



Range High School

Teaching and Learning Policy

Person responsible for Policy: Deputy Headteacher (Teaching and Learning)

Date of next review: May 2027 – any major changes will be brought to the trustee's attention as, and when they occur

RESPONSIBILITY FOR THIS POLICY HAS BEEN DELEGATED TO THE HEADTEACHER

3-YEARLY REVIEW

Introduction

This policy represents our formal response to the statutory requirement for the school to have a Teaching and Learning policy.

Range High School is a learning community committed to improving learning opportunities for all its adult workers as well as its students. However this policy relates specifically to teaching and learning as it directly affects and determines students' progress and their experiences as learners.

Aims

Our curriculum, teaching and organisation of learning should enable our students to flourish when provided with the appropriate levels of challenge and support and in the process:

- become successful learners who enjoy learning, challenge themselves, work collaboratively, make progress and achieve
- develop effective learning behaviours, including resilience and independence
- take responsibility for their own learning
- become confident individuals who are able to live safe, healthy and fulfilling lives and are empowered to make informed choices
- become responsible citizens who make a contribution to society.

This policy is divided into the following sections and contains the following documents as appendices:

- A. Principles of effective learning
- B. Creating a climate for effective learning
- C. Supporting effective learning
- D. Accountability
- E. Monitoring and evaluating the policy
- F. Research and development

Appendix A: Outstanding Classrooms Vision Document and Checklist

Appendix B: Lesson Planning Template and Exemplification

Appendix C: High impact research based pedagogies and CPD summaries

Appendix D: How we are closing the gap for disadvantaged students (Infographic)

This policy should be read in conjunction with our curriculum intent, other curriculum and pupil development policies, but in particular with the behaviour and assessment policies.

SECTION A: Principles of effective learning

We believe that effective learning takes place when:

- pupils have equal access to a curriculum which is challenging, creative, broad, flexible and personalized. Please refer to our school curriculum intent and individual faculty and subject intent documents.
- there is a positive climate for learning where relationships are built on mutual respect and learning takes place in an ordered, safe and stimulating environment
- learning is supported by well-planned, challenging lessons which actively engage all learners and develop independence

SECTION B: Creating a climate for effective learning

Our vision for effective teaching and learning is based on the 'Great Teaching Framework' which can be accessed [here](#) in the Staff CPD Hub (Google Classroom).

We believe effective learning takes place when:

- pupils feel valued as individuals and are actively involved in the learning process
- classroom relationships are built on mutual understanding and respect
- teachers promote a "can do" attitude, and have high expectations
- students are given opportunities to experience a genuine sense of achievement there are high standards of self-discipline and order, supported by effective, consistent and fair classroom routines and behaviour management
- the working environment is stimulating, comfortable and safe with classroom displays (from pupils of all abilities) and layout enhancing the learning experience
- there is a strong partnership with parents
- there is close liaison between all staff (teachers/TAs/Support Staff) and a common sense of purpose

SECTION C: Supporting effective learning

When planning lessons and other learning experiences for our pupils we will:

- have a long term plan for each year group outlining the sequence of units of work and assessments.
- have a medium term plan for each unit outlining teaching and learning objectives and outcomes, links to exam board specifications, KS3 frameworks or national frameworks, possible resources, teaching activities and opportunities for differentiation
- have short term (lesson) plans
- create and enforce seating plans which take account of pupil ability and behaviour in order to facilitate successful learning
- share plans with TAs and seek their advice on the provision for SEN pupils
- plan to challenge all pupils
- plan to develop our pupils as independent learners
- acknowledge that some of our pupils have particular special needs

When delivering lessons and other learning experiences for our pupils we will:

- actively develop in our pupils an understanding of how they learn
- develop our pupils as independent learners
- provide opportunities for students to reflect on their own learning and how it can be improved
- embrace the principles of assessment for learning
- deploy resources effectively
- challenge all our pupils to perform at their target level or beyond

SECTION D : Accountability

The Head Teacher and SLT are expected to:

