



THE PILGRIM SCHOOL

TEACHING AND LEARNING

POLICY

School Lead: Head Teacher

Governor Lead: Standards Committee

Last reviewed: 31st January 2018

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Date of next review: February 2019

Signed by Chair of Governors: _____ **Date:** _____

THE PILGRIM SCHOOL

Teaching and Learning Policy

1. Policy Statement

- 1.1 The Pilgrim School recognises that the best service the school can provide for its pupils is quality teaching that allows pupils to make at least good progress in relation to their starting points and medical needs.
- 1.2 The school recognises that the single most important set of interactions in the school are between teacher and pupils.
- 1.3 To ensure critical success in the classroom a teacher needs to identify and limit the impact of barriers to learning and to meet individual need.
- 1.4 To enable success teachers will be observed through quality assurance processes. This will enable teachers to receive precise feedback on their teaching.
- 1.5 To improve the quality of learning for pupils it is equally important to invest the in the learning of staff through coaching and lesson study.
- 1.6 The Staff and governing body are committed to the core values of the school and the execution of this policy will be done in such a way that is congruent with those values.

2. Aims:

- 2.1 To ensure that the quality of teaching and learning in the school enables all pupils to make outstanding academic progress in relation to their medical condition.
- 2.2 To ensure that the professional learning of all staff, with respect to teaching and learning, is constantly and deliberately growing so that all pupils are able to make outstanding progress.
- 2.3 To define key roles and responsibilities for teaching and learning within the school;
- 2.4 To state what we value with respect to teaching and learning within the school
- 2.5 To define the staff learning cycle within the school;
- 2.6 To define how lesson observations are to be carried out;
- 2.7 To define key principles of effective learning within our lessons with specific regard to PFACE and Social Pedagogy.

3. Roles, Responsibilities and Implementation:

3.1 *Governing body will:*

- 3.11 The governing body has the responsibility to ensure that the quality of teaching and learning in the school is at the highest level it can be and at least good.
- 3.12 The governing body will determine the appropriate standards and expectation of teaching and learning in the school through this policy.
- 3.13 The governing body will monitor the quality of the teaching and learning in the school through reports to the curriculum standards committee and by verification through school visits.
- 3.14 The governing body will evaluate the impact of CPD on the quality of teaching and learning through the evaluation of the SDP at full governors meetings, by verifying the SEF at full governors meetings and the CPD plan at curriculum and standards.

3.2 *The head teacher will:*

- 3.21 Advise the governing body on standards and expectations of teaching and learning as articulated in this policy.
- 3.22 Ensure that the quality of teaching and learning is evaluated through appropriate quality assurance practices including, learning walks, lesson observations, work scrutiny activities and pupil voice. This includes pupils who are taught in the home.
- 3.23 Ensure that there is an effective plan for the development of teaching and learning across the school.
- 3.24 Ensure that individual areas for development for teachers are set as performance management targets
- 3.25 Ensure that staff are equipped to undertake action research on teaching and learning and the progress of groups of pupils.

3.3 *The Leader of learning will:*

- 3.31 be responsible for the operational planning of the evaluation of teaching and learning in the school.
- 3.32 be responsible for producing a whole school CPD plan for teaching and learning in the school.
- 3.33 be responsible for producing reports on the quality of teaching and learning for the head teacher, senior leadership team, governors and other relevant stakeholders.

Teaching staff will:

Use the conceptual models of PFACE and Social pedagogy in their lessons so that they:

- 4.1 demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- 4.2 plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. Their planning takes account of the individual starting points of pupils and their specific barriers to learning. They manage pupils' behaviour highly effectively in light of the school behaviour policy.
- 4.3 provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable pupils to catch up through the school assessment and intervention programs.
- 4.4 check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- 4.5 provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- 4.6 set challenging homework, in line with the school's policy and as appropriate for the age and stage and medical needs of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- 4.7 embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- 4.8 Be determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- 4.9 Develop pupils who love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- 4.10 Develop pupils who are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

4.11 Ensure that parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

4.12 Be quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

5. Learning Mentors will:

By using the principles of PFACE and Social Pedagogy

5.1 Support the learning of individual or groups of pupils in lessons

5.2 Support the learning of pupils with SEND through the school intervention program

5.3 Support the learning of pupils who are in need of intervention through the school intervention program.

6. All staff will:

Take responsibility for the quality of their own classroom practice by:

6.1 Ensuring that they have developed effective coaching skills

6.2 Ensuring that they have taken the opportunity to participate in effective lesson study opportunities

6.3 Taking responsibility to effectively discharge the national teaching standards where appropriate

6.4 Take responsibility to meet performance management objectives for teaching and learning

7. This policy will impact upon the progress of pupils by:

Ensuring that the quality of teaching and learning is high and that teachers are members of an effective learning community.

