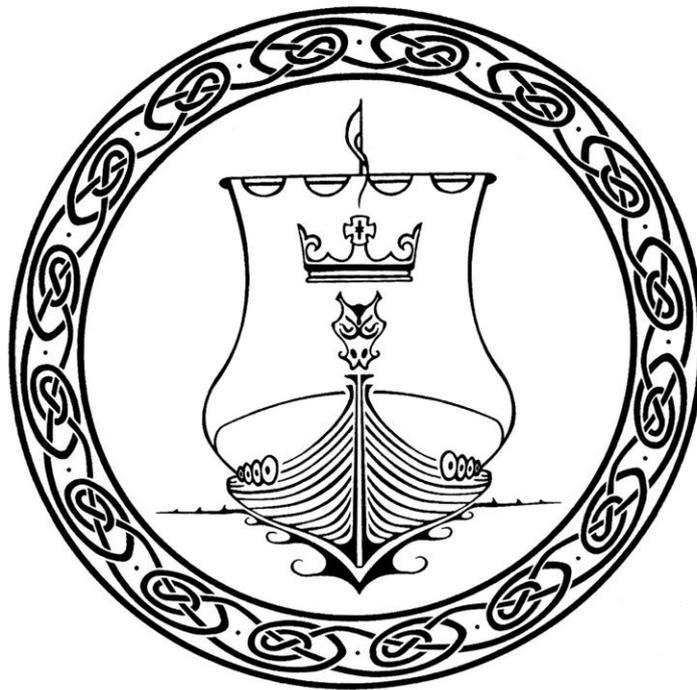




# Queen Elizabeth II High School

## Learning and Teaching Policy



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## **Purpose – why have a policy?**

Research shows that the provision of a teaching and learning policy can make a difference to standards in schools.

A Learning and Teaching Policy states basic expectations for every learner in the school. By providing clarity in our use of terms and our understanding of the learning and teaching processes, we can promote consistency and high standards for everyone.

## **Context**

### **Local**

In determining our policy for learning and teaching, the School needs to consider the context in which we work and live. These include the Department of Education's curriculum policy 'Essentials for Learning' as well as our own stated aims.

Essentials for Learning is based on 10 key principles:

- Personalised - the curriculum should be flexible enough to meet the needs of all learners.
- Meaningful - pupils should see the point of what they're learning.
- Assessment should inform learning - every pupil can improve and activities should match their levels of ability.
- Connected - pupils should be able to make connections between learning in different contexts.
- Active learning - learning should be something learners do - not something that is done to them.
- Partnership with the community - the local community's views about the curriculum should be listened to and the curriculum should equip pupils to make a positive contribution to Manx society.
- Pupil voice - pupils' views about the curriculum should be listened to.
- Learning through enquiry - the curriculum should be about answering important, meaningful questions.
- Inclusive - all students should be valued equally.
- Challenging and engaging - pupils should be engaged and motivated.

The Department of Education has also endorsed the Every Child Matters outcomes. i.e every child should:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing



School aims:

- L To inspire students with a Love of Learning
- E To encourage everyone to Enjoy his/her time at school
- A To Achieve the best possible results for each student in external examinations
- R To recognise and develop the contribution of each person and encourage an ethos of mutual Respect
- N To Nurture and develop the talents of each person as fully as possible

It is clear that a learning and teaching policy is relevant to each of these aims.

We also need to consider the future needs of our students so that we are providing them with the skills, experiences and qualifications that will help them to be successful in their adult lives.

**Wider context**

The 2020 Vision Report on Teaching and Learning in 2020 emphasises the importance of personalising learning so that every child is ‘able to progress, achieve and participate’. It is an important document in identifying the skills which young people need and some of the strategies schools can use.

The UK is moving towards a greater emphasis on vocational education and work-related learning. Exam courses are changing and require a different style of teaching to prepare students for different methods of assessment. Other developments include the greater focus on functional skills and the move towards increased opportunities for independent learning and creativity. The curriculum is moving away from the subject content of the National Curriculum of the 1980s and 1990s and towards a recognition that it is learning how to learn that matters and the development of emotional intelligence. This is the rationale behind Personal Learning and Thinking Skills (PLTS).

Changes in technology require changes to teaching and learning methodology.

In order to be able to prepare young people for a rapidly changing world, people working in school also need to continue their learning.

**We want our learners to become:**

- Independent, resourceful, lifelong learners who can cooperate, take risks and be enterprising, confident learners who enjoy learning
- Curious and questioning
- Aware and appreciative of the benefits of social diversity
- Considerate, active and responsible members of society.