- exemplify the policy in their own teaching
- ensure a challenging and stimulating curriculum with reference to the school, curriculum intent document.
- provide prior attainment data and set targets for school, departments and pupils
- monitor and review school progress against these targets provide guidance on relevant educational developments
- lead process for developing and monitoring teaching and learning
- ensure access to CPD opportunities on improving teaching and learning plan, monitor and evaluate INSET on teaching and learning

Heads of Faculty and Curriculum Area Leaders are expected to:

- exemplify the policy in their own teaching
- ensure appropriate medium and long-term plans are in place for all teaching groups in line with whole school and subject curriculum intent statements and schemes of work, incorporating homework, assessment procedures and guidance on teaching strategies
- ensure that the most appropriate examination syllabuses are used and review these regularly with staff
- lead monitoring of teaching and learning with link senior leaders
- lead department development and application of improvement strategies for teaching and learning using subject specific guidance and other pedagogical models and research
- ensure staff have access to appropriate CPD opportunities
- monitor and review department attainment through exam reviews and department SEFs

All Teachers are expected to:

- Actively reflect on and seek to improve their own pedagogy and share practice with other colleagues in calendared meetings.
- exemplify the policy in their own teaching
- implement subject curriculum intent statements through the delivery of agreed curriculum plans, schemes of work.
- plan for each lesson (short-term plans)
- liaise with TAs on the work the teacher would expect them to do to support pupils

All Teaching Assistants are expected to:

- exemplify the policy in supporting individual pupil needs
- liaise with and advise teachers on strategies to support the learning of pupils with SEN

All Pupils are expected to:

- treat each other and their teachers with courtesy and consideration
- take responsibility for their learning
- come to lessons on time, well equipped and ready to learn
- do their best to remain on task in lessons and to allow the learning of others do their homework punctually and to the best of their ability

SECTION E: Monitoring and evaluating the policy

The success of the policy will be monitored and evaluated by:

- Performance against a rigorous target setting process
- Regular progress reviews with HOFs/CALs and link SLT members

- Lesson observation (See Appraisal and Deep Dives)
- Work Moderation
- Pupil interviews
- Thematic reviews
- The Appraisal process
- Staff evaluation of the impact of CPD provision
- Deep Dive Methodology
- We will use the results of this process to inform school planning processes, in particular the SIP and CPD plan.

SECTION F: Research and Development

We will undertake to:

- Meet the CPD needs of staff in order to update skills and knowledge
- Trial and experiment, encouraging the development of teachers as researchers
- Exploit in-house and external training opportunities
- Use technology widely

