



QUEENS' SCHOOL

Dare to be Great

Teaching and Learning Policy

1. Introduction

The principal purpose of this policy is to raise the quality of teaching and learning so that all lessons provide the best opportunities for learning. This is because great teaching will lead to great progress over time which will equip students for life.

2. Aims

Lessons should be structured around the Learning Cycle and Key features of Effective Learning:

- There is no preferred teaching style
- Progress is actively planned for and reviewed. Effective AFL strategies should be considered
- Learning activities are planned to meet the specific needs of individuals and groups of students (including SEND, Pupil premium and the more able) as identified by assessment and other data
- Teachers intervene or reshape learning as soon as the need arises
- Students receive regular detailed formative feedback
- Behaviour for learning is supported
- Independent learning is fostered

3. Marking and Feedback

- Marking and feedback must be regular
 - Marking must be:
 - Meaningful
 - Manageable
 - Motivating
- Summative marking will be used to inform students and their parents/carers of their attainment
- Formative marking will be used to inform students on what they need to do to progress; this could be verbal feedback or written feedback (in full sentences)
- Students will respond to formative marking using ReAct

Further information on marking and feedback can be found in the Assessment, Feedback and Recording Policy.

4. Planning

- All teachers must have a secure overview of the starting points, progress and context of all students they teach.
- Activities, including home learning, must be designed to facilitate learning and not keep students busy

- There must be evidence of long-term planning from schemes of learning as well as short-term planning in the planner (or electronically)
- Differentiation should be planned over time to ensure a Quality First approach which meets the needs of all students and groups and maximises the use of any additional adult(s) in the room
- Every class must have an up to date seating plan on ClassCharts
- There should be no dead time. This includes a flying start, with students purposeful from the beginning, appropriate pace for the intended learning.

5. Teaching

- The aspects of teaching and learning are underpinned by Rosenshine’s “Principles of Instruction” (2010) which focus on:
 - scaffolds and cognitive supports, such as the use of instructional procedures and models, enabling students to grasp difficult tasks.
 - making precise links to previous learning, monitoring the knowledge of students, offering opportunities for practice and rehearsal, scaffolding knowledge retention and development of understanding.
 - Cognitive Science: how the human brain acquires and utilises new knowledge. This offers knowledge of how to endure the limitations of students' long-term memory when trying to learn new conceptual ideas.
- The Queens’ Way of learning ensure that our STAR Values underpin:
 - **Scholarship**
 - **Tenacity**
 - **Altruism**
 - **Respect**

Values	Expectations
Scholarship	<ul style="list-style-type: none"> ● The Big Picture is shared with students <ul style="list-style-type: none"> ○ Lessons are contextualised ○ Explicit links are made with previous content ● Content challenges all and is cumulatively applied with increasing knowledge, understanding and skills <ul style="list-style-type: none"> ○ Think Pair Share/Socratic Questioning/ABC questioning/format matters/stretch it, Thinking Hard for extending thinking ● Complex content is broken down into components: Small steps <ul style="list-style-type: none"> ○ Mindful of cognitive load ○ Instructions are clear and concise ○ Scaffolding and support ○ Annotate reading/models/diagrams, add examples, non-examples, further information, cues and prompts. ○ Common misconceptions are identified and explained ● Wherever possible, information is given through extended reading with text dependent questions <ul style="list-style-type: none"> ○ Precise and sophisticated subject specific vocabulary is used ○ All forms of the word are presented using examples sentences.

	<ul style="list-style-type: none"> ● Extensive independent practice, applying learning to the maximal range of relevant contexts and tasks <ul style="list-style-type: none"> ○ Students are taught how to write in the subject: sentence forms/style/tone/essay structure/exam questions. ○ High success rate (80%) ● Questioning is used extensively ● Meta-cognitive strategies taught and used. ● Knowledge Organisers and Personal Learning Checklist are quizzable and contain high-utility, core information
<p style="text-align: center;">Tenacity</p>	<ul style="list-style-type: none"> ● Daily review <ul style="list-style-type: none"> ○ Lessons begin with a Do Now activity ○ Recap, Retain, Recall ● Monthly reviews of learning <ul style="list-style-type: none"> ○ Mini-assessment/Reviews ● Termly Assessments inform curricula change/adaptation via QLA <ul style="list-style-type: none"> ○ Summative assessments inform Progress Checks ● Ongoing checking for Understanding <ul style="list-style-type: none"> ○ Choral response, mini white boards, cold call, everybody writes, no opt out ● Feedback and response to feedback is regular <ul style="list-style-type: none"> ○ Feedback includes Strength, Target and ReAct ○ Teacher written feedback is given in green pen ○ Student ReAct is written in red pen ● Instant corrective feedback is given on new content ● Wherever possible, answers, corrections and feedback are given 'live' in class ● Students mark their own classroom work <ul style="list-style-type: none"> ○ Whole Class Feedback when 'marking' must inform next steps ○ Self-correction of complacent errors ○ Reteach chronic errors ● Create a culture of error - Growth mindset <ul style="list-style-type: none"> ○ Use the language of 'not yet' ○ Celebrate mistakes; Value the struggle; Praise the effort
<p style="text-align: center;">Altruism</p>	<ul style="list-style-type: none"> ● Individual needs are identified and addressed <ul style="list-style-type: none"> ○ Success criteria, scaffolds, writing frames, some steps completed, half done examples ● Warm-Strict approach (genuine care with high expectations) <ul style="list-style-type: none"> ○ Consistent and predictable expectations ○ Use of Behaviour for Learning Policy: Reminder, Warning and Action ○ De-escalate ○ Allow take-up time ○ Distinguish between behaviour and the person ○ Have restorative conversations ● Wherever possible, routines are used: <ul style="list-style-type: none"> ○ Reading

