



Category	Curriculum		
Document Name	Teaching and Learning Procedures		
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Introduction

The School Development Plan for Grafham Grange School has a number of goals, the first of which is:

‘To enhance student engagement through high quality and teaching and learning across all Key Stages hence raising standards of academic achievement, maximising attainment and accelerating pupil progress’.

This will be achieved through our aim:

‘To ensure a safe, rich and inclusive 24 hour curriculum maximising pupil welfare, pastoral and parental support’.

As a school we are determined to constantly improve teaching and learning, ensuring that they we never miss any opportunity to do so, adopting the attitude of ‘we could try that’ and developing an unrelenting belief that we CAN make a difference to the lives of all young people.

This requires commitment across the school to develop a common understanding and enable quality joint planning, to share practice and develop a willingness for staff to take risks, empowering staff to confidently try new ideas.

In order to achieve this and ensure that young people reach their full potential, they need to be provided with diverse, flexible, progressive learning opportunities. This will be achieved through the flexible curriculum, delivered in a variety of ways including face to face teaching, blended learning using digital technologies, personalised intervention and one to one support.

This can only be achieved when students are in a safe, stable environment that enables them to become motivated learners and results in ownership of learning. Parameters of acceptable behaviour must be seen to be firm but fair and consistency in appropriateness of response is essential. This is achieved through high expectations from all staff, clearly communicated learning outcomes and a shared vision (see the ‘Engagement and Mood Management’ procedure which is linked to the Trust wide ‘Behaviour Management’ policy).

Our aim therefore to ensure ‘Quality first’ teaching for all our students in all areas of the curriculum. The DfE, in their ‘Personalised Learning – A practical guide’, identifies ‘Quality first’ teaching as seeking to engage and support the learning of all students, building on the their prior learning and responding to ‘student voice’. They highlight that effective teachers expect everyone to succeed by offering high levels of support or additional challenge for those who need it, so that all students can access learning and make progress.

Quality first teaching also draws on a wide range of teaching strategies and techniques that are closely matched to the specified learning objectives, and personalised to support the particular needs of each student. Students are expected to actively participate in their learning and they are set high, but realistic challenges. It develops each student’s ability to articulate their ideas, understanding and thinking by actively encouraging them to talk about their learning.

Effective planning and lesson design is key for quality first teaching and learning. This is informed not only by the Scheme of Learning, but also by what was learnt in the last lesson, misconceptions or areas that need revisiting, and progress ascertained from assessments, marking and feedback. This then enables effective planning for the next lesson/series of lessons. At Grafham Grange School we seek to develop our



staff's skills so that they acquire an understanding of developments in theory and practice, which will enable students to become more effective learners.

It has also long been known that the most powerful influences on teachers are other teachers, but policies have rarely built on the fact. The best way of exploiting this phenomenon is through regular, face-to-face encounters among professionals that focus on the improvement of teaching and learning. In order to put this into practice, our staff will be partnered with professionals from other schools as well as being part of an internal 'buddy' system, where teachers and PALS (Pastoral and Learning Support) observe each other and feedback in order to develop practice. This will also enable relationships between newly qualified and experienced staff to be developed, and give opportunities to ensure professionals involved in our network are highly reflective practitioners, willing to take risks and support each other to continually enable, extend and enrich experiences within a supportive environment.

Self-evaluation of our practice, closely scrutinised and by our external partners, is vital if the school is to move to 'Good' and 'Outstanding'. Student progress also needs to be carefully analysed so that the necessary adjustments are made in that young person's personalised education programme and that the next level of intervention produces a positive impact. We will therefore ensure that a rigorous programme of tracking, monitoring and target setting is in place, supported by mentoring, research and extension projects.

The curriculum is also at the heart of personalised learning and student support. A cutting edge 21st century curriculum must be accessible, balanced and lead young people where they need to go, incorporating the necessary element of fun! The curriculum must be relevant to students' needs, aptitudes and futures, providing a model of sustainable work / life balance.

