Grammar

## 1. Spelling

Each faculty should mark spelling errors. Research shows that spelling involves both hand and eye learning the shape of the whole word as well as the relationship between letters within a word. Therefore errors that go unmarked will reinforce poor spelling.

As indicated in the marking symbols, underline spelling errors and write sp above it or in the margin. Where it would seem difficult for the student to locate the correct spelling of the word in a dictionary write the correct spelling in the margin.

Each Faculty will use students' vocabulary books, provided from literacy funding, to help record errors and learn correct spelling. Students should be told to use the look, cover and write method.

Spelling is best acquired by developing an interest in the way words are made up. Games and class or group discussions relating to language work (vocabulary, roots and derivations, common grammatical suffixes and prefixes etc.) will provide this. Lists can be obtained from the Literacy Co-ordinator.

A multi-sensory approach; looking at words, sounding them out, writing them down, best support the process of learning words and sound. The following list of practical suggestions may be used or adopted within subject areas:

- Use visual cues/displays round the classroom, so the pupils see different ways of spelling sounds, word patterns etc.
- Cut sentences into words. Cut words into syllables. Use for re-sorting games. Play games (pairs, bingo, snap, dominoes, board games) for practising new sounds and words.
- Rather than giving spellings persuade the pupil to have a try, providing special space for this in a word book or in a work book.
- Write dashes for the number of letters and get the pupil to fill them in.
- Pupils write initial sounds only for the harder words and then put a line to show that something is missing.
- Teach pupils to segment into onset and rime (bl.ack. sh.ort).
- Teach pupils to segment syllables.
- Teach pupils basic spelling rules.
- Make sure pupils use joined up writing.
- Teach words that share the same spelling patterns/letter sounds.

## 2. Punctuation

**Classroom Practice:** The sentence is the most important unit of meaning for pupils. All pupils should be aiming for competence in these skills, and in this order:

- Use of full stops, exclamation marks, question marks, appropriate use of capital letters.
- The organisation of sentences into paragraphs.
- The correct use of commas.

For less able students, work on these principles:

- Tackle one feature of punctuation at a time.
- Work on small blocks of text, not a complete piece.
- Use the pupil's own writing where possible (unless it is illegible to the pupil).
- Read the text clearly aloud, to point out lack of punctuation, and direct the pupil to where it should be.
- Try to reinforce frequently, bearing the pupil's level of tolerance in mind.

Note: There is no fail-safe method of explaining how to punctuate. Try to explain in terms of sense and structure if explanation proves necessary. Often pointing out faults is sufficient. Do not talk about main and subordinate clauses with pupils of lower ability.

More able students should be able to use:

- Parentheses (commas, brackets, dashes), as appropriate.
- The semi-colon.
- The colon.

To explain the use of these signs fully is complicated, but their attention can be drawn to their use in textbooks, worksheets, etc. Being able to employ them correctly gives any writer considerably more scope and room for variation; at Sixth Form level they are particularly helpful.

Teach by modelling; demonstrating to the pupil how you go about writing a sentence by doing it with them regularly, in groups or with the whole class.

- Rough work should be punctuated as carefully as 'neat' work. Any ideas pupils may have about 'adding punctuation' later or that 'it doesn't matter at this stage' should be discouraged.

## **Appendix 3**

# **'EXTENDED LEARNING POLICY'**

This policy supersedes the previous 'Homework Policy.'

## **INTRODUCTION**

Belle Vue Girls' School recognises independent learning as an essential skill enabling students to succeed both academically and personally.

In order to undertake independent learning students need to develop effective study habits both at school and at home.

Belle Vue Girls' School will provide opportunities for students to engage in activities beyond the classroom which will:

- Encourage students to manage their own time
- Provide students with opportunities to reinforce and consolidate learning
- Enable students to become independent learners
- Provide parents/carers with an opportunity to share in their child's learning by fostering a partnership between home and school

## **Key Principles**

- Homework should be renamed as 'Extended Learning' to reflect learning undertaken beyond the classroom.
- This policy acts as an overarching policy that should be supported by individual departmental extended learning policies.
- Extended learning is highly-valued as an educational tool and is a fundamental feature of school life.
- Extended work should always be of high quality.
- Extended learning should be made as flexible as possible within a structured setting.
- Learning set outside the classroom should have an emphasis on the deadline more than when it is set.

## **Policy Guidelines**

- Extended learning skills need to be taught and not left to chance. Therefore, an induction programme in Year 7 should be an essential feature to help students develop their study skills.
- Differentiated extended learning work should reflect the wide, diverse spread of abilities.
- Different types of extended learning should be set. There should be a balance between reading, writing and research.
- Responsibility for extended learning should be shared between students, parents and peers. Stress is placed on parental responsibility.
- Clear sanctions should be employed on a consistent basis amongst all departments. The school policy is to record missing work in student planners. Sanctions and support should be on a departmental basis e.g. three consecutively missed extended learning works will warrant a standard letter being sent home to parents. Liaison with Form Tutors and Academic/pastoral managers.

The following are types of **extension activities** that may be developed at home. They will allow students to develop independent learning skills:

Research  
Consolidation of classwork  
Reading  
Writing  
Interviews  
Surveys  
Viewing television or films  
Investigation  
Collecting/Gathering  
Revision  
Model-making  
Listening, Practice or Rehearsal  
Designing/Planning/Creating  
Simple experiments  
Learning/Revising/Memorising  
Summarising

**THE EXTENDED LEARNING PARTNERSHIP IS THE RESPONSIBILITY OF THE TEACHER, THE PARENT AND THE STUDENT.**