



Teaching and Learning Policy

Contents

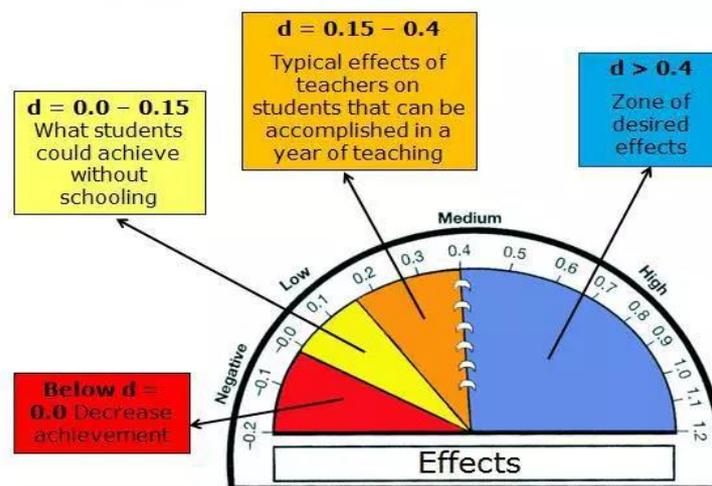
Teaching and Learning Policy	1
Our aspiration	2
Shared language of learning	3
Progression in Learning Dispositions.....	4
Handwriting rubric	5
Learning Intentions and Success Criteria.....	6
SOLO Taxonomy.....	7
Feedback.....	8
St. Hugh's School Marking Key.....	9
Self Assessment.....	10
Mindframes for Teachers	12
Presentation	13
Examinations.....	14
Planning.....	15
Homework and Prep Policy	16
Monitoring Procedures	17
Gifted and Talented Pupils	18

Our aspiration

All pupils at St Hugh's will show more than 0.4 effect size in the core learning areas and exhibit and articulate characteristics of an assessment capable visible learner. They understand that they are learning, how they are learning, and where they will go next and can interpret assessment results and act on this understanding.

Our policy is based upon the Visible Learning research undertaken by Professor John Hattie into what works best for learning. An effect size of 0.4 represents a year's progress for a year of schooling. Anything over 0.4 therefore has a positive effect on learning.

