SCHOOL OPERATING POLICY

TEACHING, LEARNING & FEEDBACK POLICY

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Mission Statement

Kelvin Hall School: where hardworking, respectful and independent young people thrive in and beyond our community.

Hard work	Respect	Independence

At Kelvin Hall, teaching and learning ensure that learners have every opportunity to succeed and develop a love for learning. It promotes a culture of high aspiration for both staff and students so that the best outcomes for all learners are achieved.

1. Aims of our Policy

➔ We believe in our mission statement and values and recognise the impact that they have on student performance, we ensure these are adhered to with quality first teaching.

➔ In order to ensure that students work hard and thrive in all of their subjects, we have adopted a Teaching and Learning standard.

➔ The standard will ensure that the students are pushed and not left to be complacent and encouraged to do the hard work required to be successful.

➔ It will ensure that there is consistency across the school in terms of high-quality teaching and learning and give students all of the tools required to be a success both at Kelvin Hall and beyond.

1.1 Opportunities for Learning

There are formal and informal settings for learning and students should recognise the learning opportunities that exist within and beyond the classroom. Teachers are also learners and should be striving to reflect upon and improve their practice. This means understanding and employing pedagogical approaches that build on students' skills, knowledge and understanding.

2. Roles and responsibilities

2.1 Teachers at Kelvin Hall will:

➔ Manage the learning environment to maximise the opportunities for students to learn. A good learning environment is created when students are motivated by the lesson content, interact well with both the teacher and other students, and improve their skills and confidence in themselves as learners.

➔ Ensure that students feel that they are learning and therefore achieving.

➔ Ensure the correct deployment and use of teaching assistants, which is essential for the progress of students with additional needs.

➔ Ensure teaching assistants are given clear instructions of what is expected of them during the lesson to drive the learning forward.

➔ Ensure that all lessons are planned and delivered to a high standard to ensure outstanding outcomes.

➔ Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards

2.2 Support Staff at Kelvin Hall will:

➔ Know pupils well and differentiate support to meet their individual learning needs

➔ Support teaching and learning with flexibility and resourcefulness

➔ Use agreed assessment for learning strategies

➔ Engage in providing inspiring lessons and learning opportunities

➔ Feedback observations of students to teachers

➔ Ask questions to make sure they've understood expectations for learning

➔ Identify and use resources to support learning

➔ Have high expectations and celebrate achievement

➔ Demonstrate and model themselves as learners

2.3 Progress and Subject Leaders at Kelvin Hall will:

➔ Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

➔ Sequence lessons in a way that allows pupils to make good progress from their starting points

➔ Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

➔ Drive improvement in their subject, working with teachers to identify any challenges

➔ Moderate progress across their subject by, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

➔ Improve on weaknesses identified in their monitoring activities

➔ Create and share clear intentions for their subject

➔ Encourage teachers to share ideas, resources and good practice

2.4 Senior Leaders (Subject Directors) at Kelvin Hall will:

➔ Have a clear and ambitious vision for providing high-quality, inclusive education to all
➔ Celebrate achievement and have high expectations for everyone
➔ Hold staff and students to account for their teaching and learning
➔ Plan and evaluate strategies to secure high-quality teaching and learning across the school
➔ Manage resources to support high-quality teaching and learning
➔ Provide support and guidance to other staff through coaching and mentoring
➔ Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
➔ Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
➔ Address underachievement and intervene promptly

2.5 Students at Kelvin Hall will:

➔ Be independent and take responsibility for their own learning, and support the learning of others
➔ Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
➔ Attend all lessons on time and ready to learn, with any necessary equipment for the lesson
➔ Be curious, ambitious, engaged and confident learners
➔ Know their targets and how to improve
➔ Put maximum effort and focus into their work
➔ Complete home work as required

2.6 Parents and carers of students at Kelvin Hall will:

➔ Value learning
➔ Encourage their child as a learner
➔ Make sure their child is ready and able to learn every day
➔ Support good attendance
➔ Participate in discussions about their child's progress and attainment
➔ Communicate with the school to share information promptly
➔ Provide resources as required to support learning
➔ Encourage their child to take responsibility for their own learning
➔ Support and give importance to home learning

2.7 Governors of Kelvin Hall will:

➔ Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
➔ Monitor the impact of teaching and learning strategies on students' progress and attainment
➔ Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

➔ Make sure that other school policies promote high-quality teaching, and that these are being implemented

3. The Kelvin Hall Teaching and Learning Standard

The Kelvin Hall Teaching and Learning standard ensures that all staff are aware of the expectations of Teaching and Learning and feedback. It is also an important tool to support staff development, as through monitoring we can identify which area of the standard the whole school needs which will allow effective planning of CPD by the Teaching and Learning leads.