Appendix 1 – Protocol for Lesson Observations.

Lesson Observations:

There are very clear protocols for lesson observations:

- Lesson observations are carried out as joint observations. This is to ensure quality assurance.
- Lesson observations are timetabled.
- Lesson observations are timetabled in such a way that the lesson observations are carried out by members of the SLT.
- At the conclusion of each observation informal feedback can be given but formal written feedback **must be given within 3 working days**. The feedback should be discussed with the teacher and their reflections recorded, alongside their reflective target and this should be returned to the leader of learning within 2 days, to enable the central log of lesson observations, the school's outstanding practice record and areas for development for individual staff to be updated. This information will be used to write the teaching and learning report which will be produced after each lesson observation block. In addition the Leader of Learning will have access to the outstanding practice record and areas for development to ensure effective CPD planning.
- Support staff will be offered lesson observations and, if observed, will be given written feedback. However, their lesson observation will not be graded but will contribute to professional learning.
- There is the opportunity to record aspects of practice for the outstanding practice record. There is the opportunity to record areas for development
- In addition both the observers and the observed **MUST** record what they feel they have learnt, or what they will critically evaluate, from participating in the lesson observation.
- If a lesson is judged as "Inadequate" then the Inadequate Lesson Protocol is activated. (See Appendix 1)
- If a lesson is judged as "Requiring Improvement", the Teaching that Requires Improvement Protocol is activated. (See Appendix 2)

APPENDIX 2

Pilgrim School “Inadequate” Lesson Protocol

Aims and Purposes:

The Pilgrim School employs high quality staff who have a track record in helping vulnerable pupils achieve their educational potential. This is because all staff set themselves high professional standards and are committed to professional learning.

However, it is possible that very occasionally lessons do not proceed as their teachers might have foreseen and pupil progress is not satisfactory. The aim of this protocol is to make it clear, transparent and fair about what happens next in those rare circumstances.

Roles and Responsibilities:

The observers have a duty:

- of care to the observed teacher
- to ensure that the observed teacher clearly understands why the lesson was graded as inadequate. The feedback should not be descriptive or anecdotal but evaluative and related to the lesson observation schedule grades. It should also clearly relate to pupil progress.
- to ensure that the observed member of staff has clear and precise targets or points for improvement. These again should be related to the lesson observation schedule grading criteria.
- To ensure a date for further observation is set between the observed and observers. This could be done at the point of feedback but if this is not appropriate it must be determined within 24 hours (or the next working day which ever is sooner). The date for the next observation MUST be within 15 working days. This is to allow time for support for the observed teacher.
- To provide formal written feedback. This MUST be a priority and MUST conform to the timescales set out in the whole school teaching and learning policy. The feedback should also be distributed in the ways described in the whole school teaching and learning policy. However, time is of the essence and when written feedback is given to the observed an electronic copy should also be given to the Head teacher or Leader of Learning. This is to inform the support package.
- To contact either the Head teacher or the Leader of Learning and inform them what has happened. This is preferably to be done on the same day as the observation but MUST be done within 24 hours of the observation taking place. It is absolutely critical and crucial at this point that as much information as possible is given so that an appropriate support package **can** be prepared and offered to the observed.

Head teacher and/or Leader of Learning must:

- Demonstrate a duty of care to the observed teacher.
- ensure that all staff are familiar with the requirements of the observation schedule
- ensure that observing members of staff have complied with the inadequate lesson protocol.
- communicate with the observed member of staff and informally discuss appropriate support arrangements as soon as possible after receiving the report of an inadequate lesson.
- Communicate formally with the observed member of staff in writing with the support package on offer.
- ensure that the support package is carried out.
- ensure that either the Head teacher or Leader of Learning participate in the second lesson observation. In addition, the other member of staff observing the second lesson should be the observed teacher's performance manager. If the Head teacher or Leader of Learning were involved in the first observation then the other should observe in the second. In all other possible permutations the common sense should prevail and the head teacher reserves the right to determine who will observe the lesson. However, the principals should be that the lesson should be a joint observation and that one observer should be a senior member of staff, only one observer should have seen the previous lesson and that one observer should be fresh.
- write the up the written feedback for the second observation.
- record the results of both observations in the school log.
- formally inform the head teacher if the second observation is judged to be inadequate.