Barometers of Influence



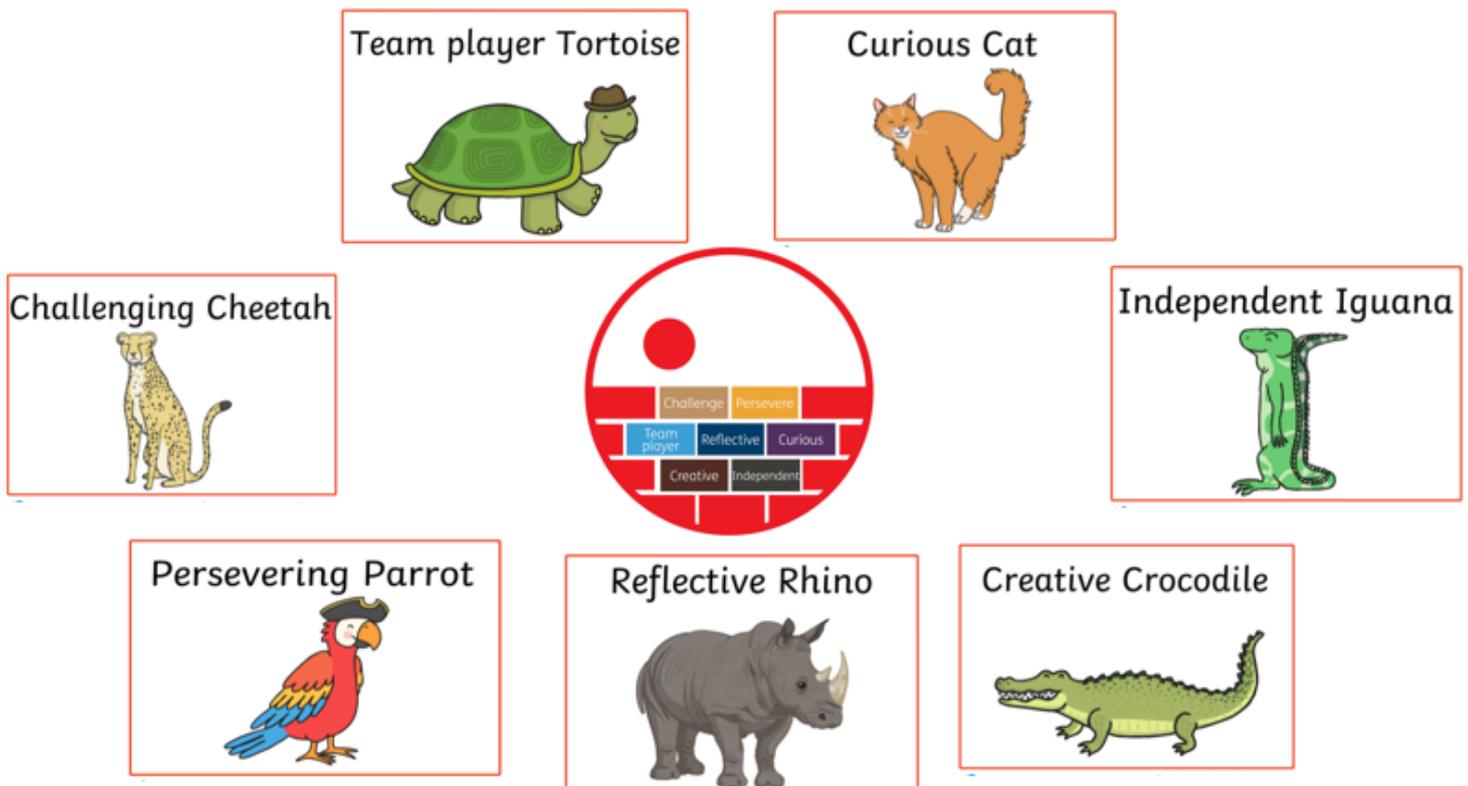
By using this research, we are able to develop policies and practices to ensure that all pupils make the best possible progress. This research is summarized at <https://www.visiblelearningmetax.com/>.

Shared language of learning

We aim to develop pupils' capacity to learn by having a shared language of learning which should be used at all time. We focus on the following learning dispositions:

- Challenge
- Creative
- Curious
- Independent
- Persevere
- Reflective
- Team Player

In the PrePrep, these dispositions are introduced through characters:



Progression in Learning Dispositions

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Challenge	I am willing to try something even if it is difficult	I know that I need to be challenged in order to learn	I am resilient in the face of challenge	I know what my next steps are in order to challenge myself	I seek to challenge myself
Creative	I can copy an idea. I am open to new skills and techniques.	I can use examples to help me create ideas.	I can apply skills and techniques to my work and become more proficient.	I can make connections to create a new idea or deepen my understanding.	I am an inspired learner who can experiment to find creative solutions to problems identified by myself and others.
Curious	I am excited to find things out	I can ask a range of questions - for example why, what, when, where	I look for different ways to solve problems and question whether this is the best way of doing something	I can think about what may happen next and search for deeper meaning	I am keen to take my learning further, in and beyond the classroom
Independent	I can get myself ready for learning by: <ul style="list-style-type: none"> • Asking for help • Doing key tasks for myself • Getting organised 	I can use my organisational skills to: <ul style="list-style-type: none"> • Follow instructions • Take responsibility • Select the correct resources 	Using the correct resources, I can think ahead and make appropriate choices in my learning	I can use different strategies to aid learning	I can decide on the most appropriate strategy for me to complete a task
Persevere	I know that learning has obstacles to overcome	I recognise the obstacle and do not give up	I choose from a range of strategies to overcome many obstacles and unexpected problems	I have the confidence to keep going, even when strategies have not worked	I believe in my ability to overcome obstacles in my learning
Reflective	I know when I have found something easy or hard	I understand that I can learn from my mistakes.	I can explain how I have been successful and how I need to improve	I can create suitable next steps for myself and others	I can confidently reflect on all areas of my learning
Team player	I can work alongside others. I can listen to others.	I actively participate and contribute.	I can accept compromise.	I give and receive encouragement and support.	I am able to adapt to whatever role is required as part of the team. I give others the chance to shine.