Each part of the Kelvin Standard is linked to the [Teaching Standards](#).

3.1 Expectations of staff using the Kelvin Hall Teaching and Learning Standard:
➔ Staff at Kelvin Hall school use the Kelvin Hall Teaching and Learning standard as a planning tool, this is to ensure that all lessons are planned and delivered to the highest standard.
➔ Staff will undergo regular learning walks, drop ins and walkabouts, in which the Kelvin Standard will be used to assess the quality of the teaching and learning and feedback will be given on areas of strengths and areas of improvement.

4. Monitoring cycles

➔ Teaching and learning is monitored at Kelvin Hall by schedules learning walks and drop-ins
➔ These have been scheduled for the academic year.
➔ These are both no notice in order to give a true representation of the quality of teaching and learning on a day to day basis.
➔ The outcomes of drop ins are recorded on SISRA Observe and formal feedback is given to each member of staff, whereas learning walks are not recorded on SISRA.
➔ Instead the outcome of learning walks is collated by the Director of each faculty to bring and discuss at Senior Leadership meetings.
➔ This information will be used in a triangulation activity to compare the quality of teaching and learning against the performance data that has been entered on SISRA Analytics.
➔ This is to ensure that there is no disparity to the performance data entered and the quality of teaching and learning observed in the classroom.

4.1 Monitoring Teaching and Learning at Kelvin Hall:

➔ Drop-ins do not have a numerical judgement made on them and will be entirely no-notice.
➔ The success criteria by which we measure performance is based on teacher standards & information based within the Ofsted framework.
➔ Met statements will be judged as 'Effective' or 'Expert.'
➔ The purpose is to develop the essential aspects of a teacher's practice and students' learning, not to categorise them.
➔ Regardless of the outcomes of any drop in, it is critical that written or verbal feedback is given.

➔ Where a drop in includes any 'not met' statements, verbal feedback must be given within 48 hours.
➔ It is an assumption that every teacher will aspire to be in a position in which they are embedding all aspects of the Kelvin Standard in their professional practice.
➔ Where there are concerns, the process will adapt accordingly
➔ Books will also be looked at, this is from a Curriculum and sequence of learning perspective.
➔ Books will also be looked at to ensure that students' presentation is of a high standard.

4.2 Drop ins

➔ Drop-ins run over 2/3 weeks during a half term - they are no-notice, these will be conducted by leaders in the departments and across the school.
➔ Each Drop-in should consist of a minimum of 20 minutes in the lesson, purely focussing on the teaching & learning in the classroom.
➔ All subjects will use the same template (no separate one for practical subjects needed).
➔ Drop-ins should be conducted in pairs where possible, though no-one should be seen by more than two people in a lesson.
➔ The drop in template on SISRA relates directly to the Teaching and Learning standard, so it is clear when analysing the data the CPD needs.

4.3 Learning walks

➔ Learning walks will cover a full half term
➔ The department leaders and leaders from across the school will conduct these to ensure consistency and accuracy.
➔ Only one person will conduct a learning walk at any one time.
➔ Books will be looked at, from a Curriculum and sequence of learning perspective and to ensure the presentation of work is to a high standard.
➔ Although learning walks are not recorded on SISRA Observe, concerns raised will be supported in the same way as the drop in process.

4.4 Support for improving teaching and learning

➔ The monitoring of teaching and learning across the academic year is to ensure that the students at Kelvin Hall receive the best possible education.
➔ We also will identify when support is needed for staff.
➔ Any guidance and support that is put in place is done so with the intention of being transparent and wholly supportive.
➔ Following a monitoring cycle, the data is analysed and the teaching and learning leads from across the school will plan and deliver CPD to meet any identified need.
➔ This is to continually improve the quality of teaching and learning across the school.
➔ The following monitoring cycles will then evaluate the impact of the session and ensure that staff are applying it within their teaching practice.

4.5 Drop-ins and Learning Walks outcomes

➔ All teaching staff have an agreed objective to provide good or better Teaching and Learning as part of their performance management.

➔ The monitoring of the Teaching and Learning at Kelvin Hall ensures that all teaching staff are held to this high standard.
➔ If the monitoring cycle identifies any concerns, there are systems in place to support the member of staff and to ultimately improve their teaching and learning.

4.6 Coaching

Coaching at Kelvin Hall and within the Trust is focussed on support and continuous improvement for all.

