

COGNITA



Huddersfield
Grammar School

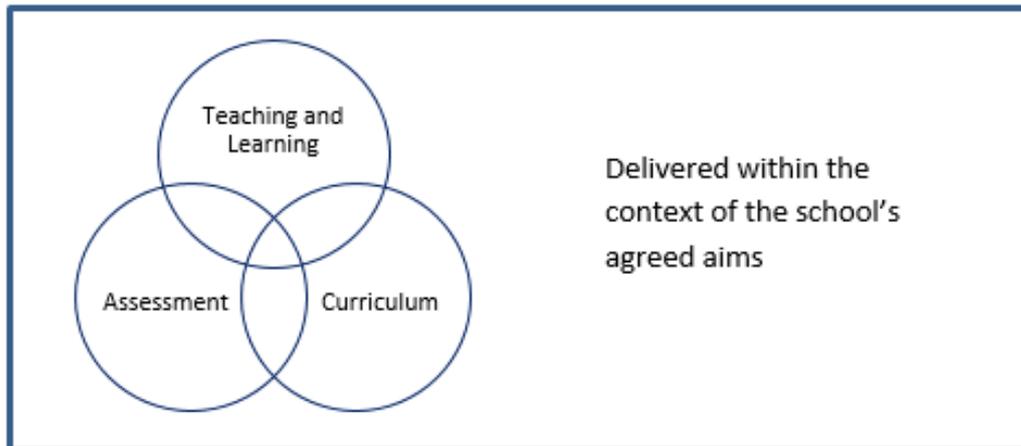
The whole child is the whole point

Teaching and Learning Policy

September 2019

1 Introduction

- 1.1 The purpose of this policy is to support the implementation of high quality teaching and learning at Huddersfield Grammar School. We see teaching and learning as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective teaching and learning is part of a whole school pedagogy informed by the effective implementation of:



2 Effective Teaching and Learning

- 2.1 We are committed to providing a learning environment in which all pupils are challenged through high quality teaching and supported by excellent pastoral care. We believe that a truly excellent school is about more than academic achievement: it is about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence and genuine interests that extend beyond the confines of the classroom.
- 2.2 Effective teaching and learning at Huddersfield Grammar School:
- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
 - fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - involves well planned learned sequences and lessons utilising effective teaching methods, activities and management of time;
 - shows a good understanding of the aptitudes, needs and prior attainment of pupils; ensuring that these are taken into account when planning learning;
 - demonstrates good knowledge and understanding of the subject matter being taught;
 - utilises effective classroom resources of good quality, quantity and range;
 - implements effective assessment strategies to inform teaching and impact on pupil progress;
 - develops meta-cognitive strategies;
 - utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
 - supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; and
 - promotes diversity and equality.

2.3 The impact of quality teaching and learning is ultimately tested through the progress that pupils make and the outcomes they achieve.

2.4 Through an excellent education, Cognita Schools aim to:

Deliver Academic Excellence

Deliver excellent academic outcomes through outstanding teaching

Develop Character

Develop the character traits that enable every pupil to achieve in a range of contexts

Nurture a Global Perspective

Prepare pupils for an ever changing world, with a global mindset and a respect for diversity

3 The Basics of Effective Practice

3.1 The four elements outlined below form the *prerequisite* for effective teaching practice at Huddersfield Grammar School:

Climate and classroom relationships

Planning

Including Learning Sequence and Lesson Structure

Learning at Home

Learning environment and resources

Including other adults

3.2 The developmental rubrics overleaf, for each of the above basic elements of effective practice, aim to 'unpack' what the school looks for in a classroom. Each rubric is divided into two sections:

- Elements of good practice
- Elements of enhanced practice

The elements of good practice are the indicators of what Huddersfield Grammar School expects to see in each classroom. The elements of enhanced practice are included to support developmental conversations for improvement:

The basics: climate and classroom relationships

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> • The classroom climate and relationships are characterised by warm professionalism • Relationships and interaction build and support a growth mindset in pupils, through focus on the process of learning, and show how hard work, good strategies and good use of resources lead to better learning • Relationships support effective teaching and learning because pupils feel able to ask questions and seek clarification • Clear professional boundaries are in place and pupil behaviour evidences this • Behaviour is managed through the rare use of reminder • Teachers can have fun and make learning exciting without pupils misinterpreting this and losing sight of boundaries • Relationships with pupils are rooted in mutual respect and uphold British Values 	<ul style="list-style-type: none"> • The classroom appears 'self managing', i.e. no obvious teacher effort is observed in managing relationships, i.e. expectation manages the pupils • All relationships are equally respectful (adult: pupil and pupil: pupil)