**What is Learning?**

“Learning is an ongoing process that enables us to increase our knowledge and understanding of ourselves and the world we live in and to develop new transferable skills. The most effective learning takes place when there is a significant element of fun, challenge, progression, investigation, independence and collaboration within the process. Implicit to the learning process is the premise that we can all develop improved personal, learning and thinking skills and problem-solving capabilities.”



The curriculum should provide equal opportunities to learn subject specific knowledge, develop personal, learning and thinking skills that coherently link learning across each subject and develop greater understanding of the demands and skills needed in life and work.

### **Personal Learning and Thinking skills (PLTS):**

Independent Enquirers  
Creative thinkers  
Reflective learners  
Team Workers  
Self- managers  
Effective participators

### **Other related policies**

Learning environment  
Classroom management guidelines  
Schemes of work  
IOM DEC 'Essentials For Learning' Policy  
School SSRE Document

Assessment  
Examinations  
Homework  
Rewards and sanctions  
PLTS Framework (QCA)

### **Who are the learners and teachers?**

Learning is something that occurs throughout life. It follows that people in school can learn during all the activities that take place in and through the school. Learners include all staff as well as students. Whilst the teaching profession is specifically trained to know how best to teach, other staff, parents and students can also be used to promote the learning of others.

### **When can learning and teaching happen?**

Students learn in a variety of ways, in and out of lessons:

- From their teachers, both explicitly and implicitly
- From each other – peer interaction
- From tutorials and assemblies
- From events such as visits, field trips, cross-curricular activities and enrichment week.
- Through taking charge of their own learning
- From adult role models
- At home

### **What makes for good learning?**

#### **Learning occurs when:**

- People are motivated, interested and feel they are making progress
- They feel safe and valued within the school community
- They persevere
- They enjoy what they are doing
- They have a positive attitude to learning and take responsibility for their own learning
- They are aware of the high expectations of them and share these expectations
- They understand how their learning relates to the real world and to prior learning
- They understand the big picture so learning is in a context
- There is high challenge and low stress

#### **Learners should:**



- Take responsibility for their learning
- Engage in the challenge of learning - participate
- Attend their lessons on time
- Be willing to take risks and learn from mistakes - persevere
- Be properly equipped
- Share their learning and work with others
- Seek and act upon advice when needed
- Promote the learning of others
- Seek to extend the breadth and depth of their learning
- Make connections between their learning experiences
- Take pride in their work

## What makes for good teaching?

**Good teachers aim to:** meet the individual needs of all students and provide a caring and supportive learning environment.

### Teachers should:

- Inspire and challenge students, building positive relationships with high expectations
- Plan lessons to ensure continuity and progression
- Plan use of resources, including ICT
- Have good knowledge of subject and present it in interesting ways
- Use data to identify and agree targets with students at appropriate levels of challenge
- Share their intentions at the beginning of all lessons (e.g. 'WALT')
- Explain the learning objectives or outcomes (e.g. 'WILF')
- Summarise the lesson at the end
- Use a variety of teaching methods to further learning and maintain pace
- Enable all learners to contribute and succeed through differentiation of approach, resources and outcome
- Review learning in order to link, consolidate and plan strategies for improvement
- Provide advice about what to do next to improve
- Provide regular opportunities for learners to give feedback about their learning experiences
- Use homework to further learning and promote independent learning
- Encourage students to think about how they have learned, the skills they have developed and how learning relates to the wider world.

### Responsibilities:

All members of the school community share responsibility for promoting a caring and supportive learning environment – see separate policy.

Parents can support their child's learning by working in partnership with the school and providing a suitable place for homework. See separate guidelines to help parents (Appendix B).

Tutors should use data to review progress of their tutees and to set targets for improvement.

Heads of subject should ensure there are strategies for ensuring progression and continuity between key stages.

Heads of key stage and Heads of subject should ensure continuity and progression in PLTS across subjects through the key stages.



## **Assessment for learning see Assessment Policy for details**

Students need to know where they are in their learning, where they need to go and how best to get there. The strategies used enable students to progress so that they achieve their best in summative assessments.

**Assessment of learning** Summative assessment such as external examinations and end of key stage levels provides a measure of the student's performance at a particular point. This can be used to measure progress or as a qualification for the future.