Teaching & Learning in Practice

This approach to teaching is seen through specific teaching and learning approaches:

- Student groupings: Whilst they are still broadly in year groups, students are grouped in a way that recognises their needs and ensures a positive working environment for all the students, regardless of age. The students are grouped into 'Pods': Leith and Holmwood (Key Stage 3 groups), Box and Newlands (Key Stage 4 groups). Each Pod has a Tutor (either a teacher or Pastoral and Learning Support (PALS) member of staff).
- Each Pod is supported by a Tutor (either one of the teachers or Pastoral and Learning Support staff - PALS). The Tutor supports and personalises the learning for students, as well as ensuring that each student's Personal Learning Plan (PLP) is being delivered.
- Students have the opportunity to access their learning through a blend of digital learning (provided by Nisai Learning which received a 'Good' report from Ofsted in December 2014), and our specialist teachers. This enables learning to be personalised for students and ensures high levels of engagement using 21st century digital technologies as appropriate.
- Students have programmes such as 'Preparation for Working Life', Employability, and other courses that support the development of their Personal, Learning and Thinking Skills. In addition, external providers are commissioned to personalise the curriculum. For example, SATRO who can provide Design and Technology and Construction BTEC Level 1; Skills Force both PSHE and a BTEC Level 1 in Work Skills; and the YMCA - Design Technology through 'Build a Bike', 'Animal Care and Outdoor Learning' which also leads to a Diploma Level 1.
- Literacy and Numeracy are key for supporting students in developing their skills and ensuring that they are able to access the curriculum. There are dedicated periods on the timetable for Literacy and Numeracy, reading time, support from the Literacy PAL and a focus on literacy across the curriculum.



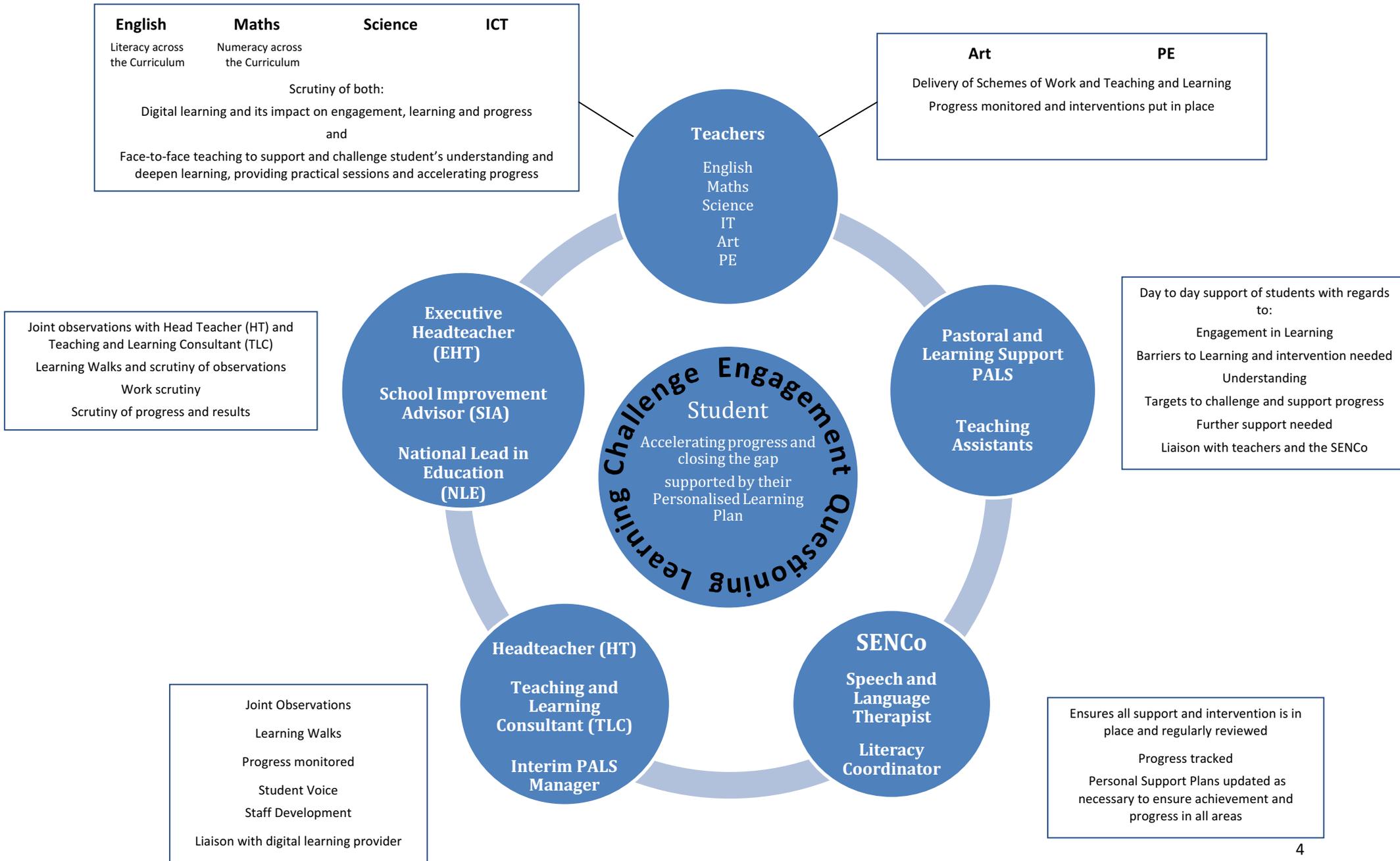
- Students' needs are continually assessed, and the Personal Learning Plans (PLPs) monitored and updated by the SENCo and Speech and Language Therapist. Occupational Therapy is also available, and Art and Music Therapy also support students' personal development.

