

Finborough School Teaching and Learning Policy

“Learning Never Stops”

Introduction

Our objective is to strive to develop our teaching to be consistently excellent, ensuring that all our students are inspired and challenged to be motivated independent learners that make outstanding progress against their potential grades and incrementally improve their ‘Learnability’ (learning behaviours) and be leaders of their own learning. This policy outlines the Finborough School strategy for sustained great academic teaching and learning.

Curriculum

Our curriculum can be divided into two sections:

1. Academic and ‘Learnability’
2. Life and Leadership (Character)

All lessons and experiences at the school conspire to develop our students as excellent learners in both these areas.

Outstanding learning

Learning is a process by which students acquire and assimilate knowledge, concepts, and attitudes in order to make sense of the world.

‘Learnability’ is the standardised skill set we have designed for our students and teachers to inculcate a unified understanding of what great learning looks like.

Just as our students understand that in sport and music they need continuous practice and discipline to make measurable gains in skill and performance, we need to ensure that they associate those same skills with academic progress.

Characteristics of outstanding learning:

- Students are resilient, work beyond their comfort zone, rising to challenge and making a personal commitment to develop understanding.
- Students are able to relate ideas to previous knowledge and real life.
- Students seek patterns and underlying principles.
- Students inspire and support the learning of others.
- Students check evidence and relate it to conclusions.
- Students examine logic and argument critically and cautiously.
- Students review their learning regularly.

'Learnability'

The Finborough 'Learnability' Framework is organised in two useful formats, the first set out to support assessment and development of individual students. The second is designed to evaluate the 'Learnability' of a class to support evaluation of the effectiveness of teaching and learning of all students in a lesson.

Finborough Learnability 4.0

The following Descriptors should be used to decide a pupils 'Learnability' using a complete fit approach. To achieve a rating the pupils must fully fit every descriptor.

	Unacceptable	Bronze	Silver	Gold	Platinum
Attainment	<i>Will be below 'emerging' by the end of the school year.</i>	<i>Is on track to be securely 'emerging' or just expected by the end of the school year.</i>	<i>Is on track to have achieved 'expected' by the end of the school year.</i>	<i>Is on track to be securely 'expected' or just 'exceeding' by the end of the school year.</i>	<i>Is on track to be securely 'exceeding' by the end of the school year.</i>
Learning in Class	<i>Shows little or no interest and rarely contributes to lessons.</i>	<i>Sometimes works hard, showing some interest and occasionally contributes to lessons.</i>	<i>Usually works hard, often showing interest and frequently contributes to lessons.</i>	<i>Always works hard, showing commitment and enthusiasm and is eager to contribute to lessons.</i>	<i>Is a model pupil in class, inspiring and supporting the learning of others through their outstanding contributions.</i>
Learning at Home	<i>Homework is completed with very little effort and is rarely handed in on time.</i>	<i>Homework is completed but sometimes with little effort and is not always handed in on time.</i>	<i>Homework is usually completed to the best of the pupil's ability and always handed in on time</i>	<i>Homework is always completed to the best of the pupil's ability and always handed in on time.</i>	<i>Homework is always exemplary. The pupil frequently goes above and beyond expectation.</i>
Learning Resilience	<i>Gives up very easily, whenever there is a challenge/struggle with their learning</i>	<i>Can with encouragement be a determined and resilient learner, however, finds challenge difficult and requires considerable support and encouragement to find a solution and way forward.</i>	<i>Is usually a determined and resilient learner that is open to challenge, however, often requires support and encouragement to find a solution and way forward</i>	<i>Is a determined and resilient learner that welcomes being challenged with a positive solution focused attitude.</i>	<i>Is a highly determined and resilient learner that loves to be challenged and really push themselves. They inspire others with their irrepressible positive 'can do' attitude.</i>