Handwriting rubric



St Hugh's School

I

Be a Handwriting Hero



4	Mastering	I have developed my own neat, fluent style suitable for writing at length and speed.	I can choose the writing implement best-suited for the task.	I can choose the handwriting best-suited for the task.	I look for new challenges to test my handwriting skills.	I always evaluate my own handwriting to make sure it fulfils all the requirements.
3	Meeting	All letters are formed correctly and there is no evidence of confusion.	Tall and short letters are the right size and the difference between them consistent.	Writing is consistently joined and looks smooth.	There is consistently spacing between each letter and each word.	I can stay neat when writing at greater length and speed.
2	Working towards	All of my lower-case letters, including <u>descenders</u> , are placed correctly.	I can write capital letters of correct size and placement.	I can write digits of correct size and placement.	I usually join my handwriting.	I am beginning to write more quickly.
1	Starting Out	I know all 5 animal characters, their favourite shapes and their letters.	All of my letters have a lead in line.	All of my letters begin on the grass.	My tall letters usually go up to the clouds.	My short letters usually go up to the helicopter.
0	Preparing to write	I know Harriet the Cow, her favourite shape and her 6 letters.	I know Georgia the Pig, her favourite shape and her 7 letters.	I know Rupert the White Sheep, his favourite shape and his 8 letters.	I can show the correct posture for writing.	I can show the correct pencil grip for writing.

Learning Intentions and Success Criteria

“Learning intentions are what we intend students to learn.”

Success criteria are intended to help students “understand what the teacher is using as the criteria for judging their work.”

Hattie

Learning Intention:

- **Must be shared** with the pupils but does not have to be done at the start of the lesson as it may come out of a discussion of prior knowledge.
- Can cover a single lesson or be the theme for several lessons.
- Should be **credible** to the pupils
- Should be **decontextualized** if the context is not central to the skill
- Can be knowledge based or skills based. Only skills based have associated success criteria.

Success Criteria (known as Recipe for Success)

- Should be **co-constructed** with the pupils when possible
- Provide opportunities for self assessment
- Enable work to be evaluated
- Can be :
 - o Compulsory elements when the learning intention is closed
 - o Choice items when the learning intention is open

Clear learning intentions and success criteria should be part of every lesson.

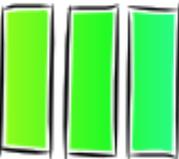
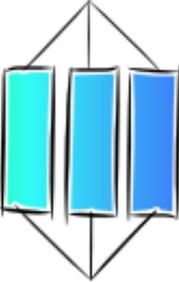
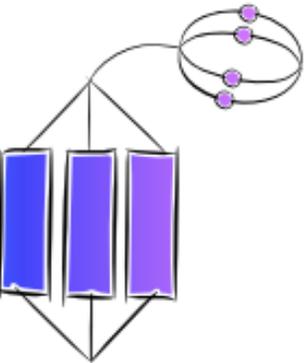


SOLO Taxonomy

(The Structure of the Observed Learning Outcome)

The SOLO taxonomy is a helpful tool for teacher. It helps:

- ensure the feedback is either at the level the pupil is working at or the level just above
- determine the next level of challenge
- structure appropriate questions or tasks to the level pupils are at or at the level just above

Symbol	Level	Verbs to use
	Prestructural (no idea)	
	Unistructural (one idea)	Define Identity Name Draw Find Label Match Follow a simple procedure
	Multistructural (many ideas)	Describe List Outline Complete Continue Combine Outline
	Relational (connecting ideas)	Sequence Classify Compare and contrast Explain (cause and effect) Analyse Form an analogy Organise Distinguish Question Relate Apply Discuss
	Extended Abstract (going further)	Generalise Predict Evaluate Reflect Hypothesise Theorise Create Prove Justify Argue Compose Prioritise Design Construct Perform

Feedback

Feedback is about closing the gap between current and desired learning. A prerequisite for giving effective feedback is having clear learning intentions and success criteria. Feedback should be targeted at their instructional level – the level at which they are learning:

Task level – the learner is a novice or learning something new for the first time and so the feedback should focus on how well the task has been performed. What do they need to do to correct or improve it?