Appendices

Appendix A: Great Teaching Framework

Appendix B: Lesson Planning Template and Exemplification

Appendix C: High impact research based pedagogies and CPD summaries

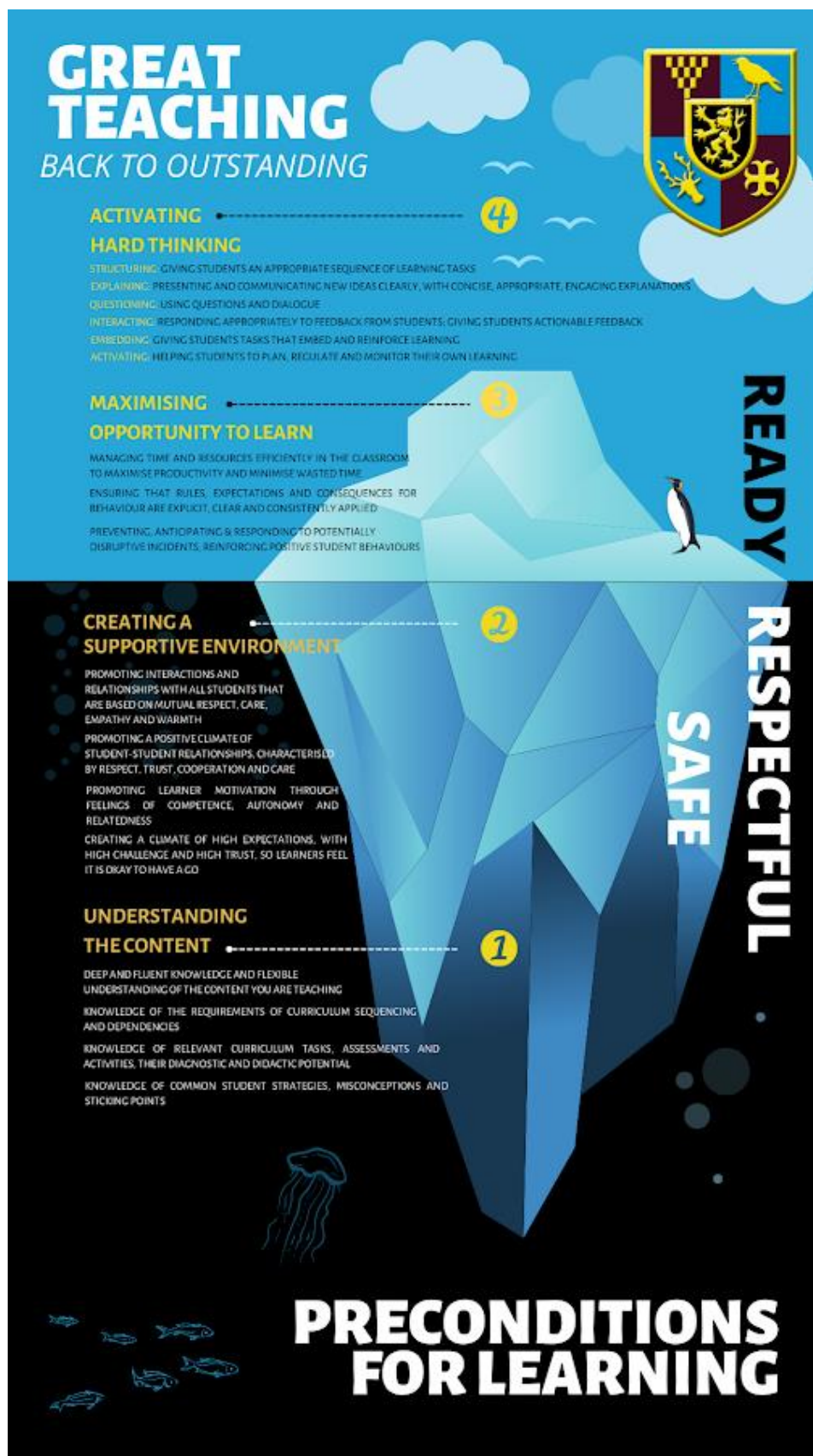
Appendix D: How we are closing the gap for disadvantaged students (Infographic)

Appendix E: Responsive Teaching

Guidance

- *The following appendices are designed to serve as an aide memoire to the CPD on T&L we have completed over recent years, they are a response to whole school priorities identified to the School Development Plan.*
- *They are based on proven, research based methodologies that have the greatest impact based on research by the Education Endowment Foundation (EEF).*
- *They are effective pedagogies for all our students, but particular for those groups who have identified gaps that we are working to narrow, including: Disadvantaged students, underachieving boys and SEND students.*
- *All professional development materials are available electronically via the Staff CPD Hub on Google Classrooms (joining code: **t4zta3a**)*