➔ A means of whole-school or departmental improvement
➔ Non-judgemental and personalised professional learning for staff
➔ A process that promotes self-directed professional learning, it encourages us to be reflective practitioners
➔ A learning-centred mode of professional dialogue
➔ A process that builds capacity for leadership

5. Effective Feedback

➔ The marking and feedback at Kelvin Hall is research driven and the time that staff save is used to improve the quality of planning and delivery of lessons, with an emphasis on effective assessment for learning.
➔ Staff will use a whole class feedback approach to give written feedback to students. This will identify the class misconceptions and importantly the actions that will take place.
➔ Effective assessment for learning is expected in every lesson, this assessment ensures that staff guide students through the lesson at the right pace and to ensure that any misconceptions are identified and addressed.
➔ Misconceptions or gaps in knowledge that have been identified may also be addressed using the whole class feedback approach.
➔ Staff will fill out a WCF sheet as per the agreed frequency, using the outcome of the AFL. They are to identify the misconceptions/missing skills and also complete the praise box, identifying students' success.
    ➔ The identified misconceptions will inform the subject tasks and staff can also use this information to create literacy tasks that will support literacy for the whole school, but also their subject knowledge.
    ➔ Each student should then receive an A5 copy of the WCF sheet, printed on green paper.
    ➔ Staff will present the WCF to the students and identify the misconceptions and/or gaps.
    ➔ Staff will address these by teaching the content using a pre-planned lesson and/or resource.
    ➔ Students will use this information to complete the subject specific tasks, this will be done in green and be referred to as 'Green for Growth'. This is so it is clear that students know they are working on feedback
    ➔ Staff will then check to see that students have completed the associated task correctly and will do this throughout the lesson.

➔ Students will complete summative assessments in their subject areas, staff will diagnostically mark these.

→ This will inform staff of any whole class misconceptions or gaps in knowledge.

→ This will also be addressed with a whole class feedback approach, though these will be printed on yellow paper to clearly show the difference between them.

→ **Staff are not expected to mark classwork between the whole class feedback cycles.**

→ To ensure that the presentation of students' work is to a high standard, regular book looks by peers is expected. This will ensure students are reminded and challenged about the presentation of work.

5.1 'Book Looks'

→ Book looks will take place both by staff and students.

→ With the removal of the expectation of staff marking the students' books between WCF sheets, the presentation of the students exercise books could not be impacted.

→ Staff will regularly ask students to exchange exercise books with the student that they are sat with, students will then look through each other's books and using their red pens will identify any areas within the book where the presentation is not acceptable and needs addressing.

→ This will include but not exclusive to:
   → Titles and dates not underlined
   → Poor presentation with regards to the writing/drawing
   → Drawings/diagrams not drawn in pencil
   → Incorrect ink colour for assessment or green for growth
   → Students should then return their books and act upon any issues immediately.

→ Book looks will also take place within departments, in which a sample of each member of staff's books are looked at to ensure that the quality of presentation is high across all year groups.

→ Students that do not take care with the presentation of their work will receive sanctions.

5.2 Peer and Self assessment

→ All faculties will ensure that students' work will have regular self and peer assessment, this will be supported by clear success criteria for students.

→ This allows peer assessment that includes effective feedback that students can respond to as 'Green for Growth.'

→ It is an expectation that students will self and peer assess work in red pen and respond to both staff and student feedback in green pen.

6. Whole School focus on literacy

6.1 SPaG marking

→ It is an expectation for all staff to literacy mark the students 'Green for Growth' responses following a whole class feedback.

→ The member of staff can do this during the lesson while they are checking the accuracy of the students responses.

→ This must be done in red pen and must use the school's SPaG codes.

6.2 Reading initiative

➔ Students in year 7 and 8 (in the first instance) will take part in a reading initiative that will raise their literacy, reading and comprehension levels to increase exam performance and better prepare them for life after Kelvin Hall.

➔ Students will read twice per week in their focus group, reading a novel with their teacher.

➔ There is a range of titles that they will read, all of which will be interesting and thought provoking.

➔ At the end of each session, students will be expected to demonstrate that they have been listening and following the story and have understood the text by answering some comprehension questions.

➔ Rewards will be distributed via Class Charts for those that successfully answer the questions.

6.3 Reading Homeworks

➔ Reading homeworks will be set by each department once every half term

➔ These will be scheduled in advance so that these are spread out across the half term.

➔ The task will be set as a Google form quiz and uploaded to the specific Google Classrooms that have been created for reading homeworks.

➔ These Google forms must contain a range of comprehension questions based on the reading material.

➔ The reading material for the reading homework must be uploaded to the same Google Classroom and set as material.

6.4 Numeracy

➔ Alongside the substantial curriculum time that students receive in maths, additional time has been designated in the focus groups for year 9 and 10.

