THE JUDD SCHOOL

TEACHING AND LEARNING POLICY

Dated: October 2018
Review Date: April 2019

A vision for our students

The primary aim of The Judd School is to develop students who are open and independent learners that will achieve highly and be prepared to be lifelong learners, in a rapidly changing world. To achieve this aim teaching at The Judd School must develop students with the following characteristics:

1) empathetic – respecting others' point of view, interests and beliefs
2) inquisitive – being curious and creative; keen to challenge themselves, including using their imagination to stretch themselves as learners, beyond what comes easily
3) collaborative – learning in teams
4) courageous – taking risks and learning from their mistakes or failure
5) reflectiveness – taking responsibility for their progress by planning, reviewing and improving their own learning
6) reasoning – using logic and rationality to construct effective arguments, and identify flaws in others' arguments

All activities provided by the school, curricular and extracurricular should support development of these characteristics in our students.

All teaching at The Judd School must support and encourage the development of the characteristics listed above and all teachers are expected to conform to The Judd School Teachers' Standards. There is no one preferred teaching style at The Judd School and teachers are encouraged to develop individual teaching styles which are effective and suitable to their subject specialism.

The Judd School Teachers' Standards

Part 1: Teaching

All teachers must:

1. Set high expectations which inspire, motivate and challenge pupils
    a. establish a safe and stimulating environment for pupils, rooted in mutual respect
    b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
    c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
    a. be accountable for pupils' attainment, progress and outcomes
    b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
    c. guide pupils to reflect on the progress they have made and their emerging needs
    d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
    e. encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
    a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
    b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
    c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
    d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
    e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons
    a. impart knowledge and develop understanding through effective use of lesson time
    b. promote a love of learning and children's intellectual curiosity
    c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
    d. reflect systematically on the effectiveness of lessons and approaches to teaching
    e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
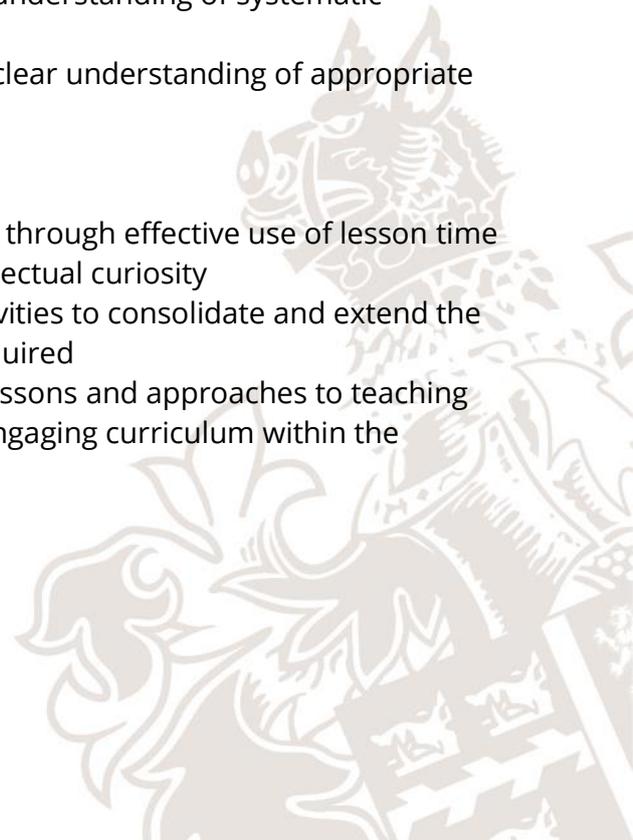
5. Adapt teaching to respond to the strengths and needs of all pupils
    a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
    b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
    c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
    d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
    a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
    b. make use of formative and summative assessment to secure pupils' progress
    c. use relevant data to monitor progress, set targets, and plan subsequent lessons
    d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
    a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
    b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
    c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
    d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities
    a. make a positive contribution to the wider life and ethos of the school
    b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
    c. deploy support staff effectively
    d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
    e. communicate effectively with parents with regard to pupils' achievements and well-being.