Examples – “Does your answer meet the success criteria?”, “Where did you go wrong?”

Process level – the learner has some expertise and so feedback should prompt the pupil to look for strategies for improvement. “How could you check if your answer is correct?”

Examples – “What is wrong and why?”, “What is the explanation for the correct answer?”,

Self-regulation level – the learner has a high level of expertise and so the feedback should prompt them to use their own strategies to work out what to do next and how to improve.

Examples – “How could you improve this work?”, “What might you do differently next time?”

The SOLO taxonomy can help to provide appropriate feedback.

It should also be noted that:

- Grades or comments with no focus on improvement can interfere with learning
- Written comments need to focus on success and improvement
- Errors are opportunities for learning and should not be treated as something to be avoided or signs of failure
- Do not mix praise with feedback about the learning
- Pupil to teacher feedback is most important and consists of:
 - o Where am I going?
 - o How am I going?
 - o How can it be improved and where to next?
- Effective feedback occurs when it is received and acted upon



St. Hugh's School Marking Key

Code	Explanation
St or ✓	You have met the learning intention/recipe for success
T or	Targets/Next steps
V	Work discussed with adult (who should also initial work).
I	You completed this task on your own
S	You were supported with this task.
S/C	This is something you have corrected yourself.
DATE	No date on work
TITLE	No title on work
word underlined in work and correct spelling written above or in margin or Sp. in margin with number of corrections required	Spelling mistake
P	Punctuation missing
Wavy line and ?	Sentence doesn't make sense
^	Missing words
//	New paragraph needed

Pupil Self-Assessment – Traffic lights in books

Red	I didn't understand this. I need more help.
Orange	I understood today's work but I need a little more help.
Green	I understood what we did today and feel happy about it.

Agreed at Staff Inset – 5th January 2018

Self Assessment

Early Years-Nursery & reception	Year 1	Year 2
<p>Aim: To introduce language orally: focused on what they are learning-</p> <ul style="list-style-type: none"> We are learning to... <p>At end of lesson:</p> <ul style="list-style-type: none"> How well do you think you did? How do you know? <p>Reception: Introduce WILF-what I'm looking for or WMG-what makes good?</p> <p>All oral with props-puppets, smilies etc</p>	<p>Aim: To reinforce and practice language (WALT, LI)used in Early Years</p> <p>Continue WALT – we are learning today</p> <p>Introduce:</p> <ul style="list-style-type: none"> Success criteria-ask children what they think WILF: What I'm looking for or WMG-what makes good? <p>Focus is on –how well am I learning?</p> <p>Oral with move to written so children can refer and use though lesson.</p>	<p>Aim: to build on children's confidence and ability to use SC throughout learning and to articulate how well they are learning and progressing.</p> <p>Continue WALT</p> <p>Reinforce:</p> <ul style="list-style-type: none"> Success criteria- co construct with students after showing examples, models WILF: What I'm looking for or WMG-what makes good? <p>All WALT and SC written (using child speak)so children can refer and use though lesson.</p>
<p>Teacher models these once a day first until students are comfortable with the language and also having their work 'critiqued' by teacher and peers. Teacher reinforces that it's OK for learning to be difficult, to be in 'the pit' and can be improved. Encourage children to justify why they think that. Important to model responses.</p>		
<p>Strategies- Thumbs up, down, middle Use of coloured (red, green, orange) smile faces for children to put on their work or their partners-</p>	<p>Use range of strategies Traffic lights, shapes, smilies, Traffic lights in books: Red dot: if they found the work difficult Green dot: if they found the work OK Orange dot: if they found the work too easy Encourage children to justify why they think that. Model responses.</p> <p>Introduce 2 stars and a wish for teacher assessment Model & emphasise the improving/goal setting aspect Never yes /no –always looking at how well.</p>	<p>Use range of strategies used previously plus build on with: Postits, 'exit' comments, Show and tell on mini whiteboards Use 2 stars and a wish Introduce Feedback /feedforward</p> <p>Children confident with recording of self/peer assessments, including links to individual goal setting Never yes /no –always looking at how well- sometimes use 1,2,3 sometimes use 1,2,3,4 (it's harder!)</p>
<p>Completion of work: When learning task has been completed ask child how well they think they have done and why. At end of session teacher recaps on WALT and how well they did using thumbs up/down or smiley faces</p>	<p>Completion of work: When learning task has been completed ask child how well they think they have done and why. At end of session teacher recaps on WALT and SC/WILF; students say how well they did using thumbs up/middle/down or smiley faces, traffic lights</p>	<p>Completion of work: get peer to look at their work, compare to the WALT and criteria & say what met criteria and how it could be improved children share their work to rest of class and teacher/students compare to WALT and success criteria or WMG</p>

