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LEARNING POLICY

1 INDEX

NO	SECTION	
1	INDEX	Page 1
2	GORDANO'S VISION FOR LEARNING	Page 2
3	CLASSROOM TEACHING	Page 2
4	PITCH PERFECT	Page 3
5	GORDANO STANDARDS FOR STUDENTS	Page 4
6	GORDANO STANDARDS FOR TEACHING STAFF	Page 4
7	PRESENTATION AND COMPLETION OF WORK 7.1 Why is it important? 7.2 What should we expect? 7.3 Equipment	Page 5
8	FACULTY LEADERSHIP OF LEARNING 8.1 Promoting Progress 8.2 Assessment and Feedback Policy	Page 5
9	HOMEWORK AND EXTENDED LEARNING 9.1 How often should it be set? 9.2 When should it be due? 9.3 Should it be set in the holidays? 9.4 How should it be recorded? 9.5 What consideration should be given re computers/printing? 9.6 What feedback should be expected? 9.7 What actions should/will be taken for students who do not complete on time?	Page 7

Date adopted	LGB 21.1.19
Review date	Autumn 2022

2 GORDANO'S VISION FOR LEARNING

At Gordano School, we trust our faculty teams to design and deliver the very best learning for our students. We do not insist on particular teaching styles, strategies or structures. We value and celebrate the diverse experiences our students enjoy throughout the day. We know that our teachers work together to adapt their practice for the benefit of efficient and exciting learning.

At the heart of our approach is the question 'Does it Work?'. We want our teachers to be free to discard or adapt strategies, particularly those that are time-intensive, if they do not result in better learning for our students. We understand that each subject area needs a different set of pedagogical skills, including feedback and assessment methods. Although we expect the highest standards of feedback for our students, we do not insist that every faculty does this in the same way. We believe that autonomy to use professional judgement allows our teachers to achieve the academic success of which Gordano School is so proud.

However, there are some areas in which we all pull together to achieve consistency across the school, regardless of subject area. We will not compromise on the fundamentals. We have high standards for student conduct, punctuality, organisation and presentation of work. We insist that students do not litter, and that they keep learning environments tidy. We expect them to arrive fully equipped to every lesson. We do not allow off-task chatter in class. We expect homework to be completed to a good standard and on time. These standards allow students to flourish in organised, calm and focussed environments, exploring challenging experiences both in class and in our wide range of extra-curricular activities.

3 CLASSROOM TEACHING

What makes Great Teaching?

According to the Sutton Trust, these six qualities are strongly associated with teacher effectiveness. In Gordano School, we recognise the importance of evaluating, improving and sharing. We work closely together in teams to share good practice, improve our resources and learn from educational research.

<p>Content knowledge</p> <ul style="list-style-type: none"> Does your topic link to SOW or Assessment criteria? Do you deliver accurate information with clarity? Is your lesson appropriately differentiated to meet age and stage expectations? Do you use appropriate exemplars? Is your lesson in line with exam board/National Curriculum requirements? Do you use a range of up to date examples as appropriate? Are your teaching materials free from spelling, punctuation and grammatical errors? Are you stretching the most able with challenging material and ideas? 	<p>Quality of instruction</p> <ul style="list-style-type: none"> Is assessment regular, and does it clearly lead to student improvement? Are appropriate techniques employed to check understanding throughout the lesson? Do you adapt during the lesson in response to assessment of student understanding? Are instructions clear? Do students understand 'what a good one looks like'? Is the pace appropriate? Are all individual needs being met appropriately? Is the lesson interesting, engaging and challenging? Are you able to demonstrate progress over time? 	<p>Classroom climate</p> <ul style="list-style-type: none"> Are students supported to put in excellent levels of effort? Are there high expectations for student attainment and progress? Are the students respectful and supportive of each other and staff? Are students prepared to 'take a risk'? Are students able and keen to improve as a result of assessment? Are you taking appropriate and effective steps to address underachievement? Are opportunities taken as appropriate to promote literacy and numeracy? Are students given opportunities to collaborate, discuss and learn from each other?
<p>Classroom management</p> <ul style="list-style-type: none"> Do you take appropriate steps to manage behaviour? Are resources organised? Is the classroom neat, with displays aimed at supporting learning? Is the lesson planned to avoid any waiting, delay or 'dead time'? Are new technologies used as appropriate to good effect? Are you and the students punctual? Do your students take pride in the presentation and accuracy of their work? 	<p>Teacher beliefs</p> <ul style="list-style-type: none"> Do you convey a positive and enthusiastic attitude towards the school, subject and students? Do you demonstrate a belief in the potential for education to improve student futures? Do you model a love of lifelong learning and exploration? Do you foster a culture of independent study outside of class? 	<p>Professional behaviours</p> <ul style="list-style-type: none"> Are you reflecting on your practice? Do you adapt and change your practice as appropriate? Do you take risks and keep learning? Do you collaborate and share good practice? Do you seek efficient and effective methods of working to support your own and colleagues' work life balance? Can you show how you are using your targets to develop your teaching?