The basics: planning

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> • Planning includes suitable subject or area of learning content and instructional strategies are suitable to context • Planning demonstrates knowledge of pupil ability and background • Planning projects high expectations and rigour in outcomes • Planning includes texts, digital and online resources, visits and visitors, and enrichment experiences to stimulate and reinforce learning • Planning shows well-structured and timed activities matched to outcomes that promote higher level thinking • Planning shows effective integration of assessments suitable to learning expectations: formative and summative assessment information to plan for next steps and inform teaching content 	<ul style="list-style-type: none"> • Planning shows intra- and interdisciplinary content relationships, awareness of possible pupil misconceptions and how they can be addressed and reflect recent developments in subject and related pedagogy • Planning includes assessment to inform next steps, individual differentiation allowing pupil choice of challenge level and specific student information • Planning ensures accurate sequencing and progression, connects outcomes to previous and future learning, encourages individual pupils to take educational risks, enables pupils to use success criteria to self and peer assess routinely and embeds mastery approach to learning • Planning maximises use of resources inside and outside the classroom to provide broadest learning opportunities for pupils • Planning allows pupil choice through assessments and active pupil involvement in collecting and learning from their own assessments

The basics: learning at home

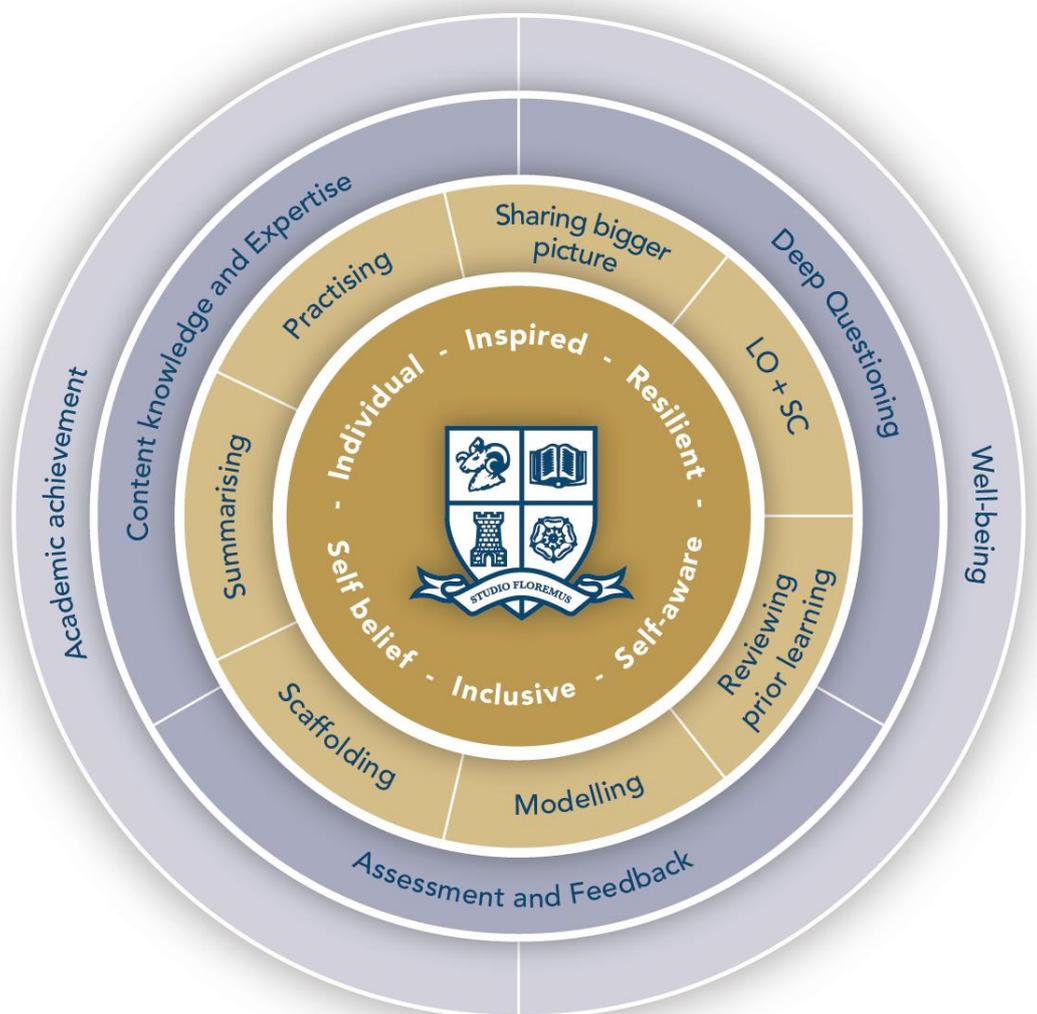
Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> • Learning at home is reflective of school policy, values and vision • Learning at home is engaging and motivating in content 	<ul style="list-style-type: none"> • Learning at home is used in a consistent way across all areas of the curriculum to enhance a pupil's learning opportunities outside the classroom • Learning at home is engaging, motivating and creative in content
<ul style="list-style-type: none"> • Tasks set are differentiated and suitably challenging • Pupils are able to select a homework task that is suitable for their necessary level of challenge 	<ul style="list-style-type: none"> • Pupils have the opportunity to choose their own line of enquiry for home learning activities • Learning at home, where appropriate, makes links across the curriculum
<ul style="list-style-type: none"> • Learning at home compliments learning objectives that have taken place in the classroom • Learning at home is clear and well planned, with outcomes that provide next steps in a pupil's learning 	<ul style="list-style-type: none"> • Learning at home deepens understanding of learning objectives • Tasks allow for application of learning objectives in other curriculum areas • Learning at home is flipped and used to develop prior learning before a new objective that will be learned in school
<ul style="list-style-type: none"> • Clear timelines are set for home learning tasks and projects 	<ul style="list-style-type: none"> • Pupils are provided with a range of tasks that vary in time allocated to them, some being open-ended • Home learning is delivered via Firefly to enable digital access and overview

