



Gartree High School

Teaching and Learning Practice

Aim

As part of our commitment to raising attainment we have placed the teaching and learning agenda firmly at the heart of our school. We believe that good teaching which promotes learning, progress and enjoyment is the key to raising standards. As such we aim to ensure that every pupil has access to a high quality education which will allow them to maximise their full learning potential

Pupil Experience

All Gartree students should...

- Experience an enabling environment, structured routines and a positive climate for learning
- Be supported in line with their individual needs, in order to become confident independent learners
- Engage with expert teaching which will challenge them and encourage them to be creative and reflective learners.
- Know what they have learned and understand how to progress thanks to regular retrieval, assessment and feedback.
- Receive a rich, diverse and inclusive curriculum, delivered in a logical and sequenced way.

Teacher expectations

Teaching & Learning Principles

- Lessons should start with a short “Do Now” activity which may often include retrieval practice. While this is happening teachers should greet and settle students at the door.
- Students with specific needs should be explicitly catered for in lessons
- Lessons should usually feature; retrieval, explicit teacher instruction or modelling; independent student practice.
- Students should be made aware of what they are learning in each lesson, and how their lessons fits into the broader scheme of learning or “big picture”.
- New knowledge should be introduced carefully and in manageable “chunks”.

Teacher support

We aim to support colleagues to achieve these expectations by:

- Providing quality in house training focusing annually on a specific aspect of teaching and learning but at the same time ensuring that personalised professional development pathways are also available.
- Organising opportunities for colleagues to work collaboratively to share good practice.
- Allowing colleagues to attend external training which is specifically linked to their Performance Management targets or Subject Improvement Priorities.
- Providing coaching and mentoring where appropriate.

Quality Assurance

In order to ensure high quality teaching and learning the Senior Leadership Team and Curriculum Leaders aim to work in collaboration to constantly review our provision and practice so that we are able to assure quality standards and to drive forward improvement. To support this process of self-evaluation and self-challenge we have devised a robust monitoring schedule: including learning walks, joint lesson observations, PM observations and bi-annual departmental reviews.

Pupil Expectations

- Arrive on time with equipment for lessons.
- To always try your best and focus on the work within lessons and follow the learning route.
- Never to disrupt the learning of others in school.
- To complete H/W on time when it is set by teachers.
- To respect the school, teachers, each other and all the other staff who work at Gartree.
- To be sensible within the school and keep the building tidy.

Remote learning

Government guidance in response to the pandemic means that students and teachers may find themselves at home isolating for extended periods during term time. The principles on the quality of lessons and student experience remain the same. We aim to support high quality remote learning in the following ways.

- All students and teachers have been trained in the use of One Drive, MS Teams and email. This allows work to be easily sent and received between teachers and students.
- Where students do not have access to the internet from home, we will either provide a device on loan, or arrange for hard copy work for the student.

- For extended isolating periods, students will be expected to follow the school timetable from home and be available to work at normal lesson times wherever possible.
- Where they have sufficient notice of isolation, teachers will ensure work is available online by the start of all lessons. This may be delivered in a variety of formats.
- Where teachers are isolating but able to work, they will continue to provide suitable and engaging work for their classes. This may be delivered by a cover supervisor, or remotely through a live stream by the teacher.
- Teachers are aware of safeguarding issues raised by approaches such as live streaming and class chatrooms

Literacy across the Curriculum

All teachers are teachers of literacy. As such, the staff of Gartree High School are committed to promoting and literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- Improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

Roles and Responsibilities

- **SLT:** lead and give a high profile to literacy;
- **English Department:** provide pupils with knowledge, transferable skills and understanding they need to read, write and speak and listen effectively;
- **Middle tier leaders:** Ensure that Literacy is being implemented into their long-term and short-term planning across the age range and that staff in their subject area are integrating Literacy into their lessons.
- **Teachers across the curriculum:** contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Literacy co-ordinator:** supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas and taking a lead role in raising standards of literacy across the curriculum in KS3 and KS4.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements;

At Gartree High School, we aim:

- To promote high standards of literacy.
- Adopt the identified literacy across the curriculum priorities for each year.
- To help pupils to recognise that literacy skills are transferrable.
- Review this practice regularly
- To promote reading and encourage pupils to read regularly and make good use of the resources available to them in school.
- To build literacy into the lessons that we teach across the curriculum.
- Together, raise standards of literacy at KS3 and KS4.

Speaking and Listening

In lessons, we aim to teach pupils to use language precisely and coherently. Pupils need to be active listeners and should be able to respond to what others say, building on their ideas and views coherently. In terms of KS4, the AQA standards are as follows:

- *presenting information and ideas*: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
- *responding to spoken language*: listening to and responding appropriately to any questions and feedback
- *spoken Standard English*: expressing ideas using Standard English whenever and wherever appropriate.

The objectives are as follows:

- A07: Demonstrate presentation skills in a formal setting
- A08: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- A09: Use spoken Standard English effectively in speeches and presentations

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including multi-modal texts), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to:

- Locate and retrieve relevant information.
- Develop research skills.

- Develop reading comprehension skills.
- Develop and broaden use and understanding of subject specific vocabulary.
- Develop the skill in commenting on the validity and usefulness of texts.
- Teach pupils how to use quotations to support what they say.
- Teach pupils how to comment upon what they have read, explaining the purposes audiences, styles and structures of text.
- Teach pupils to use the appropriate key terms when analysing texts.
- Teach pupils how to relate texts to their social, historical and cultural context.

Other ways in which we promote reading are:

- Cross-curricular involvement in national events such as World Book Day.
- Promoting the library and resource centre.
- Promoting reading through form time and registration.
- Annual book fairs.
- Extra-curricular activities – book clubs.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

Each department will:

- teach pupils how to write in ways that are special to that department's subject needs:

The text types are:

- Narrative writing;
- Descriptive writing;
- information;
- recount;
- explanation;
- instruction;
- persuasion;
- discursive writing;
- analysis;
- evaluation;
- formal essay.

- align, wherever possible, the teaching of subject-specific text types to follow the broad introduction by the English department, so that pupils see how types of writing are applied and adapted in different subjects.

Other ways in which we promote writing across the curriculum:

- Competitions related to particular curriculum areas.
- Participation in national and local writing competitions.
- Displays in public areas.
- Extra-curricular activities.

Spelling

Each department will:

- identify and display key vocabulary;
- revise key vocabulary;
- teach agreed learning strategies which will help pupils to learn subject spelling lists;
- concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils.
- test or revise high frequency words regularly;

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. GCSE results will support this. Senior managers and the Head of English will decide how to monitor progress in the school.

Possible approaches are:

- sampling work – both pupils' work and departmental schemes;
- lesson evaluations by SLT;
- pupil interviews;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work across departments and/or on the VLE and school website.

Inclusion

1. Differentiation

Gartree High School pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures and differentiated groupings;
- resources;

- making objectives clear;
- Self and peer assessment.
- talk for writing;
- modelling writing and writing frames;
- making success criteria clear;
- guided reading and writing activities;
- providing challenging tasks;
- encouraging pupils to take lead roles;
- encouraging pupils' to take ownership of their learning by promoting independent learning skills and allowing them to negotiate aspects of their work.