	<ul style="list-style-type: none"> ○ Handing out equipment ○ Correcting work
Respect	<ul style="list-style-type: none"> ● Lessons should be silent when they are supposed to be ● Entrances and exits from classrooms are fast and efficient ● Students are expected to complete their work to the best of their ability ● Reward with STAR Points ● Books are neat: Dates and titles are underlined/good presentation. ● Interactions positively frame and provide precise praise ● Classrooms left tidy

5. Monitoring procedures

The quality of learning and teaching across the school is monitored via our quality assurance procedures: learning walks, lesson observations, departmental review, work scrutiny, data analysis and student voice.

6. Linked Policies

- Assessment, Feedback and Recording Policy
- Home Learning Policy

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Queens' School (Bushey) Ltd (registered number: 076506090)

Appendix: STAR values and suggested teaching strategies

Our STAR values represent the elements which support outstanding student progress. They are designed to help model and make clear what outstanding teaching and learning looks like practically in the classroom and support teachers in delivering this consistently. It is recognised that all teachers are not identical and the STAR values are not designed to stifle the creativity of teachers in the classroom.

Many of these strategies can be found in Doug Lemov's 'Teach Like a Champion'.

<p>RESPECT relationship building</p>	<p>High quality interactions between teachers and pupils coupled with high expectations in a classroom that is constantly demanding more, recognising students' self-worth, attributing success to effort rather than ability and valuing resilience to failure.</p>	<ul style="list-style-type: none"> ● Celebrate behaviours ● Celebrate success ● Consistent use of behaviour policy ● Growth mindset ● Positive rather than negative comments ● Establish and maintain routines
<p>SCHOLARSHIP embed rigour</p>	<p>The most effective teachers have deep subject knowledge, understand the ways pupils think about the content, assess the thinking behind pupils' own methods, and identify common misconceptions.</p>	<ul style="list-style-type: none"> ● High Expectations ● Teach to the top: Thinking Hard strategy ● Explicit knowledge ● Big picture: Enquiry ● Key questions ● Top exemplars ● Tiered problem solving ● Dare to be Great tasks ● Growth mindset ● Pygmalion effect ● Independent learning ● Super curriculum ● Make explicit links between the curriculum and related careers ● ReACT: upscale ● Numeracy and literacy
<p>SCHOLARSHIP & TENACITY establish routines</p>	<p>The most effective teachers establish routines that enable students to know what's expected of them and how to do certain things on their own. Having these predictable patterns in place allows</p>	<ul style="list-style-type: none"> ● Meet and greet ● Entrance into the classroom ● Seating plan: Draw the map and annotate ● Do Now ● Transition between activities.

	<p>teachers to spend more time in meaningful instruction. Teachers with well-established and clearly defined classroom management strategies often find this has positive effects on their student's behaviour.</p>	<ul style="list-style-type: none"> ● The handing out of resources in the lesson. ● Tight transitions. ● 100 percent ● Strong voice ● Positive framing ● Precise praise ● SLANT: Sit up; Listen; Ask questions; Nod your head; Track the teacher ● Exiting the classroom
<p>Scholarship create a reflective classroom culture</p>	<p>Assessment should enable teachers to find out what students know, understand and are able to do as well as facilitate planning for future learning.</p>	<ul style="list-style-type: none"> ● ReAct ● Peer and self-evaluation ● Verbal Feedback ● Mini whiteboards ● Thumbs up/thumbs down ● Hinge point questions at key parts during the lesson. ● ABCD cards. ● Traffic lighting ● Learning continuum ● Post it notes True or false cards. ● Traffic light system ● Smiley or sad faces ● Class vote ● Take a stand ● Icon marking ● Personalised Learning Checklists
<p>RESPECT differentiate to meet the needs of all students</p>	<p>The best differentiation fosters independence and curiosity in all students. It focuses on all students</p>	<ul style="list-style-type: none"> ● Hook ● Tell a quick and engaging story that it is related to the content of the lesson. Give an interesting and useful analogy that connects to students' lives. ● Bring a prop along to the lesson. ● Use of different types of media, for example music or a short video. ● Describe something that is great, for example a great piece of work by a student or explain why Shakespeare is so highly regarded. ● Give the students a very difficult first task and let them try to complete it by themselves.

		<p>Differentiation</p> <ul style="list-style-type: none"> ● Questioning (Blooms) ● Modelling ● Scaffolding ● Seating plans (data) ● Groupings ● Feedback ● Challenge ● Student leaders ● Structured guidance ● Writing frames ● Stepped activities
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A range of teaching and learning strategies should be used and these are likely to vary from department to department. Some strategies are listed below as examples of what might be done in departments including some that may work well as differentiated tasks.

teacher exposition
group projects
written work
practical experiment
writing a report
CD-ROM use
observation
self-assessment
class discussion
supported written test
performance
art work
quiz
completing a table
drama
survey

group/pair work
teacher-directed work
brainstorming
question & answer
essay
listening to tapes/records
using ICT
self-marking
displays
recording, sound
use of library
made work
interviews
filling in blanks
visits
mapwork

problem solving using
oral activities
problem solving
group presentation
role play
investigating
use of artefacts
diary
individual projects
video diagrams
debate
reading aloud
TV/video
fieldwork
creative writing