Equipped to Learn	<i>Rarely has the correct items and equipment for lessons, taking little care of it</i>	<i>Sometimes has the correct items and equipment for lessons, taking reasonable care of it</i>	<i>Usually has the correct items and equipment for lessons, taking good care of it.</i>	<i>Always has the correct items and equipment for lessons taking excellent care of it</i>	<i>Always has the correct items and equipment for lessons. Their organisation and preparation are exemplary.</i>
Presentation	<i>Rarely takes care with presentation of work, not completing tasks fully.</i>	<i>Usually takes care with presentation of work, sometimes not completing tasks fully.</i>	<i>Usually takes care and pride with presentation of work, completing most tasks fully.</i>	<i>Always takes care and pride with presentation of work, completing all tasks fully.</i>	<i>Always takes care and pride with presentation of work, completing all tasks to the very best of their ability</i>
Accuracy	<i>A very low level of accuracy and attention to detail. Careless mistakes are common, and spelling / grammar is significantly below expectation.</i>	<i>Most work is completed with a satisfactory level of accuracy. Careless mistakes are uncommon, and spelling / grammar is only slightly below expectation</i>	<i>Most work is completed with a good level of accuracy. Careless mistakes are rare, and spelling / grammar is in line with expectations</i>	<i>All work is completed with a good level of accuracy. Careless mistakes are very rare, and spelling / grammar is beyond expectations</i>	<i>An extremely high level of accuracy is consistently demonstrated. Work is faultless and spelling / grammar is outstanding.</i>
Review and Improve	<i>Rarely engages with feedback, making no effort to improve / extend work. Shows little interest in self evaluation of their work</i>	<i>Usually engages with feedback, making some effort to improve / extend work. Occasionally self evaluates and improves work</i>	<i>Usually engages with feedback, making a good effort to improve / extend work. Usually self evaluates and improves work.</i>	<i>Always engages with feedback, making an outstanding effort to improve / extend work. Frequently self evaluates and improves work</i>	<i>Actively seeks feedback for improvement. Expert at evaluation of their own and others work, identifying and articulating areas for improvement.</i>

Finborough Class Learnability 3.0

The following Descriptors should be used to decide a class' 'Learnability' using a best-fit approach when visiting a lesson.

Unacceptable	Bronze	Silver	Gold	Platinum
<i>The class is unfocused with frequent disruption to learning.</i>	<i>The class is focused and disruption to learning is rare.</i>	<i>The class is very focused and there is no disruption to learning.</i>	<i>The class is engrossed in their learning with exceptional behaviour and a positive 'buzz'.</i>	<i>This is a very special classroom, where there is a tremendous collaborative learning buzz</i>

<i>There is very little progress, if any evident in the class.</i>	<i>There is evidence that most students are making good progress in the class.</i>	<i>There is evidence that all students are making good progress in class.</i>	<i>There is evidence that all students are making excellent progress.</i>	<i>There is evidence that pupils are making exceptional progress.</i>
<i>Students show little or no interest and contributions are very rare or absent.</i>	<i>Some students are working hard, showing some interest and making occasional contributions.</i>	<i>Most students are working hard, often showing interest and making frequent contributions.</i>	<i>All students are working hard, showing considerable interest and making frequent contributions.</i>	<i>A number of students in the class are inspiring and supporting the learning of others through their outstanding contributions.</i>
<i>Students give up very easily as soon as they are challenged</i>	<i>Students find challenge difficult and require considerable support and encouragement to find a solution and way forward.</i>	<i>Students welcome challenge however need support and encouragement when they are challenged to help them find a solution and way forward.</i>	<i>Students welcome challenge and demonstrate a positive solution focused approach to find the way forward,</i>	<i>Students relish and seek challenge to really push themselves. They inspire others with their irrepressible positive 'can do' attitude.</i>
<i>If homework is available, it is completed with very little effort.</i>	<i>If homework is available, it is completed but sometimes with little effort.</i>	<i>If homework is available, it is generally completed to the best of the student's ability</i>	<i>If homework is available, it is always completed to the best of the student's ability</i>	<i>If homework is available it is frequently exemplary, showing most students go above and beyond expectations.</i>
<i>Students are poorly equipped for learning and the classroom environment is not supporting effective learning.</i>	<i>Most students have the correct items and equipment and some aspects of the classroom environment supports learning.</i>	<i>All students have the correct items and equipment for and the classroom environment supports learning.</i>	<i>All students have the correct items and equipment for and the classroom environment contributes greatly to learning.</i>	<i>All students have the correct items and equipment for lessons. The organisation and preparation of most pupils is exceptional.</i>
<i>Student's books show that the majority do not take care with presentation of work and frequently do not complete tasks fully.</i>	<i>Students usually take care with presentation of work however tasks are sometimes not completed fully.</i>	<i>Students usually take care and pride with presentation of work, completing most tasks fully.</i>	<i>Students always take care and pride with presentation of work, completing all tasks fully.</i>	<i>Students always take care and pride with presentation of work, completing all tasks to the very best of their ability.</i>
<i>Student's books also show a low level of accuracy and attention to detail. Careless mistakes are common and spelling / grammar is significantly below expectations.</i>	<i>Most work is completed with a satisfactory level of accuracy. Careless mistakes are uncommon and spelling / grammar is only slightly below expectations.</i>	<i>Most work is completed with a good level of accuracy. Careless mistakes are rare and spelling / grammar is in line with expectations.</i>	<i>All work is completed with a good level of accuracy. Careless mistakes are very rare and spelling / grammar is beyond expectations.</i>	<i>All work is completed with an extremely high level of accuracy. Most students' work is faultless and spelling / grammar is outstanding considering (SEN considered).</i>