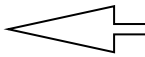
The Great Teaching Framework



Appendix B

Lesson Planning Template and Exemplification

Range High School Lesson Plan		Date:	Period:
<i>Please ensure that your CC Seating Plan is up-to-date and available during any observed lessons.</i>			
Class:		Ability Level: Set ___ of ___ / mixed ability	
This lesson is number		In a sequence of	
Previous related learning:			
Learning objectives (students will know / understand / be able to do the following): WHAT? All: Most: Some:			
Most Able working at level:		Reading Age highest	
Average ability working at level:		Reading Age lowest	
Least able working at level			
Targeted Students			
SEN:		Underachieving Boys:	
EAL:		Disadvantaged:	
LAC:		BME:	
Strategies for Challenge and Inclusion (Use of TAs, Differentiation)			
Lesson Structure		Assessment for Learning / checking progress:	
Connect (<i>Engage student's interest and connect with prior learning</i>):			
Activate (<i>New material is presented – make it active</i>):			
Demonstrate (<i>Students apply knowledge / theories / skills</i>):			
Consolidate (<i>Review and final progress check</i>):			
Homework:			
Links to Literacy / Numeracy			

Range High School Lesson Plan		Date:	Period:
Please ensure that your CC Seating Plan is up-to-date and available during any observed lessons.			
Class:	Ability Level: Set ___ of ___ / mixed ability fill in / delete as appropriate		
This lesson is number		In a sequence of	
Previous related learning: What previous work are they building on?			
Learning objectives (students will know / understand / be able to do the following):			
WHAT? All:	 All / most / some = differentiated learning objects		
Most:			
Some:			
Most Able working at level:	Level currently Working at...	Reading Age highest	This is not currently
Average ability working at level:		Reading Age lowest	available for <i>all</i> students
Least able working at level:			
Targeted Students			
SEN: Fill in numbers and student initials		G&T: Any student you deem to be high ability / have a high target grade within the class.	
EAL: English as an additional language		Disadvantaged: Free School Meals	
LAC: Looked After Children		BME: Black Minority Ethnic	
Strategies for Challenge and Inclusion (Use of TAs, Differentiation, G&T etc)			
This may include grouping strategies, stretch / extension tasks, differentiation by input / speed / task / vocabulary / outcome etc			
Lesson Structure		Assessment for Learning / checking progress:	
Connect (<i>Engage student's interest and connect with prior learning</i>): Have you considered a task to do as a settler as they arrive? This could become the starter. Are there opportunities to build on prior learning – to connect with what they already know / previous lessons?		Explain how you will know how well the students are doing. How will they know? Outline any plenaries / questioning tactics / self and peer assessment / formative or summative assessment opportunities	
Activate (<i>New material is presented – make it active</i>): Try to minimise too much teacher talk and make the acquisition of new knowledge as active as possible. Remember minimum 70% them and maximum 30% you as a rule of thumb		As above Have you identified any groups / individuals you plan to intervene with?	
Demonstrate (<i>Students apply knowledge / theories / skills</i>): This should be where the bulk of the time in the lesson is spent.		As above	
Consolidate (<i>Review and final progress check</i>): Finish with a review of the learning that has taken place. Check the progress they have made.		As above	
Homework:			
Set as appropriate and recorded on Class Charts.			
Links to Literacy / Numeracy			
What opportunities are there to develop reading, writing, communication and maths in this lesson?			

Appendix C

High Impact Research Based Pedagogies



These are the pedagogies we expect staff to understand and routinely use that research shows will have the greatest impact on Range Learners, narrowing gaps for disadvantaged students and boys.

High quality feedback including D.I.R.T

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Metacognition

Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.


Reading comprehension strategies

Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves (see also Metacognition).


Closing the Revision Gap

1. We need to teach revision techniques in a subject specific context. Is this part of your planning and schemes of work.
2. Skills need to be modelled and scaffolded.
3. Students need help with what and when to revise.
 - Revision should be spaced.
 - Little and often is good.
 - In lesson and as homework.
4. Tasks and content should be differentiated.
5. Tests and past paper questions should be a regular feature.
6. We need to start in Year 7.