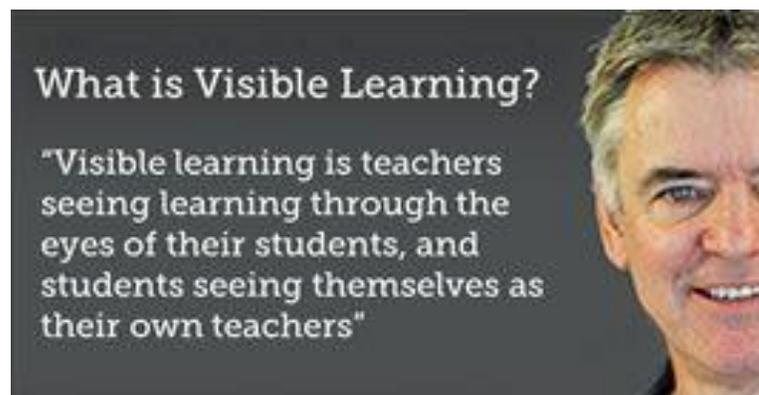
Year 3&4	Year 5&6	Year 7 & 8
<p>Aim: Teacher to co-construct the success criteria with the pupils and support students to identify own strengths and weakness in their learning and to set own targets for improvement.</p> <p>Continued use of</p> <ul style="list-style-type: none"> • WALT/learning intentions • Success criteria <p>WILF: What I'm looking for or WMG-what makes good?</p> <p>NB Not a checklist of yes/no</p> <p>Focus is on : Where am I going? , How am I going? , How can it be improved and where to next?</p>		
<p>Strategies</p> <p>Use of KWL: use as a planning and assessment tool.Use of mindmaps at start and end of unit of work.</p> <ul style="list-style-type: none"> • Traffic lights / cups on desks • 2 stars and a wish • Talk partners • Muddiest points • Identify hardest part <p>Use of postits-what have I learnt, what I found easy, what I found difficult, what I now need to know?</p> <p>Annotating and evaluating a model of work-ie. Writing sample. Linking back to WALT and Success Criteria.</p>	<p>Strategies</p> <p>Use of KWHL: Focus on how I will learn/find out.</p> <ul style="list-style-type: none"> • Use of mindmaps at start and end of unit of work. Greater time for reflection on how well have I done as a learner?Involve students in creating mark scheme your class can use • Postits-in individuals, pairs or groups to evaluate learning • Muddiest points • Identify hardest part • One sentence summary <p>Minute paper</p> <p>Annotating and evaluating a model of work-ie. Writing sample. Linking back to WALT and Success Criteria.</p>	<p>Strategies</p>
<p>Use self assessment alongside teacher assessment and then discuss any differences with individual students.</p>		
<p>Completion of Work</p>	<p>Completion of Work</p>	<p>Completion of Work</p>

Mindframes for Teachers

One of the most important influences on student achievement is **how** teacher think about learning and their own role. This can be summarized as ten mindframes:

1. I am an evaluator of my impact on student learning
2. I see assessment as informing my impact and next steps
3. I collaborate with my peers and my students about my conceptions of progress and my impact
4. I am a change agent and believe all students can improve
5. I strive for challenge and not "doing your best"
6. I give and help students understand feedback and I interpret and act on feedback to me
7. I engage in dialogue much as monologue
8. Success criteria is critical
9. I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others
10. I talk about learning, not about teaching

Staff should demonstrate these mindframes at all times.



Presentation

The standard of presentation of a pupil's work depends wholly on the individual requirements of each teacher, each subject, and each pupil's relevant age and ability.