<p><i>There is little or no evidence of engagement with Feedback or effort to improve / extend work.</i></p> <p><i>They show little interest in self-evaluation of their work.</i></p>	<p><i>Students usually engage with Feedback making some effort to improve / extend work. They occasionally self evaluate and improves their work</i></p>	<p><i>Students usually engage with feedback making a good effort to improve / extend work.</i></p> <p><i>They usually self evaluate and improve their work.</i></p>	<p><i>Students always engage with feedback , making an outstanding effort to improve / extend work.</i></p> <p><i>They frequently self evaluate and improve their work.</i></p>	<p><i>Students evidently actively seek feedback for improvement.</i></p> <p><i>They are expert at evaluation of their own and others work, identifying and articulating areas for improvement.</i></p>
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Planning for Excellent Learning

Planning learning sequences based on explanation, practice, review and retrieval enables students to interrogate their understanding and demonstrate mastery of topics and skills. Teachers should incorporate the following approaches to learning in their teaching as is appropriate for their subject and age of students.

- Begin lessons with a review of previous learning (e.g. previous lesson, previous week, last month) to support students to retain and retrieve knowledge.
- Present new material in small steps, giving clear and detailed instructions and sufficient time to build practice after each step.
- Check for understanding and help students reflect on their own learning.
- Provide a high level of differentiated active practice for all students.
- Guide students e.g. using models of worked answers or examples as they begin to practice and check responses from all students.
- Remove scaffolding to enable independent practice.
- Provide systematic feedback, which the student must act on to develop their learning further.
- Re-teach the material if necessary and provide further guided and independent practice.

Differentiation

Lessons are planned to meet the needs of all students through the setting of a clear learning objective that will usually be the 'title' of the lesson with three progressive differentiated teaching approaches applied where appropriate.

Core: The learning and understanding ALL students will have achieved by the end of the lesson

Support: Planned Intervention for those who might struggle with the learning and understanding.

Challenge: Extension opportunities to ensure those who demonstrate they have achieved the 'core' learning and understanding are not held back.

Where students are studying for GCSEs or higher a more targeted approach is applied focused on potential grades.

Differentiation can be achieved through a wide variety of strategies which teachers will continually evolve and adapt as they take a bespoke approach with each and every class. Effective approaches include:

- Questioning
- Use of scaffolds or support material
- Extension tasks

Feedback and facilitation of student progress

Students need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning, therefore, feedback lies at the heart of promoting student learning and progress. We are taking a whole school approach on ensuring that staff workload is proportional to impact on teaching and learning and therefore supporting student progress. This therefore, involves a deliberate move away from a marking focus to giving students actionable feedback that guides their learning and facilitates progress, so that we all see feedback in terms of quality and not quantity to help reduce workload while simultaneously improving student learning. Effective feedback therefore must lead to development of student learning, demonstrated by success in further independent practice.