## **How does the school ensure high standards of learning and teaching are maintained?**

- Learning and Teaching is monitored as part of the process of completing the school's SSRE document (see separate policy). The School Improvement Partner (SIP) validates the school's findings as part of this process.
- This monitoring can include:
  - Lesson observations/ lesson 'dipping'
  - Work scrutiny
  - Pupil voice/ surveys
  - Staff voice/ surveys
  - Parent voice/ surveys
  - Analysis of tracking data/ exam results to assess pupil attainment/ pupil achievement
  - Staff appraisal
  - Pupil interviews
- The school participates in the IOM DEC/ Education Development Trust 'School Partnership Programme'. Research into aspects of Learning and Teaching can form part of this work (e.g. level of challenge and quality of feedback in June 2017).
- Staff are constantly encouraged to develop their strategies for successful and effective Learning and Teaching experiences in the classroom. The school's CPD programme for 2017/ 2018 is based around researching and trialling new ideas for Learning and Teaching. Staff will initially work in cross-curricular research groups and findings will be shared with all colleagues during the summer term of 2018. This research will form the basis of a review of this policy in June 2018.



## Appendix A Glossary – shared language

- WALT – What are learning to...
- WILF – What I’m looking for...
- WAGOLL – What a good one looks like
- DIRT - Directed Improvement Reflection Time
- WWW – What went well
- EBI – Even better if....
- STAR – Stop Think Act Review
- MAP – Mood Action Participation
- CLES – Challenge Learning Effort Strategies
- RING – Relevant Interesting Naughty Giggle
- RRR&R – Registration Retention Recall & Review
- CEE - Refers to brain functions – ‘Contain/ Entertain/ Explain’
- Thunks - a simple-looking question about everyday things that stops you in your tracks and helps you start to look at the world in a whole new light
- Growth Mindset – one which ‘thrives on challenge and sees failure not as evidence of unintelligence but as a springboard for growth and for stretching our existing abilities’
- PLTS – Personal Learning and Thinking Skills

## Appendix B Guide for Parents

### Appendix C Outcomes of learning the 6 ‘R’s and PLTS

#### Readiness

- positive self esteem;
- an ability to take responsibility for own actions;
- skilled in managing own emotions and feelings;
- appropriate curriculum skills;
- good concentration and focus.

#### Relationships that are Positive

- an ability to work as a team member;
- an ability to make and sustain friendships;
- understanding and respect for others;
- an acceptance of boundaries;
- empathy and understanding the role of others.

#### Resourcefulness

- a recognition of how to get help;
- the capability to apply reason, (compare/contrast);
- the ability to question;
- the ability to use initiative;
- achieving self-motivation.

#### Resilience

- the ability to solve problems;
- the capacity to persevere;
- an acceptance of constructive criticism;



- adaptability and flexibility.

### **Remembering Skills**

- the ability to recall;
- the confidence in the use of transfer skills and strategies;
- the ability to interpret;
- the ability to learn from experience.

### **Reflectiveness**

- a sense of pride;
- the ability to plan;
- skills in analysis, reasoning, negotiation, mediation and organisation;
- the capability to monitor, revise and adapt;
- an appreciation of own learning processes.

The **PLTS Framework** used at QEII reflects similar competencies/ skills to those described by the 6Rs and it also comprises six groups:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participants



## Appendix D Active and participatory learning classrooms at KS3

**The rationale:** The ‘knowing of knowledge’ is no longer enough to succeed in the complex, fluid and rapidly changing world. For life long learning and potential success it is now widely accepted that young people need to have opportunities to develop personal, learning and thinking skills as part of a well rounded education. Flexibility within the KS3 curriculum in terms of content and time offers teachers the opportunity to develop pupils’ skills alongside knowledge and understanding. It is hoped that this approach will engage students in their learning, making it more relevant and facilitate a move away from isolated and discrete subject knowledge to a more linked and holistic understanding of learning that will be relevant to life and work

The active and participatory classroom is a move towards a learner-centred approach to learning and teaching. There is a shift from product – driven learning to process-driven learning.

From:	To:
Teacher centred classroom	Learner centred classroom
Product centred learning	Process centred learning
Teacher as a ‘transmitter of knowledge’	Teacher as an organiser of knowledge
Teacher as a ‘doer’ for children	Teacher as an enabler – facilitating pupils learning
Subject specific focus	Holistic learning focus

Pupils will move. ..

From:	To:
Being passive recipients of knowledge	Active participatory learners
Focus on answering questions	Asking questions
Being spoon fed	Taking responsibility for their learning – reflective learners
Competing with one another	Collaborating in their learning
Learners of individual subjects	Connecting their learning
Wanting to have their own say	Actively listening to opinions of others