



Teaching & Learning Policy

At Silverdale our vision is to achieve:

- Outstanding Achievement For All

To achieve this we will:

- Ensure everyone in the School community is welcomed and feel that they belong.
- Ensure everyone in the School community is known and cared for.
- Nurture and celebrate the talents of all members of the School community.
- **Provide all members of the School community with outstanding teaching/training.**
- Aim for all members of the School community to achieve beyond expectations.
- Prepare all members of the School community for their futures, enabling them to play a positive part in society.

We recognise that one of the most important factors in ensuring this vision is achieved will be through all members of our School community, adults and young people, working together to ensure Teaching & Learning is of the highest quality. This Teaching & Learning Policy outlines what we can expect of one-another and how we can work together in the classroom to make our vision a reality.

We will always:	D	R	I	C	E
Have the highest expectations of ourselves and others.					
Arrive on time, fully equipped, planned and prepared for learning.					
Dress appropriately to work and learn.					
Respect everyone's right to learn – we will do all we can to ensure everyone can learn and will not prevent others from learning.					
Understand what we need to do to make progress from our individual starting points within each lesson, with the help of clear, differentiated learning outcomes .					
Set ourselves aspirational targets, know them and what we can do to achieve them.					
Use regular assessment, marking, feedback (WWW/EBI) and DIRT time to celebrate our strengths and to reflect and work on our areas for development.					
Embrace differentiation to support and challenge us all.					
Celebrate and reward our positive behaviour, contributions and achievements together, using Silver Stars!					
Challenge behaviour that disrupts learning in line with our School's behaviour policy.					
Celebrate the diversity of our School by respecting and learning from each other's beliefs, interests, ideas and differences.					
Look after and contribute to our School environment to keep it a bright, colourful, clean, comfortable, tidy and safe place to learn.					
Take opportunities to read, write, listen and speak in language-rich classrooms .					
Communicate and work positively and respectfully with others .					
Ask and answer questions that will deepen our thinking .					

Engage in learning opportunities with a 'can do' attitude .					
Ask for and accept help and support when we need it, give support and help when we can .					
Embrace opportunities to work independently and collaboratively with people inside and outside the school .					
Challenge ourselves and each other, using our imagination to make teaching and learning engaging.					
Listen to each other.					
Enjoy ourselves!					

What does DR ICE stand for?

DR ICE is a 'formula' that helps us to define what outstanding teaching does and what outstanding learning is.

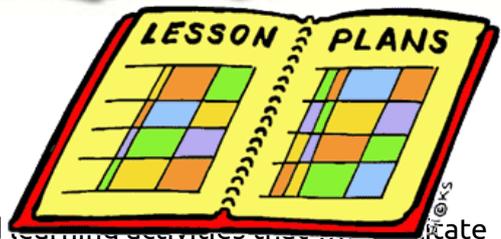
D	Deepen thinking
R	Role model learning processes
I	Impact on progress
C	Challenge expectations
E	Engage in learning



How

The planning of all lessons will include:

- A learning objective.
- Clear success criteria.
- Differentiation.



Beyond this, the structure of the lesson, and the teaching and learning activities that will take progress towards the success criteria, will be determined according to professional judgement of the teacher, to meet the needs of the learners. The Silverdale Lesson Plan should be used for formal lesson observations. The Silverdale 'Everyday' lesson plan is available for colleagues who choose to use it.

Why and how will marking and feedback be carried out at Silverdale?

Why?

For teachers, the purpose of marking and feedback is:

- To assess and record pupil progress.
- To enable purposeful planning to take students forward in their learning.
- To recognise and reward pupil strengths and give feedback on areas for improvement (**WWW/EBI**)
- To check pupil understanding and correct misconceptions.
- To inform interventions to improve pupil progress.
- To show pupils respect for their learning.



Marked by
your teacher.

For pupils, the purpose of marking and feedback is:

- To recognise and celebrate pupil effort and progress. (**WWW**)
- To ensure pupils understand why they are at a particular level or grade.
- To let the pupil know what they need to do to improve. (**EBI**)
- To facilitate an opportunity for the pupil to review previous targets.
- To give pupils the opportunity to improve in a follow-up session. (**DIRT**)



How?

Marking and Feedback will:

- Be guided by a clear objective and success criteria around which a task / lesson / series of lessons is designed (linking to NC levels/exam board specifications where appropriate).
- Be generated by a combination of teacher and / or self and peer assessment.
- Allow students the time and opportunity to respond to feedback (**D**edicated **I**mprovement and **R**eflection **T**ime – **DIRT**) using **Green Pens of Progress** (where appropriate)!
- Be reinforced by the use of rewards.
- Be manageable for teachers.
- Take place regularly and provide timely written or oral feedback.
- Be recorded by the teacher and monitored across the department.
- Often involve students in marking and checking their work
- Use **WWW** (What Went Well) and **EBI** (Even Better If) as a common language of feedback. EBI feedback will focus on what the pupil needs to do to take the next step in their learning. EBI feedback will not be procedural (e.g. 'underline titles' or 'use blue or black ink'), it will focus on improving learning (e.g. 'next time aim to support your reason with an example', or 'to improve, begin using forehand and backhand shots in a game situation').



Regularity

- Teachers will provide students with a Level or GCSE grade for an assessed piece of work once every half term, including detailed written feedback using WWW/EBI, and DIRT time where appropriate.
- Marking of work (homework and classwork) that does not form part of a half-termly assessment will take place at regular intervals in accordance with departmental policies on the regularity of marking. Again, feedback will be given using WWW/EBI and DIRT time.



How will the Teaching & Learning Policy be monitored?

Monitoring of the quality of Teaching & Learning will take place through Silverdale's Quality Assurance procedures. These procedures include:

- **Lesson observations.** All teachers are required to have at least two formally recorded lesson observations each academic year. These must be logged on the Silverdale lesson observation database. Teachers are encouraged to take every opportunity to be observed/observe others to develop excellent practice, and any lesson observations that are additional to the two formally recorded lesson observations may also be logged on the Silverdale lesson observation database. The principles outlined above are reflected in the [Silverdale Observation Grid](#). This grid should be used as a success criteria to support colleagues observing lessons to make accurate judgements and give developmental feedback on areas of strength and areas for development. Lesson observations should be recorded on the Silverdale Observation Record Sheet¹.
- **Work sampling.** Departmental and whole school work sampling will be used to monitor the implementation of the marking and feedback policy. The purpose of this will be to share and celebrate examples of excellent practice, and to identify colleagues/departments who may require support to improve in this area².
- **Pupil Voice.** It is essential that pupils are consulted on their experiences of teaching and learning to ensure that it is fully meeting their needs. Pupil Voice relating to Teaching & Learning will be gathered in various ways, on both a departmental and whole school level.
- **SEF and exam review meetings.** Whole school, departmental and key stages Self Evaluation Forms will contribute to the quality assurance of teaching and learning over time by analysing the progress made by pupils and groups of pupils in each subject. Data on the progress of pupils over time is one of the strongest pieces of evidence in assessing the quality of teaching and learning. Moreover, the Teaching and Learning section of the SEF, drawing on the Silverdale observation database, reveals departmental strengths and areas for development.

¹ Observations for colleagues who are Newly Qualified Teachers will be carried out more frequently using NQT Appropriate Body documentation.

² The Whole School work sampling process is outlined in the appendix to this document.