However, the initial impact of a piece of work is very important. Work that is aesthetically pleasing could be rewarded with golds (or equivalent), and verbal praise, instilling a sense of pride in the work that is produced.

There are certain guidelines that we as a school have agreed are the minimum standards that are acceptable.

- The title should always be neatly underlined on the line.
- Always have the date.
- Always have a margin unless it is mathematics work.
- Always try to maintain neat handwriting.
- Writing should move towards pen from Year 4 upwards unless it is mathematics work. (No ball points - strictly fountain pens, roller balls and Berol handwriting pens. Blue ink should normally be used. However, some leeway must be made for left-handers.)
- Those who do not write in pen should use a sharp pencil.
- Diagrams and illustrations should be in pencil.
- If the presentation of a piece of work is not satisfactory in comparison to that pupil's individual standard, then it must be repeated.
- When using pen, if a mistake is made, it should be crossed out with one straight line.
- Mistakes should not be corrected with Tipp-Ex or eraser pens.
- I.T. may be used as a learning tool to allow pupils with learning difficulties to produce polished work.
- Sit left handed pupils with their writing hand on the outside of the desk.
- Correct posture is expected.

Examinations

Basic premise:

- That exams are important and are to be treated seriously throughout the school.
- That good habits and attitudes developed in Years 3 and 4 will bear dividends in Year 8 and beyond.
- That exams are a part of the basic learning curve experienced by all pupils.
- That exams become progressively more intensive and extensive as children move through the school.

Practice:

The Director of Studies produces the exam timetable in conjunction with the Deputy Head. Years 7 and 8 follow the Common Entrance exam schedule for internal examinations. These exams take place in the Forbes Hall directly after the respective half term. The children should be seated in alphabetical order with space left at the front for those children who require extra time.

	Autumn	Spring	Summer
Year 7	No exams	Level 1 English, maths and science. A mix of CE questions used for other subjects/	Level 1 science. Level 1 or 2 in English and Maths depending on the pupil. A mix of CE questions used for other subjects/
Year 8	Full set of papers given using papers from the previous summer term.	Full set of papers given using papers from the previous autumn term.	Exit Exams

Years 3 to 6 may take the exams in their own classroom or in the Forbes Hall depending on the length of the exam and the age of the child. These only take place in the summer term.

The Head of Additional Learning produces a list of those children who require extra time. If a reader or amanuensis is required, additional rooms are used.

Exam invigilators should collect the papers from the staff room before the exam. They should be present in the exam room before the exam to put out writing paper, question papers, etc. They are responsible for ensuring the examination proceeds smoothly: that there is no talking in the room, no copying and that questions are answered promptly. They should be mobile and not permanently based behind a desk. At the end of the exam they should collect up answer scripts in alphabetical order and return them to the staff room for collection by the relevant marker.

As soon as the papers are marked, all exam results should be entered in the appropriate spreadsheet in Pupil Data\Exams. The Director of Studies will then publish the results.

Planning

It is the responsibility of each teacher to plan the lessons they teach and it is the Head of Department's responsibility to oversee the planning in their department.

Long Term Planning

This demonstrates how the curriculum is covered across the whole school, Key Stages and department.

It shows:

- How the content is covered in terms of breadth and depth;
- How the curriculum is structured within year groups and across key stages;
- How much time is allocated to each area of the curriculum in each year group.

Medium Term Planning

This can be termly or half-termly planning. Plans will be subject specific, but also reflect links to other subjects.

These plans may include:

- National Curriculum Frameworks for teaching English and Mathematics
- Organisation/timetable
- Resources
- The National Curriculum
- Learning experiences
- Curriculum entitlement
- Continuity and progression
- Trips

All long and medium term plans should be saved on the network in RM Staff\departments.

Short Term Planning

This might include weekly, daily or individual lesson plans and should include:

- Prior knowledge
- Delivery – teaching strategies/activities
- Differentiation
- Assessment
- Evaluation

The learning intentions and recipe for success for each lesson should be clearly identified.

Homework and Prep Policy

In the lower and middle school areas the frequency, nature and level of any homework is decided by the form teacher in conjunction with any subject specialists. The tasks will usually reinforce learning spelling lists, multiplication facts and reading.