The basics: learning environment and resources

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> • The classroom environment is safe, tidy, well organised and resources are accessible • Displays of pupil work show the worth and value of achievement 	<ul style="list-style-type: none"> • The classroom environment successfully encourages and develops pupils' independent learning skills • Aids to learning are an integral part of the classroom environment and provide prompts and guides for pupils
<ul style="list-style-type: none"> • An environment of respect and rapport is created • Teachers convey an expectation of the highest levels of pupils' effort 	<ul style="list-style-type: none"> • Pupils show high levels of respect, tolerance and understanding of others' effort and views
<ul style="list-style-type: none"> • Classroom routines function smoothly 	<ul style="list-style-type: none"> • Pupils frequently take the initiative in improving the quality of their work • With minimal prompting by the teacher, pupils ensure that their time is used productively
<ul style="list-style-type: none"> • Standards of conduct have been established and implemented successfully 	<ul style="list-style-type: none"> • Pupils' behaviour and conduct are excellent; any misbehaviour is very minor and swiftly handled by staff
<ul style="list-style-type: none"> • Adults are deployed in line with learning outcomes to impact on pupil progress 	<ul style="list-style-type: none"> • All adults are confident in their teaching role and provide excellent role models for their pupils; their teaching is clear and precise

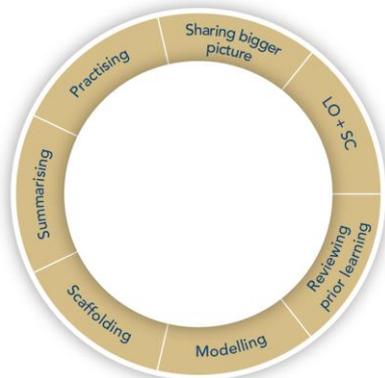
4 The HGS Pedagogy Model

- 4.1 Huddersfield Grammar School has a model of teaching and personalised learning (below). This is a simple way of articulating what works based on a broad base of research and evidence. The model is a construct rather than a prescription of how to teach.
- 4.2 We define 'HGS pedagogy' as: high quality teaching approaches, underpinned by the use of assessment and other evidence, to inform individualised intervention, develop each pupil characteristics within The HGS Identity and maximise the progress of every child.
- 4.3 The HGS Pedagogy Model is summarised in the diagrams below and overleaf:

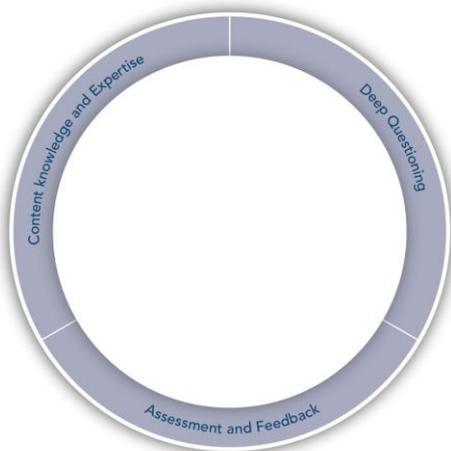




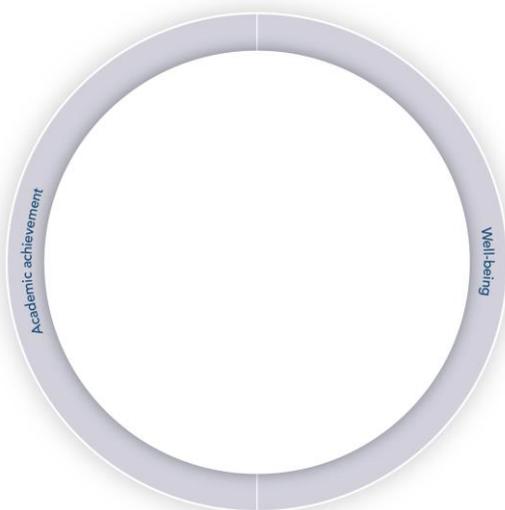
At the core of the model are six characteristics that form **The HGS Identity** – the ‘golden thread’ which binds together all pupils who walk through our gates.



The **key elements of classroom instruction** are based on research and evidence about which strategies make the biggest difference in the classroom; they combine commonly cited aspects of effective practice and draw on work from Professor John Hattie, University of Melbourne.



The **core of teaching** strand draws upon research from The Education Endowment Foundation into the characteristics of strong teachers. The three elements combine to foster academic stretch and personalised learning, underpinned by the teacher’s secure subject knowledge.



The **outcomes** result from the cumulative impact of all that goes into the teaching and learning process. The school measures its impact upon both academic achievement and pupil well-being through its ongoing self-evaluation schedule, which includes regular learning walks, half-termly data analysis and annual pupil well-being and learner surveys.

- 4.4 The six characteristics that form **The HGS Identity** not only underpin our school aims and ethos, but also provide a clear insight into effective learner behaviours in our classroom, and thus a call to action for our teachers.

At Huddersfield Grammar School, we want each pupil to:

- be **inspired** by everything they do at school, both within and beyond the classroom, so they leave school as interested and interesting people;
- be valued and developed as an **individual**, with all children encouraged daily to be a first-rate version of themselves, not a second-rate version of someone else;
- adopt a **resilient** approach to their academic work and their extra-curricular pursuits, forming the inner steel that will serve them well on the exciting and life-long journey of learning that lies ahead;
- be **inclusive**, combining daily acts of kindness with the firm belief that – whatever our age – we can make a difference, locally and globally, right now;
- be **self-aware**, through learning to recognise their strengths and adapt to their weaknesses

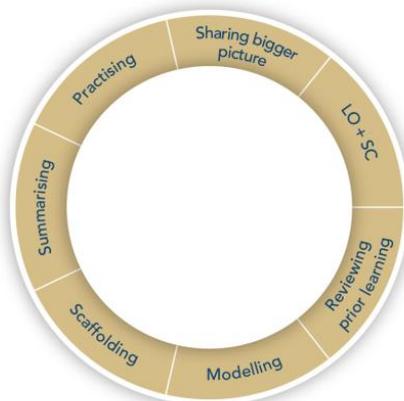


- 4.5 The developmental rubrics overleaf concern the following outer strands of the school's HGS Pedagogy Model:

- The key elements of classroom instruction
- The core of teaching

As with the school's 'basics for effective practice' (see Pages 3-6), they are again designed to 'unpack' what the school looks for in a classroom. The elements of good practice are the indicators of what Huddersfield Grammar School expects to see in each classroom. The elements of enhanced practice are again included to support developmental conversations for improvement.