Feedback should always be recorded by students or their teachers in green so it stands out from other text and is therefore directly actionable.

Focussed immediate feedback is found to be most appropriate at the start of a learning journey as part of guided practice and can be powerful as a motivator leading to increased subsequent effort and a guide to the expected standard of work. Delaying or deferring feedback during independent practice is beneficial for longer term learning gains as it enables students to reinforce learning and practice until learning is fluent and secure.

Forms of feedback include:

- In-class questioning.
- Peer feedback.
- Self-marking based on teacher group feedback.
- Learning conversations that help students to construct their own knowledge during independent practice.
- Summative grades/assessment
- Formative assessment review.

Each part of the school, department or subject will have practices or strategies that are most suitable for their setting and within the broad principles of the purpose of feedback to facilitate progress in learning.

Homework

Aims of homework

It is vital that our students become independent learners at as early an age as possible and homework provides an opportunity for students to reflect on learning achieved in school, practice their newly developed skills and knowledge and is an important role in raising student achievement. Homework should also provide an opportunity for students to interleave current and past learning to ensure that skills and knowledge are in their long term memory. Homework therefore requires careful planning and integration into the scheme of work for each curriculum area.

Why does homework matter?

Homework develops students' independent study skills, ability to organise and manage their time as well as self-discipline.

Homework should provide an opportunity for students to reflect on, review and consolidate their learning through the practice of skills acquired in the classroom in preparation for new learning activities.

Homework should also give students the opportunity to research topics in depth using follow up questions.

Review of homework provides feedback in the evaluation of students learning to better understand any gaps in knowledge or skills, so that lessons can be planned to meet students' learning needs and respond to lack of mastery.

Homework tasks

Students should be given the opportunity to summarise and review topics they have studied. This regular review will be used to support preparation for review of learning, new learning and future assessments.

Other homework set can take a variety of forms e.g. Homework booklet for specific subjects, writing tasks, preparing for discussion or presentation, flipped learning, drawing or design work, completing worksheets, on-line learning activities and quizzes.

All students are strongly encouraged to read for pleasure daily.

Homework expectations

Students should be set a homework task in each subject each week. The amount of time students are expected to spend on the task depends on the year group.

Year	Duration
Pre prep	20 minutes per piece of homework
Prep school	30 minutes per piece of homework
7 and 8	30 minutes
9, 10 and 11	45 minutes
Sixth Form	4 hours
EPQ	2 hours

Responsibilities

Student	Subject teacher	Parent
<ol style="list-style-type: none">1. Listen carefully to homework instructions.2. Plan to start the homework giving you sufficient time to seek further support or explanation from your teacher well before the deadline.3. Try all work set to the best of your ability.	<ol style="list-style-type: none">1. Plan and set homework which enables students to develop their skills and learning. Provide support and further explanation as requested by students.2. Provide opportunities for students to receive feedback and understand how they can make further progress.3. Inform the Lead teacher and award an appropriate sanction for non-completion of homework, where no explanation is offered prior to the deadline.	<ol style="list-style-type: none">1. Reinforce the value of completion of homework and independent study.2. Support your child in developing resilience as a learner, to persevere and work hard to reach high standards of achievement.3. Provide a quiet place to work.

Learning Technology

Teachers skillfully employ technology in their lessons. Every class has a 'Google' Classroom set up and the information and tasks set for every lesson will be posted to support reflection and access to any students who may be absent.

Students are encouraged to use technology where it will be of value. The huge 'leaps' achieved in online learning and resultant learner independence during the period of enforced at-home learning due to the global coronavirus pandemic of 2020 have been capitalised and built upon.

This includes the use of video 'meets' where they add value to the learning process, supporting students remotely.

Teachers and students are ready and able to switch to at-home learning should this be required at any time in the future.

Equality and Diversity

We encourage equality and diversity to be prevalent across the curriculum and signpost this to ensure it is a fundamental element of our approach across the school.

Quality Assurance and Professional Learning

We have a half term cycle of quality assurance and professional learning evaluating the consistency and effectiveness of our approaches and connecting this to the need for development in a continual cycle of review and improvement. "Learning Never Stops".