The Observed teacher has a responsibility to:

- React professionally to the lesson observation feedback.
- sign and return the lesson observation feedback proforma as soon as possible.
- discuss with the leader of learning or Head teacher the requirements of their support package. This should be focused on strategies for raising pupil progress and also on the areas for development identified in the lesson feedback they have been given. The support package could include an informal coaching style lesson observation, team teaching, the observed teacher observing another member of staff or going through professional development material with a colleague. It could also include joint planning with a colleague.
- acknowledge receipt of the support package sent either by the leader of learning or Head teacher
- Engage with the support package.

- Prepare to the best of their ability for the second lesson observation.

The Head teacher has:

- A duty of care to the observed teacher
- A duty of care to the pupils in the school that they have the best education that their medical condition will allow
- A duty to ensure that the Leader of Learning and Head teacher have followed the inadequate lesson protocol.
- A responsibility to respond as their professional discretion dictates if the second lesson observation is graded as inadequate.

APPENDIX 3

Teaching that Requires Improvement Protocol

Context:

The OFSTED observation schedule of September 2012 makes it clear that “Good” or grade 2 teaching is the minimum required level of practice within schools in England. The DFE booklet “A Good Education For All” gives further exemplification of this view.

At the PILGRIM school the pupils who are taught here are typically suffering with mental health issues, and may have been disengaged with education for some time. Whilst this presents the education professional with a particular set of challenges it also means that these pupils are in particular need of good learning experiences.

Procedures:

Identification:

OFSTED defines grade 3 teaching or teaching that requires improvement as teaching which is simply “not good”. In any educational establishment it is possible for any professional to occasionally experience a lesson which is “not good” therefore individual lessons which are not good will not provide sufficient evidence for this protocol to be triggered. What is necessary is for there to be a pattern of such lessons over time.

At the PILGRIM school there is one annual lesson observation for performance management. This lesson observation is conducted, and the results internally moderated, by the school’s extended senior leadership team. These observations are conducted in annual blocks which are timetabled and placed on the school quality assurance timetable.

If a member of staff has had, on a rolling 3 lesson cycle, one lessons observed as grade 3 then they will automatically become subject to this protocol.

This protocol will be lifted once a member of staff has demonstrated a “good” or grade 2 lessons in a rolling three lesson cycle.

Example – teacher A has had a lesson observed at grade 3. S/he after a bespoke support package has a further lesson observation outside of the next performance management cycle which is graded at 2. This teacher is no longer still subject to this protocol. If on the second observation it had been graded as 3 then the protocol would have remained in place.

It is the responsibility of the Assistant Head teacher (Curriculum & Standards) to identify teachers who meet these criteria.

Status:

This protocol is conducted under the school's appraisal system for performance management. It does not constitute part of the school's competency procedures. Being subject to this protocol is not *sufficient by itself* to trigger a member of staff being subject to a competency process. However, it may be taken into consideration if progress to other performance targets are seen as being inadequate.

However, a staff member who is subject to this protocol would not normally expect to have a recommendation for pay progression to be awarded by the governing body. Consequently, the head teacher will monitor the protocol and has the discretion to override recommendations for pay put forward by an appraiser.

Staff who are subject to this protocol should expect that in the subsequent performance management cycle a specific objective is set relating to the quality of the learning experience that their pupils are getting, e.g. it should be at least good.

Support:

Staff who are subject to this protocol can expect support to help them improve. However, it should be made clear from the outset that support that a school can offer is not infinite and is, to an extent, resource dependent. In addition support is characterised by partnership working and both the school and individual teacher will need to assume a degree of mutual responsibility.