4.5.1 Key elements of classroom instruction



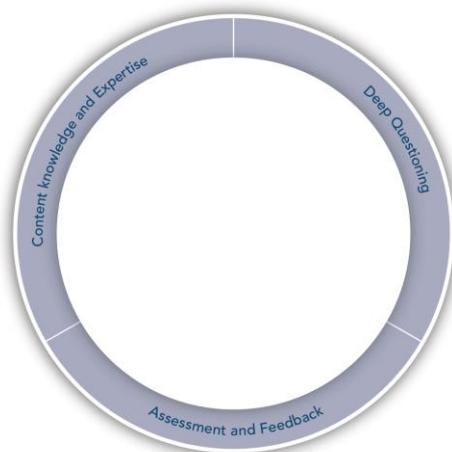
Key elements of classroom instruction: modelling and scaffolding

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> Summative assessment information is used formatively to plan for next steps and inform learning objectives, success criteria and teaching content 	<ul style="list-style-type: none"> Summative assessment is used in a precise way to target individual needs and close gaps in learning
<ul style="list-style-type: none"> Pupils' prior knowledge is clearly identified from the start 	<ul style="list-style-type: none"> Pupils share their prior understanding of topics and are encouraged to predict, hypothesise and suggest ideas
<ul style="list-style-type: none"> The teacher uses modelling to demonstrate and explain new knowledge and/or skills clearly Modelling demonstrates the steps to be taken in a process Modelling works through small steps (e.g. model – use – practice) 	<ul style="list-style-type: none"> Modelling shows best practice at all times and high expectations for all groups of pupils Modelling includes a link to developing success criteria Modelling makes highly effective use of worked examples (focusing on the learning steps rather than the end product)
<ul style="list-style-type: none"> Scaffolding (a temporary 'bridge') is used to bridge the gap between existing knowledge, skills and understanding, and those which require teacher support 	<ul style="list-style-type: none"> Scaffolding is skilfully used to add additional challenge (building on the zone of proximal development)
<ul style="list-style-type: none"> Opportunities are provided for pupils to discuss new information and ideas 	<ul style="list-style-type: none"> Pupils' ideas and suggestions are carefully recorded and act as a future aide memoire to aid learning
<ul style="list-style-type: none"> New vocabulary is introduced early and correctly 	<ul style="list-style-type: none"> Effective opportunities are regularly provided for pupils to demonstrate secure and accurate use of new vocabulary
<ul style="list-style-type: none"> Good quality visual aids enhance learning for pupils 	<ul style="list-style-type: none"> Teaching techniques are highly successful in enabling pupils to memorise new facts
<ul style="list-style-type: none"> A step-by-step approach is taken, ensuring ongoing review/assessment mini-plenaries. Clarification and re-modelling when necessary 	<ul style="list-style-type: none"> Pupils develop high level skills for learning new material and are inspired to learn more

Key elements of classroom instruction: summarising and practising

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> Teachers check understanding through effective use of questions Teachers summarise key learning points Teachers check understanding to shape next steps 	<ul style="list-style-type: none"> Teachers use pupils to summarise key learning and, in turn, shape next steps Summarising is used skilfully through dialogue (as opposed to 'are there any questions?') In summarising, teachers refer to examples of pupil work (e.g. displayed using tablet) to exemplify why it models excellence
<ul style="list-style-type: none"> Opportunities for practice are built into the lesson Opportunities for practice are built into learning at home Tasks are well structured to provide developmentally challenging practice 	<ul style="list-style-type: none"> Practice provides opportunity for depth and mastery before acceleration Pupils devise own questions for practice, e.g. challenging peers

4.5.1 The core of teaching



The core of teaching: deep questioning

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> Teacher uses a range of questions, inviting pupils to think and/or offer multiple possible answers Questions asked by teachers are <i>planned</i> to 'go deeper', requiring more thinking, reasoning and articulation Teacher makes effective use of talk/learning partners Teacher makes effective use of 'thinking time' 	<ul style="list-style-type: none"> Pupils' initiate higher-order questions Teacher routinely probes to establish questioning Teacher builds on and uses pupil responses to questions, in order to deepen understanding Pupils extend the discussion, enriching it Pupils invite comments from their peers during a discussion and challenge each other's thinking