9. Promote effective collaborative learning.
    a. provide opportunities for pupils to engage in small group work
    b. ensure all students make positive contributions to small group activities
    c. advance the practice of careful listening between students, encouraging a sense of empathy
    d. require groups to pause in order to summarize their work collectively
    e. students should communicate to the group rather than individuals.
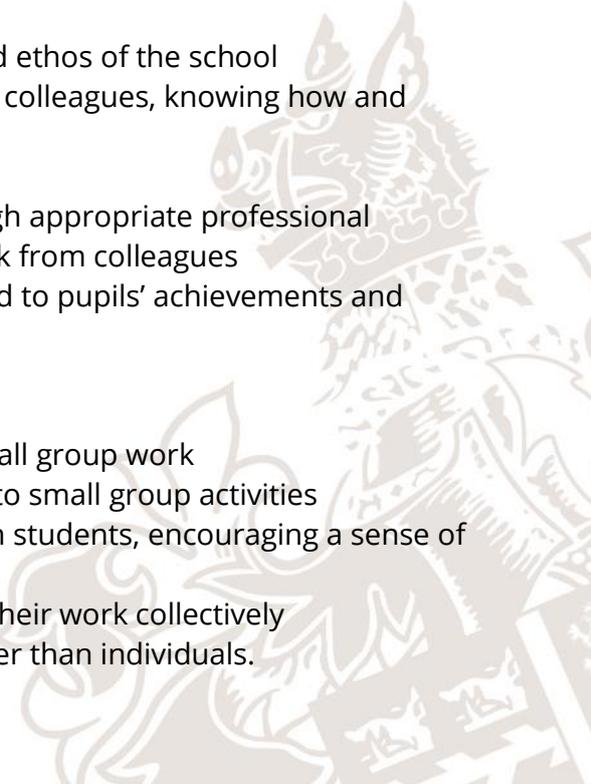
Part 2: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

a)   Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

b)   Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

c)   Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Assessment and Feedback

Assessment and feedback are essential elements of teaching and learning. Heads of Department are responsible for developing assessment and feedback policy and practice within their own subject areas. Department policies and practices must conform to the following whole school expectations:

Assessment

- Heads of Department are responsible for ensuring all key assessments[1] are consistent in relation to assessment criteria and standards of marking across all classes within a department.
- Outcomes from all key assessments must be recorded within the department for the purposes of monitoring and tracking. Heads of Department are free to determine how this data will be recorded but they must ensure the data is complete and accessible to SLT.
- When possible, teachers should avoid reporting summative grades/marks to the students as these often distract from focusing on the formative aspects of the assessment (i.e. feedback relating to improvement). Summative grades/marks should be recorded by teachers for the purposes of tracking and monitoring.

KS3

- Year 7 - current academic attainment and the development of selected learning characteristics[2] should be assessed *via* 6 key assessments a year (including end of year exams).
- Year 8 - In subjects with 3 or more lessons a fortnight current academic attainment should be assessed *via* 6 key assessments a year (including end of year exams).
- Departments are free to decide upon grading systems for key assessments and all other forms of assessed work for internal purposes (e.g. home work), however, outcomes from assessments must not be reported to students or parents (including therefore in books) in terms of GCSE grades/numbers or national curriculum levels. Where a grade is desired, it must **only** be the 'WISE' grade.

KS4

- Academic attainment should be assessed *via* at least 4 key assessments a year (including end of year exams) in all GCSE subjects.
- Departments are free to decide upon grading systems for key assessments and all other forms of assessed work (e.g. home work), however, GCSE grades/numbers should only be used when the assessment criteria closely match that of the exam board used in the department.

---

[1] Any assessment that is undertaken by all students in the year within a subject can be considered a key assessment. Key assessments do not have to be tests and could take the form of a review of course work or an assessed project or homework.
[2] Each subject will only be expected to focus on the development and assessment of two predetermined learning characteristics.

- Academic attainment should be assessed *via* at least 6 key assessments in year 12 (excluding end of year exams and mock exams) and 4 key assessments in year 13.
- Departments are free to decide upon grading systems for key assessments and all other forms of assessed work (e.g. home work), however, A-level grades should only be used when the assessment criteria closely match that of the exam board used in the department.
- Students should have a clear understanding of the assessment criteria for the A-level specification they are studying and should be able to apply the criteria to their own work when needed.

Feedback

1. Students must receive feedback[3] on their work and/or level of attainment at least twice every half term.
2. Teachers must ensure feedback enables students to identify what they have done well and what they need to do to improve.
3. Students must be engaged in this process and teachers are required to monitor and develop the quality of student participation in the process.[4]
4. Whenever students receive feedback they must be allowed sufficient lesson time (Directed Improvement and Reflection Time – DIRT) to engage with and/or act on the feedback[5].
5. Marking of written work should include a focus on literacy. This should be done using standard annotations developed by the English department.

Code	Comment
P	Punctuation error
Sp	Spelling error
//	New line/paragraph
Vocab or V	Word choice needs greater care
^	Omission of words
' ' or " "	Quotation/speech marks needed
G	Grammar error
T	Shift in tense
?	Can't understand
Splice or C	Splicing commas

---

[3] Feedback does not have to be in the form of written comments or marking of students work. Feedback can be provided in almost any form and could be provided through well supported and effective self-assessment or peer assessment.
[4] Departments and teachers should decide how best to achieve this. Examples of effective practice should be shared widely.
[5] Students may do the bulk of any corrective work required at home, but, they must be given some time in lesson to at least review and reflect on the feedback they have received