- There will be an initial meeting between a member of the extended SLT and the teacher concerned. The aims of this meeting are to ensure that the staff member understands exactly why their lesson has been evaluated at this level and what their improvement needs are. It is not to question the reliability of the judgements which have been made.
- At the initial meeting there may be some provisional planning to meet needs but it will be no more than provisional. The meeting will also establish and name a mentor for the member of staff. A mentor can be any member of staff with the exception of the head teacher.
- A second meeting will be established. This meeting will be between the teacher and their mentor. A mentor is a member of staff who will take responsibility for the professional development of the teacher involved.
- An outline of the package is drawn up between the mentor and the teacher. Support strategies which can be included are coaching cycles, the teacher observing other practice, a formal lesson observation, workshop and professional development work and in some cases an external course.
- A copy of the support package will go to the CPD manager and the Assistant Head teacher (curriculum and standards)

Review:

Although part of the support package could be a formal, evaluated and graded lesson observation the time to **formally** review a teacher’s progress is through performance management observations.

Teaching that Requires Improvement Support Package

Name of Teacher:	Name of Mentor:	Date of meeting:	
Date of initial meeting with SLT:	Areas for development: 1. 2. 3. 4.		
Area 1:	Activity:	Success Criteria:	Completed by:
Area 2:			
Area 3:			
Area 4:			
Teacher signature and date:		Mentor signature and date:	

Appendix 4 – Social Pedagogy Standards

Philosophy and Authenticity

These threshold standards address the philosophy underpinning of Social Pedagogy and the authenticity we expect Social Pedagogy Practitioners and Social Pedagogues to develop and maintain in their practice. These standards should be held in a person's heart and guide their way of living and working. As a member of The Pilgrim School staff, I agree to:

1. Develop and nurture an attitude of empathy and regard for people and cultures and the world of which we are a part
2. Foster relationships that respect human dignity and promote human rights, mutuality and well-being
3. Recognise the inherent resourcefulness and potential of human beings to bring about change
4. Appreciate that human relationships, in all their complexity, are intrinsically valuable and therefore central to Social Pedagogy
5. Enable people to use their voices and effect change within their own lives and wider society
6. Understand and work with the tensions inherent in valuing individual autonomy and social interdependence
7. Engage with social and political aspects of human development, childhood and community
8. Educate for community through community
9. Develop an attitude of professional curiosity and critical self-reflection
10. Be open to and informed of new theory, research and good practice relevant to social pedagogical practice
11. Use situated professional judgment and maintain appropriate confidentiality
12. Understand issues relating to the protection of vulnerable individuals, groups and communities and address social inequalities
13. Recognise the value of creativity, playfulness and adventure
14. Be accountable for my practice, engage in meaning-making and know when to seek advice

Practice

These standards represent the threshold level of practice for Social Pedagogy Practitioners and Social Pedagogues. Pilgrim School staff will provide a working culture and support that enables Social Pedagogy Practitioners and Social Pedagogues to apply these standards within their practice. As a member of Pilgrim School staff, I agree to:

1. Engage with others in ways that respect their equal value and human dignity, understanding the part played by personal communication in supporting this
2. Make decisions with a high degree of situation awareness, recognising the complex factors involved in different circumstances
3. Recognise and respect that personal histories, characteristics and social and political contexts have brought each person and group to their current understanding of the world
4. Invite, consider and integrate multiple perspectives in decision making as a means of deepening social justice, community and well-being
5. Create opportunities and contexts for people to actively participate in society, express their own views and listen to those of others
6. Hold my relationship with the people I work with and support in the foreground in all my practice
7. Value the opportunities that everyday activities provide for developing relationships

Appendix 5 – PFACE

As a method of creating a way of evaluating the quality of teaching and learning within the school, along with the expectations of Ofsted lesson observation criteria the PFACE assessment grid was developed. The ethos of which is to identify the key values for the school and its teaching and learning. The lessons are then observed as described in the observation policy and graded according to the following criteria:

P- Progress, can evidence of progress be seen over the lesson and over time within the students books and folders.

F- Feedback, is there evidence that feedback is provided during the session and in the books, that follows the school marking policy that at its heart develops understanding, adds to the value of the work and inspires further learning and growth mindset.

A- Autonomy, that students have an appetite for learning, and that they are aware of where they are in their and the next steps they need to make.

C- Challenge, that all students within the lesson are challenged to stretch thinking, increase understanding and develop learning no matter where their individual starting point.

E- Engagement, the lessons are presented in such a way that causes the students to be engaged through completion of tasks, dialogue with the teachers and peers etc in order to maximise the potential to learn.