Formalised prep begins in Year 6. During Y6 to Y8 each pupil will follow a designated prep timetable. This will involve two preps per night (Monday, Tuesday, Thursday & Friday). These may be completed either at school between 17:30 and 18:30, or at home. The allocation is

	Year 6	Year 7	Year 8
English	One	One	One
Maths	Two	Two	Two
Science	One	One	Two
French	One	One	One
History/Geography	One	One	One
Latin/Spanish/Non Language	One	One	One
R.E.	One	One	One

Note – R.E. for Year 8 must be done in their own time within an agreed timescale.

Unless directed otherwise, all preps should be handed in to the correct subject teacher before the start of school the following day. When a pupil stays at school prep is taken in Room 3. Each prep activity is to be recorded by the pupil in their planner for reference during prep. All relevant resources should be at hand at the start of prep, thereby minimising any need to disturb the working environment.

Preps should be differentiated by design so that each pupil can make the best use of their time and be able to complete tasks independently.

Pupils should take their reading books into prep to use on any occasion when their prep is completed early. The member of staff on duty should be prepared to help any pupil encountering difficulty completing their set task.

Any pupils requiring the use of ICT during prep must have a signature from a member of staff in their planner. Any problems should be communicated via the planner. Set preps should be meaningful and purposeful activities - preparing pupils for their forthcoming lesson or consolidating ideas and practices from a previous lesson.

It is expected that preps will be assessed by staff in preparation for the next lesson with the appropriate class.

Monitoring Procedures

Monitoring forms an important element of curriculum management. Good, well focused monitoring enables Senior Management to be constantly aware of what is going on in the classrooms and how both pupils and teachers are performing. It informs appraisal and INSET provision and enables best practice to focus on areas of relative weakness.

Monitoring of pupils' work

Heads of Department are tasked with monitoring pupils' work and the quality of marking within the subject team. This is formally laid down within their job descriptions. Best practice includes swapping books within the department at a department meeting. When checking an individual member of staff's books, a proforma is used to record findings which are then returned to the Director of Studies.

The Director of Studies also take in a selection of books at a regular basis. This may be focusing on a particular subject throughout the school, gaining a broad view of a particular year group or focusing on a particular aspect such as marking.

Lesson observation is another way of those charged with monitoring the curriculum can do so. Heads of departments are required to conduct lesson observations on members of their team and record their findings formally. Less experienced colleagues should also be given opportunities to observe more senior members of staff so that 'Best Practice' can be shared. Lesson observation is also part of the school's formal appraisal system.

Gifted and Talented Pupils

To avoid children developing a fixed mindset as opposed to a growth mindset, at St. Hugh's we choose not to use terms such as gifted and talented. All pupils should be encouraged to see the key to success as being determined and sustained effort rather than any innate ability.

"People in a growth mindset don't just seek challenge, they thrive on it. "

"Students with the fixed mindset stayed interested only when they did well right away. Those who found it difficult showed a big drop in their interest and enjoyment. If it wasn't a testimony to their intelligence, they couldn't enjoy it."

Carol Dweck - Mindset: The New Psychology of Success

However, HODs should be aware of those children who have a natural aptitude for their subject and ensure that these pupils are sufficiently challenged so that they have to continue to work hard to succeed. Activities may include a differentiated curriculum or access to out of school activities with other children of similar ability. For example more able pupils have taken part in a Carnegie book shadowing activity or been entered into a French spelling bee competition. In extreme cases pupils have also moved up a year group for a particular subject.

In Years 6 and above, the A* grading on reports indicates a potential scholar.

Pupils with an interest in Music or Art may be guided towards particular hobbies or activities or have their curriculum adapted to give them extra time to develop their skills.

Internal scholarships are awarded to potential scholars during Year 6 and pupils may be given extra activities as a result. For example potential sports scholars have an additional sports session each week.

The orchestra slot on a Thursday before lunch is also used to help pupils improve in particular areas.

Policy Last Reviewed	Spring 2020
Policy Next Reviewed	Spring 2022
Staff Responsible	Director of Studies
Governor Review	Education committee
ISI Reference	n/a
Website	y