Appendix D: How we are closing the gap for disadvantaged students



Closing the Gaps Disadvantaged & Boys




Know Your Students



- PRIORITY SEATS**
- Class Charts - annotated seated plans
- Log behaviours and track - engagement (cc) / out of lesson time
- Year 11 Tracker

P.R.I.M.E. -

QFTeaching



- 'Great Teaching' Framework
- RESPONSIVE TEACHING**
- Differentiation**
- Teach metacognition** - revision skills, model processes, scaffold
- Priority feedback** - adapt teaching
- Reading** comprehension, literacy strategies

- PRIORITY ATTENTION, RESPONSIVE TEACHING, INCLUSIVE CLASSROOMS,

Better behaviour by building relationships

INCLUSIVE CLASSROOMS

THE FIVE PILLARS OF RANGE PRACTICE:


1. CONSISTENT CALM BEHAVIOUR
2. CLEAR EXPECTATIONS FOR POSITIVE BEHAVIOUR
3. RELEVANT POSITIVE INTERVENTIONS
4. PROGRESSIVE FOLLOW-UP
5. REFLECTIVE FOLLOW-UP

READY, RESPECTFUL, SAFE

1. ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES
2. COMMUNICATE KINDNESS
3. LEARN NAMES AND USE THEM
4. COMBINE ASSERTIVENESS WITH WARMTH
5. ALWAYS BE THE ADULT

MENTORING TO SUPPORT, EXPECTATIONS OF SUCCESS

Intervention



- MENTORING TO SUPPORT**
- AHoY - PP Champions
- FTs - check CC, be proactive
- Work with home
- Remove RANGE READY barriers - organisation, equipment, ICT
- Academic mentoring
- Targeted School-led and National Tutoring
- Inclusion - teams, clubs, extra-curricular, trips

- EXPECTATION OF SUCCESS

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Appendix E: Responsive Teaching

What is Responsive Teaching?

Cognitive Science + Formative Assessment + Adapting Teaching

1. Setting clear goals and planning learning carefully
2. Identifying what students have understood and where they are struggling
3. Responding, adapting our teaching to support students to do better.

Formative Assessment Strategies

William & Leahy's 5

	Where the learner is going	Where the learner is now	How to get there
Teacher	1 Clarifying, sharing and understanding learning intentions	2 Eliciting evidence of learning	3 Feedback that moves learning forward
Peer		4 Activating students as learning resources for one another	
Learner		5 Activating students as owners of their own learning	

Clarifying, sharing and understanding learning intentions

1	<p>Focus on learning (not just a lesson)</p>	<p>Focus on content, skills & concepts</p>	<p>Challenge & Difficulties are desirable</p>	<p>CLEAR</p> <p>SPECIFIC</p> <p>DESIRABLY DIFFICULT</p>	<p>In terms of content and language, learning intentions must be crystal clear for every member of the class</p> <p>The teacher and students know exactly what needs to be learned and how</p> <p>The level of challenge provided by the learning intention should be desirable for all learners</p>
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Cold Calling (also Think-Pair-Share / Pose-Pause-Bounce)

2	<p>Ask the class a question</p>	<p>Give thinking time</p>	<p>Select someone to respond</p>	<p>Respond to the answers</p>	<p>Select another student and respond again</p>
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also...

 Retrieval Practice
 MCQs
 Hinge Q's
 Tickets

Mark in detail 25% of what students do

Self-assess about 25% (Monitoring the quality)

William's Four Quarters Marking

Understandable Do the students actually understand the feedback? Do they understand what they need to do to improve?	Helpful This is key. If it isn't helping the student move forwards and progress with their learning then the feedback isn't effective	Actionable Can the students act on this feedback? We should provide a task and time to respond and act on all feedback provided	<p>Skim another 25%</p> <p>Peer assessment should be the other 25%</p>
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Actionable... The 5 Rs of action feedback

Redraft or Re-do
 Rehearse or Repeat
 Revisit & Respond
 Re-learn & Re-test
 Research & Record

'Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.'

PEER ASSESSMENT SHOULD BE...

4 KIND SPECIFIC HELPFUL	5 EEF P M I One thing you found easy One thing you found hard One thing you found interesting
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STUDENTS AS LEARNING RESOURCES FOR EACH OTHER...

Think-Pair-Share
 Paired Retrieval

Assessment is manageable for staff and students alike