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4 PITCH PERFECT

Recent changes in GCSE and A Level specifications have led to an increased focus on ‘knowledge rich’ curriculums. Students, now more than ever, need to develop a secure base of knowledge. Much educational research has been done on the way brains process, remember and recall information. In Gordano we are working together to learn more about how to structure units, lessons and homework to help students confidently manage a broad range of knowledge from across the curriculum.


In particular, we are embedding interleaving, low-stakes testing and memorisation homework. We have found that students gain enormous confidence from practising knowledge and skills until they have them ‘pitch perfect’.

Pitch Perfect

Building in multiple opportunities to practise knowledge and skills

“a batter working with a dedicated pitcher has several hundred batting opportunities, where weakness can be systematically explored”

K. Anders Ericsson



We are also working with students from all year groups to recognise revision and learning techniques that are truly effective. By the time our students get to their exams, we want them to be confident scholars, able to manage and plan their revision independently

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5 GORDANO STANDARDS FOR STUDENTS

These are the basic standards we expect from every student to ensure that our school is an environment in which excellent learning can take place.

Take PRIDE in...	Boost ACHIEVEMENT by...	Look after our COMMUNITY by...
<ul style="list-style-type: none"> • Neat presentation and completion of your work. • Correct uniform. • Correct equipment. • Leaving no litter. • Leaving all rooms neat and tidy. 	<ul style="list-style-type: none"> • Listening when others are talking. • Trying hard every lesson. • Staying focused in tutor periods. • Avoiding distractions. • Arriving on time to tutor sessions and lessons. 	<ul style="list-style-type: none"> • Eating only in designated areas. • Keeping electronic equipment switched off in your bag. • Behaving sensibly at break, at lunch, and before and after school.

6 GORDANO STANDARDS FOR TEACHING STAFF

In order to support our students to achieve the standards that will allow them to learn, staff will work together to consistently praise, encourage and enforce our Gordano Standards.

PRIDE We will all...	ACHIEVEMENT We will all...	COMMUNITY We will all...
Praise students for good conduct and organisation.	Praise students for academic and extra-curricular achievements.	Praise students for kindness, leadership and charity work.
Uphold the policy on presentation and completion of work.	Have high expectations of every student, every lesson.	Be a positive, welcoming role model for students.
Check and follow up on uniform, equipment and litter.	Be firm about low-level disruption – no talking over others.	Regularly speak to and support tutees with behaviour and progress.
Challenge Sixth Form about lanyards.	Establish and enforce orderly starts and ends of lessons.	Ensure students are not eating outside designated areas.
Maintain a tidy and engaging classroom environment.	Make every tutor session purposeful in line with the tutor programme.	Check and follow up on unauthorised use of electronic equipment and earphones.
Arrive on time and prepared to every tutor session and lesson.		Be on time and active in duty locations.

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7 PRESENTATION AND COMPLETION OF WORK

7.1 Why is it important?

- The standards maintained in exercise books / files are a strong indicator of the perceived importance of the work that students are completing
- Well-presented and complete work encourages students to reflect on their work and use it as a revision aid for assessments
- It encourages students to take more care with their handwriting
- It encourages a sense of pride in their work
- Excellent presentation of work enables easier marking and feedback.
- It encourages better presentation in students' other work, including in assessments and exams.

7.2 What should we expect?

- A lesson's work should begin with a date and title. These should be underlined with a ruler.
- Students should write in blue or black pen.
- Diagrams, graphs and charts should be drawn in pencil and rulers used for straight lines.
- One neat line only should be drawn through mistakes.
- Graffiti should not be permitted.
- Exercise book covers should be maintained in a reasonable condition.
- Students should complete the tasks expected during the lesson - expectations will vary by class, but expectations for all should be high.

7.3 Equipment

- Having the right equipment is important in ensuring good presentation. The following equipment is on the 'must have' list: min 2 pens (blue / black ink), ruler, pencils, scientific calculator, eraser, protractor, and pair of compasses.
- Tutors are asked to remind ALL students of this list in the first week of term. There will be an accompanying email to parents.
- Tutors are asked to complete a fortnightly equipment check (on varying days, without notice).
- Equipment (individual items and sets) will be available on sale from the Library (cash).

8 FACULTY LEADERSHIP OF LEARNING

8.1 Promoting Progress



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Review date	Autumn 2022



All faculties work on the ‘Promoting Progress’ cycle. This cycle ensures that good quality assessments occur regularly, that teaching staff learn and adapt based on students’ strengths and needs, faculties work together to improve the way they deliver more challenging content, students receive feedback on how to improve, and those that need it are given extra support.