➔ To ensure that the quality of resources is of a high standard and consistent, one member of staff will plan and the resources for staff to use.

➔ This will include sufficient information and modelling of the tasks, that students are able to engage with the work and it has a positive impact on their outcomes.

6.5 SMSC and PSHE

➔ Time has been allocated for the SMSC and PSHE curriculum to be delivered across all year groups.

➔ To support the curriculum and prevent any confusion or misconceptions, specialist teachers will plan all of the sessions for staff to deliver within Focus groups.

➔ These resources are planned to a high standard to ensure that the curriculum is the best that it can be and has the highest possible impact.

7. Remote Education

➔ Currently, most students are accessing their learning in school, though through isolation, some students will continue to access their learning from home.

➔ Teachers will add lesson material to Google Classroom in time for the start of their lessons for those who are unable to attend school.

→ This will be the same learning as those who are at school, so that the sequence of learning remains unchanged.
→ In the event of a bubble or school closure, Kelvin Hall will use a combination of the following approached to teach students remotely:
  → 'Live Lessons' delivered on Google Meet and accessed through Google Classroom (20 - 23 lessons of 25)
  → Pre-recorded lessons and activity videos shared through Google Classroom
  → Independent lessons or activities shared through Google Classroom
  → Websites supporting the teaching of specific subjects:
    ▪ Maths - Dr Frost Maths - https://www.drfrostmaths.com/
    ▪ Science - myGCSEscience - https://www.my-gcsescience.com/
    ▪ Music - Focus on Sound - https://www.focusonsound.com/

7.1 Teachers will:
→ Teachers will complete daily registers of students' attendance.
→ Teachers will mark and give feedback on assigned work.
→ If assignments are missing or incomplete, teachers will contact both students and parents/carers.

7.2 Progress and Subject leaders will:
→ Ensure that the students receive a broad and balanced curriculum, as if they were in school.
→ Ensure that the quality of the lessons and resources used are to a high standard.
→ Monitor the online Teaching and Learning
→ Provide CPD opportunities for staff to develop their online teaching skills.

7.3 Senior Leaders (Subject Directors) will:
→ Hold staff and students accountable for their online learning
→ Plan and evaluate strategies to continually improve the quality of online teaching and learning
→ Provide support and guidance to staff
→ Input and monitor the impact of CPD opportunities to improve staffs practice

At Kelvin Hall, the teaching and learning ensures that learners have every opportunity to succeed and develop a love for learning. It promotes a culture of high aspiration for both staff and students so that the best outcomes for all learners are achieved.