<ul style="list-style-type: none"> • Discussions enable pupils to talk to one another without ongoing interruption by the teacher • Teacher uses strategies to involve all pupils, even those who don't initially volunteer • Many pupils engage in discussion • Teacher asks pupils to justify their reasoning and most attempt to do so 	
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The core of teaching: assessment and feedback

Formative use of summative assessment

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> • Analysis of summative assessment involves teachers and middle/senior leaders • Summative assessments are used to provide the next step in a pupil's learning (i.e. formative/diagnostic use of summative assessment) • Consistent administration of summative assessments provides accurate diagnostic information of pupil attainment • Summative assessment schedule is clear and serves a specific purpose associated with pupils' learning • Cohort assessment data is used to inform school improvement objectives 	<ul style="list-style-type: none"> • Bespoke intervention strategies for pupils are jointly written between the necessary school staff • Next steps from pupil summative assessment are shared with parents (precise explanation given to parents prior to this taking place) • Pupil assessment data is analysed alongside historic data to identify recurring patterns and trends • Assessment data is used to develop teaching practice

Peer and self assessment

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none"> • Opportunities are given by the teacher for pupils to self-assess or peer assess their work and make improvements; most of them do so • Self and peer assessment feedback includes specific guidance but is expressed superficially and may not be challenging or show enough understanding of what high quality work looks like • Pupils respond to peer assessment feedback but responses to peer assessment remain superficial and/or perfunctory and do not lead to deep improvement 	<ul style="list-style-type: none"> • Self and peer assessment is structured into the lesson planning • Pupils are clear about the criteria against which to self or peer assess and provide feedback that is relevant and beneficial to improvement • Self and peer assessment shows deep understanding of what high quality work looks like • Self reflection or peer assessment is challenging • There is clear evidence of improvement following the self and peer assessment

Written feedback and response

Elements of good practice	Elements of enhanced practice
<ul style="list-style-type: none">• Feedback on pupil learning is provided in line with school policy• Feedback is varied and suitable to the work that pupils have completed (e.g. written; verbal; group)• Pupils are provided with timely feedback that enables them to move their learning forward at the soonest opportunity• In order to move a pupil's learning forward, feedback (either written or verbal) should provide a question, an action or a challenge• Pupils are given time to respond to feedback• Feedback is given in line with the learning objective and success criteria	<ul style="list-style-type: none">• Feedback is provided in a range of forms that enable a pupil to challenge and deepen their own understanding• Pupils respond to feedback at the soonest opportunity and are able to demonstrate how they have challenged themselves and used the feedback provided• Feedback promotes cross-curricular application of learning and is used to model mastery and deeper learning

5 Responsibility

- 5.1 All staff are responsible for ensuring this policy is implemented and acted on. When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of:
- the impact of teaching on academic attainment and progress; and
 - the impact of teaching on pupil engagement and passion for learning, capacity for independent and critical thinking, self-awareness and resilience and self-confidence.

6 Evaluating the Quality of Teaching

- 6.1 Every teacher is expected to evaluate the impact of their teaching in order to continue improving as a reflective professional. We support the view that the very best teachers constantly seek improvement and want to continually develop their skill as expert teachers.
- 6.2 Knowing about the whole school quality and effectiveness of teaching is a core responsibility of school leaders. Ultimately, this responsibility rests with the Head. The evaluation of teaching is undertaken through the involvement of a range of leaders and teachers. In evaluating, the following questions are asked:
- How effective is teaching? How do we know?
 - What impact is teaching having on learning and progress? What is our evidence?
 - What do we need to do next to improve further?
- 6.3 Any evaluation of teaching takes account of the impact of 'teaching over time', utilising a best fit approach which draws on a range of evidence, e.g. work scrutiny, lesson observation, analysis of data, feedback from pupils, etc.

Teaching and Learning Policy

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document authors (names)	Simon Camby and Mike Seaton
Consultation – May 2018	Consultation with the following schools: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School, El Limonar Villamartin. Education Team representative: John Coleman, ADE.
Updated – May 2019	James Carroll, DE

Audience	
Audience	All school staff

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Spain	Yes

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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Behaviour Policy More Able and Talented Policy SEND Policy Prevent Duty Early Years Policy, where relevant Independent School Standards/BSO Standards (as applicable)