8.2 Assessment and Feedback Policy

All staff will comply with **faculty policies** to ensure that assessment and feedback will be **regular, planned, and differentiated** as appropriate to promote progress. Strategies used will be **efficient**. It will usually trigger student **reflection and improvement**. Feedback and assessment will usually be used to **adapt and plan** future lessons. Faculties will use **quality assurance** to monitor the extent to which assessment and feedback drives improvements in student progress. All teaching staff are responsible for **literacy**.

- **Regular** - A variety of assessment and feedback practices will be evident, as appropriate, across units of work. These practices may include but are not limited to -

Use of exemplars	Verbal feedback	Whole class feedback	Peer and self-assessment
Feedback delivered using Firefly/ICT	Written feedback on student work	TRIO tasks	Student target setting and response to feedback
Use of mark schemes to show students ‘Next Steps’	One-on-one feedback	Summative assessment	Literacy marking

- **Within a six lesson period**, it is expected that there will be evidence of planned assessment and feedback which helps students to improve their work. This may not always be written feedback.
- **Across a unit of work** (approx every 20 lessons) it is expected that there will be evidence of a range of feedback practices and student response. This will usually include written feedback to the student. Faculties and teachers should be able to demonstrate that the range of assessment and feedback is appropriate and effective.
- **Planned** - Assessment and feedback will be planned carefully so that staff can deliver prompt and effective responses to students at key moments in their learning. Assessment and feedback should always be necessary and timely.
- **Differentiated** - Where appropriate and possible, assessment and feedback will be tailored to meet the particular needs of the student. Teachers will be aware of and accommodate any exam access arrangements for particular students, including extra time where appropriate.
- **Efficient** - The purposes of assessment are to motivate students, improve work and inform teaching. Extensive written marking is not expected. Faculties should develop their own expectations, which are tailored to the units and classes they are teaching.
- **Reflection and Improvement** - Assessment and feedback should usually lead to student reflection and improvement. Students should increasingly be given responsibility for evaluating, reviewing and making improvements to their work.
- **Adapt and Plan** - Planning should be informed by an excellent knowledge of students gained through assessment.

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Review date	Autumn 2022

- **Quality Assurance** - Faculties will evaluate and monitor assessment and feedback collaboratively, reviewing units and assessments and undertaking Self-Evaluation activities such as learning walks and book monitoring.
- **Literacy** - As appropriate, schemes of learning should build in at least one opportunity for students to CORRECT their written errors.

9 HOMEWORK AND EXTENDED LEARNING

9.1 How often should it be set?

- **Years 7 and 8** are to be set longer project style Extended Learning tasks or weekly, more traditional Homework activities in English, Maths and Languages. Year 7/8 students are expected to spend at least 30 minutes on a piece of weekly homework. Extended Learning tasks will involve longer project based activities with a choice of outcome or task.
- In years 9,10 and 11 subjects set weekly homework. Year 9 students are expected to spend at least 35 minutes on a piece of homework and will also have other study to do at home in addition to homework such as revision and coursework. Year 10 and 11 students are expected to spend at least 45 minutes on a piece of homework in addition to coursework and revision. Please note that this would be expected to vary accordingly across the ability range.

9.2 When should it be due?

Homework should not normally be set to be due in on the following day. If this is unavoidable, please consider that some students will have significant evening commitments and allow flexibility accordingly.

9.3 Should it be set in the holidays?

Additional homework should not be set in holidays beyond the normal homework cycle (i.e. as homework set would run over a weekend).

It is acceptable to expect students to complete revision exercises in the October Half Term, February Half Term, Easter Holidays and May Half Term of Year 11, and in the May Half Term of Year 10.

9.4 How should it be recorded?

All tasks and relevant resources must be uploaded onto Firefly on the day that the homework is set, with the correct due date. Deadlines may be recorded in journals, but this is no longer compulsory as students are able to manage their tasks on Firefly.

9.5 What consideration should be given to students with limited access to computers / printing?

Teachers should consider students with limited access to computers and printing facilities at home. In most cases this will involve having a number of 'hard copies' of the Homework resource that students can take away with them.

9.6 What feedback should be expected?

- It would not be appropriate to expect staff to formally and formatively mark every homework. Expectations of marking and feedback to students is based on the whole experience within a subject and should conform to the school and faculty assessment policies. Longer Extended Learning pieces in Years 7&8 should always be formally / formatively marked.
- Praise (merits/ postcards home) should be awarded for exceptional effort and work.

9.7 What actions should / will be taken for students who do not complete on time?

Missed deadlines are recorded on SIMS according to Faculty procedures. Should a student incur a lunchtime faculty detention for missed homework, a sticker should go into their planner.

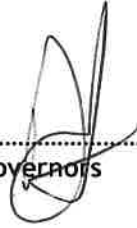
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Learning Policy

Non-Statutory

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Chair of Governors


.....
Headteacher