1. Classroom Culture	2. Precise Planning	3. AfL, Questioning, and Metacognition	4. Marking and Feedback
1.1 Effective start. Clear embedded routines, expectations, and organisation deliver a purposeful start. - The teacher thresholds and welcomes students. - A 'data-based' seating plan in place and live on Class Charts. - The student planner and equipment to be out and visible on desks. - A suitable starter activity that provides a **challenge for all.** - All students to be swiftly and actively engaged in the starter activity. [TS 1,2,7] **1.2 Independent, active engagement by all students.** Students are fully engaged in their activities. There is clear direction throughout the lesson. - Student motivation is clear to see through their enthusiasm, body language, and their work input. - The pace and atmosphere are purposeful and appropriate for the class. - Students are challenged with the planned activities and are positive and hard-working. [TS 1,2] **1.3 Effective use of behaviour and reward system.** Use of Class Charts to maintain positive behaviour for learning and pace. A range of teaching strategies is used to promote **good behaviour for learning.** [TS 1,2,7] **1.4 A quality classroom environment.** Tidy, organised, bright classroom with attractive, engaging displays for learning which are a clear positive visual representation of the teacher's expectations. [TS 1] **1.5 Active engagement by the teacher in delivering the lesson.** The teacher should be a positive role model. - The teacher should not be sitting at the desk, other than when lesson delivery requires otherwise. - Between 'knowledge input', frequently navigating the classroom, checking student progress, marking on the move. - Supporting and identifying misconceptions (where relevant). - The teacher models passion for the subject. [TS 1,2,5]	**2.1 Clear learning objectives and outcomes.** The objectives are measurable, provide a good level of challenge and depth for all, and are linked to the curriculum plans. - Objectives follow the faculty guidance. - Students can clearly and confidently articulate what they are learning in line with the outcomes. [TS 1,4,5] **2.2 Clarity of success criteria and modelling.** The teacher provides clarity on what success looks like including examples when appropriate including when modelling answers, listing the success criteria. - Students can clearly and confidently articulate what success looks like. - Where appropriate scaffolded tasks, like worked examples, are used to allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources. [TS 2,6] **2.3 Effective differentiation.** Setting work that reflects high expectations of all students. Every activity appropriately challenges every student. Work is also differentiated for students that require additional support including but not inclusive to SEN. Clear instructions are given to TA in regards to expectations and support. [TS 2,4,5] **2.4 Allocating appropriate time.** Appropriately timed activities to maximise learning and maintain pace. - Students need to move on quickly once they have mastered the learning. - A particular focus is on ensuring students have adequate time on the more challenging activities and extended writing. - All tasks need to be conducive to driving learning forward and therefore not low-level (e.g. cutting out a card sort activity). Where some tasks may appear low level (e.g. shading in or a poster) - it is expected that a clear purpose is explained or success criteria are used alongside it. [TS 1,2,4,5,6] **2.5 Development of literacy.** Literacy is clearly planned for and delivered at every relevant opportunity. - The teacher emphasises the spelling of key vocabulary and common literacy and SPAG errors during Green for Growth tasks. The planning for this is clear and is informed by previous literacy marking. - Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. - The teacher uses specific and effective techniques to improve the quality of students' literacy and will check Green for Growth improvement work for SPAG. [TS 2,4,6] **2.6 Green for Growth.** Good quality 'whole class feedback sheets are created and their use is clearly planned for with teacher-led re-teaching to lay the foundations. In lessons, they are effectively deployed and used by students. Staff have clearly identified misconceptions and use the time effectively to deal with these. [TS 1,2,5,6]	**3.1 Good quality metacognition and oracy.** Teachers ensure there is ample opportunity for students to engage in good quality dialogue to assess their understanding, thinking and learning. - Discussions should be sharp, concise and purposeful. Teachers can support students, when applicable, by modelling high-quality talk, for example including key vocabulary and metacognitive reflection. - Dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge. [TS 2,3,4,6] **3.2 Effective targeted questioning.** The teacher skillfully uses both closed and open questions to gain an accurate idea of understanding and extend learning. - A no-hands up approach is used regularly. - Deeper and more challenging follow-up questions are used to extend learning and involve more students. [TS 2,3,5,6] **3.3 Effective AfL and Progress checks.** Effective AfL activities in line with the 'SSAT embedding formative assessment' programme are used to check on the progress against the outcomes, to identify the current position of individual learners, and to decide what direction the lesson should take. - Teachers use this feedback effectively to adapt the lesson as needed to maximise student progress against the outcomes and maintain a high level of challenge. - Teachers identify students within lessons that have gaps in their knowledge or misconceptions and address these with feedback. [TS 4,5,6]	**4.1** Misconceptions are identified and shared with the class on the 'whole class feedback sheet. Feedback must be improvement driven, subject-specific, and stretch students. [TS 1,2,4,5] **4.2** Staff identify SPAG errors from the assessment, if applicable, or use this time to promote good literacy using subject-specific vocabulary. [TS 1,2] **4.3** Green for Growth response to the marking of assessment or AfL is substantial and shows clear improvement and progress. [TS 1,2,6] **4.4** Presentation is of a high standard. [TS 1] **5. Progress** **5.1** Students are challenged, fully engaged and make clear progress in their learning as evidenced via effective AfL within the lesson, the high-quality work in their books, assessment and predictions made and entered on SISRA Analytics. [TS 1,2,4,5,6] **5.2** The work in students' books shows improvement over time. [TS 1,2,6]

SISRA observe drop in template

1. CLASSROOM CULTURE

1.1 Effective start

Outcome: [▾]

[TS 1] [TS 2] [TS 7]

Clear embedded routines, expectations and organisation deliver a purposeful start. We expect:
The teacher to stand in the doorway and welcome students. A 'data-based' seating plan in place and live on classcharts. The student planner and equipment to be out visible on desks. A suitable starter activity that provides challenge for all. All students to be swiftly and actively engaged in the starter activity

Please select an outcome

Comments:

Characters Remaining: **1500/ 1500**

1.2 Independent, active engagement by all

Outcome: [▾]

[TS 1] [TS 2]

Students are fully engaged in their activities. There is clear direction through the lesson.
Student motivation is clear to see through their enthusiasm, body language and their work output.
The pace and atmosphere is purposeful and appropriate for the class. Students are challenged with the planned activities and are positive and hard working

Please select an outcome

Comments:

Whole class feedback template

Pupil Whole Class Feedback

Class:	Date:	Topic:

Whole Class Misconceptions/Missing Skills	Praise

G4G Subject Task:	G4G Literacy Task