Quality Assurance

Quality assurance (QA) happens at all levels (see the Chart Page 5):

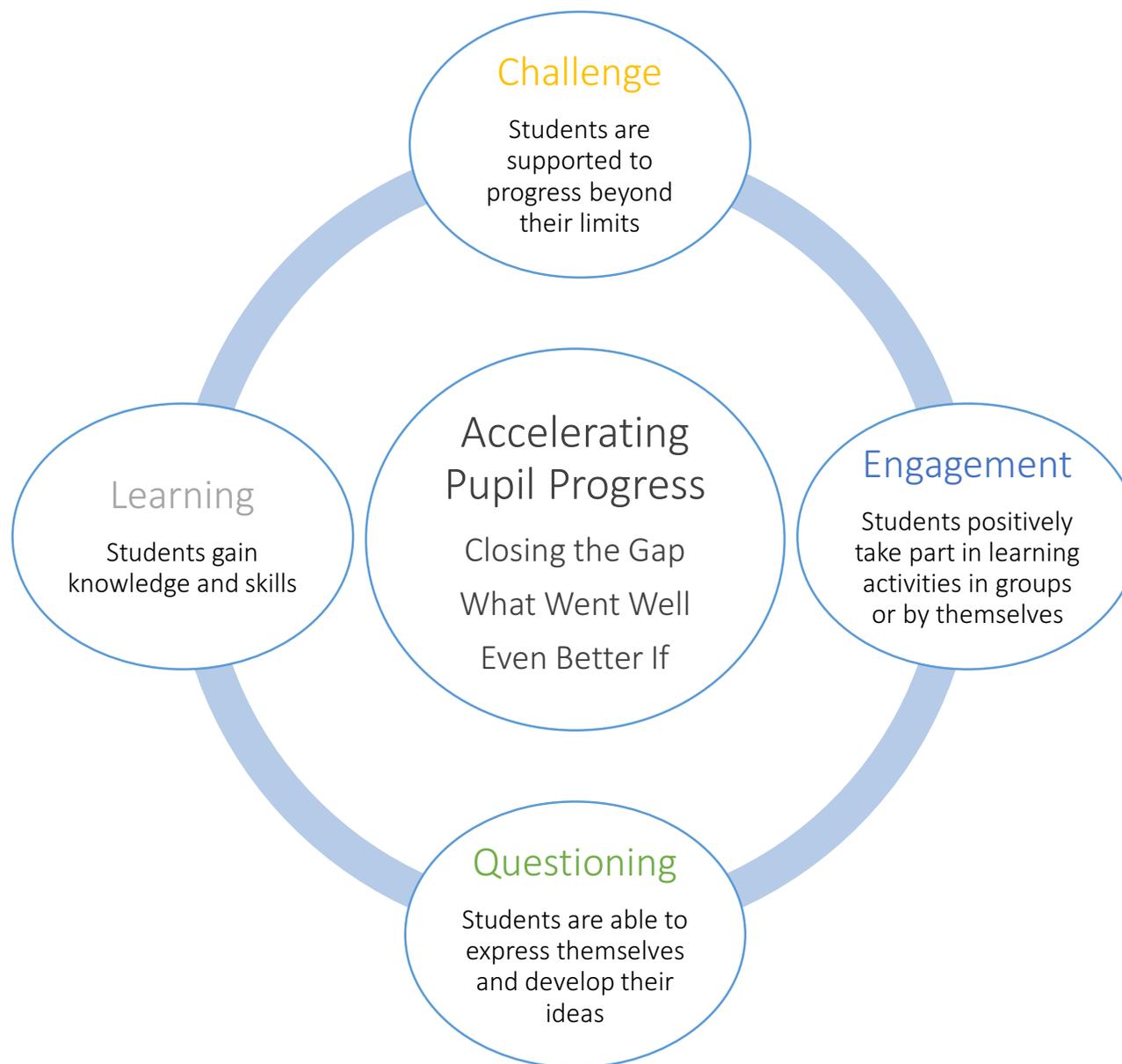
- Teachers, PALS, SENCo and SALT support the QA of teaching and learning
- The Headteacher, Teaching and Learning Consultant and PALS Manager QA teaching and learning and also the blended approach to learning through digital learning and face-to-face teaching through Learning Walks and Observations
- The Executive Headteacher, School Improvement Advisor (SIA) and National Leader(s) of Education (NLE) QA the work at all levels and carry out lesson observations
- Learning Walks facilitate the quality assurance of lessons as well as provide support for teachers and staff working with students.
- Student Progress on a day-to-day basis is recorded through the Student Progress Record or equivalent and also help to track progress against the PLP targets.

Teaching and Learning at Grafham Grange School Quality Assurance





Teaching & Learning Poster





Observations

Formal observations take place at least once a year as part of Performance Management, but also where necessary to support staff development. Informal observations to support Professional Development also take six times a year, supported by the School Improvement Advisor and National Leader of Education.

Classroom Observation Form

CHALLENGE PARTNERS: Classroom Observation Form

Observer:

Date:

Challenge	Needs Development ●—————● Major Strength
Engagement	Needs Development ●—————● Major Strength
Questioning	Needs Development ●—————● Major Strength
Learning	Needs Development ●—————● Major Strength

Free Flow Observation Notes:

WWW

EBI

Feedback from last observation





Learning Walks

There is also a need to continually monitor the quality of teaching, learning and engagement as well as the ethos and climate for learning across the school. Learning Walks are informal, but enable the school to gather information that can shape further development, support and intervention.

The aim is to Learning Walk at least twice a week, and to record information at least once a week.

Learning Walk Proforma

Learning Walk by:		Date:	
<hr/>			
Learning Walks are carried out to help monitor teaching and learning. They are supportive of staff and students and can help to identify both areas of strength that can be shared, as well as areas that can be developed or supported further.			
Subjects	Staff present	WWW (This may include Challenge, Engagement, Questioning, Learning and Progress)	EBI (Actions arising)
General: (including Climate for Learning)			

Student Progress file

Each teacher/PALS keeps a record of students' progress, not only on a day to day basis to ensure that planning builds on prior learning and that intervention is put in place, but over time in terms of assessment, marking and feedback. This also forms the evidence for making assessments of progress for whole school data collection and ensures that students re making progress towards targets.