

Hawick High School Teaching and Learning Policy

Introduction

HHS Vision and Values

Hawick High School core values are Determination, Ambition, Respect and Effort (DARE).
Our Teaching & Learning Policy wholeheartedly endorses the educational vision and values embedded within our motto “Dare to Dream, Dare to Succeed”, as well as the key principles outlined in Curriculum for Excellence.

We aim to develop ourselves and those we teach as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. For our learners to be successful in school and beyond we will continue to develop each person’s social, emotional and economic well being.

What needs to be in place for learning to happen?

It is the responsibility of the school community – school staff, young people, parents and carers, professionals from partner agencies and others in the local community – to work together to ensure that each learner feels safe, healthy, achieving, nurtured, active, respected, responsible and included.

Young people believe that the teacher has a crucial role in this process. Quite simply, the teacher makes the difference.

According to young people, successful teachers are:

- Respectful
- Open
- Aspirational
- Assertive
- Encouraging
- Enthusiastic
- Humorous

Our starting point in HHS is inclusion: learners should not be subject to discrimination – intentional or otherwise – on the grounds of their social circumstances, gender, race, religion, culture belief, disability and sexual orientation.

Our next step in HHS is the curriculum: the ‘what’ of learning in relation to skills and knowledge. We integrate what we learn with how we go about learning it.

When we self-evaluate, that is, reflect about our own practice and engage in learning visits, we should see, celebrate and strive to improve the following:

- Teachers and pupils working collaboratively to create a supportive atmosphere in which success is shared and celebrated.
- Learners reviewing prior work, making choices, discussing and agreeing what needs to be done and what success will look like for the learner and the class.
- Learners engage in work that meets their needs in relation to skills and knowledge, which stimulates and challenges, which takes full account of local, national and international contexts and settings.
- Learners leading – taking roles of responsibility, making full use of information technology, asking each other thoughtful questions, engaging in dialogue as a class and in groups.
- Learners reflecting about their own progress, giving and receiving feedback focused on success criteria, agreeing next steps and taking action to achieve improvement.
- Teachers access and apply relevant findings from educational research to improve learning and teaching.

The key characteristics of Effective Teaching and Learning in HHS:

The Effective Teacher in HHS

Learning Intentions and Success Criteria:

- Learning intentions are designed and planned to ensure continuous progress through the current scheme of work.
- Success criteria are differentiated to ensure that all students are presented with an appropriate level of challenge. Success criteria state what the teacher is looking for to demonstrate that learning has taken place.
- Assessment criteria are clearly communicated to students within the context of their own learning.
- The students are clear when the learning from the lesson links with other areas of the course and with other subjects or situations.
- Students are confident that their teachers have excellent teaching knowledge.

Pace and Challenge:

- Activities are stimulating, challenging and develop thorough understanding.
- Students are engaged in a learning activity as soon as possible.
- Appropriate plenary activities engage all students in effectively reviewing their learning from the lesson and sets the scene for future learning.
- A range of questioning/discussion techniques engage all students. The questioning probes for deeper understanding to enable higher order thinking skills in all learners and is used to check for understanding.
- Homework tasks are set regularly. They are varied in nature and enhance understanding of concepts.

Learning Experiences:

- Independent Learning - Learners are motivated and empowered to work independently.
- Collaborative work is well developed and structured.

Feedback and Progress:

- Learners receive feedback, verbal or written, which is personalised and suggests ways to improve.
- Praise for both learning and behaviour is appropriate and specific.
- Learners have a clear understanding of their progress and know what they need to do to improve.
- Aspirational and achievable targets for improvement are discussed regularly. Students are aware of their own level of attainment and set their own targets.

The Effective Learner in HHS

An effective learner will be someone who:

Is punctual and has full attendance
Keeps all resources necessary for lessons well organised
Seeks feedback from both peers, and the teacher, and regularly self evaluates their work
Understands the success criteria of a lesson / topic and is motivated to achieve them
Engages fully with all classroom activities
Is open to a variety of teaching approaches
Is willing to make mistakes and learn from them
Sets themselves aspirational and realistic targets
Completes homework on time and to a high standard
Seeks “catch-up” for work missed by absence
Makes regular use of after school study clubs or other resources (e.g.Glow, Edmodo, Wiki)
Completes study tasks at home using own initiative

Effective Tracking and Reporting

Guidance on Roles and Responsibilities

TEACHER

- Entering tracking and reporting data accurately for Effort / Behaviour / Homework, and Progress, for all pupils
- Tracking & reporting for BGE pupils should be based upon attainment information gathered from formative and summative assessments across a range of activities.
- Where / when appropriate over the course of the year use should be made of department SALs to inform progress levels within the BGE
- Attainment data should be based upon data recorded in PLPs and teacher / department spreadsheets
- Senior phase data for WG and NTG should be based upon a range of evidence.
- Where classes are shared teachers complete tracking collaboratively with agreed ratings and levels.
- Senior phase Action Plan comments for borderline pupils should be solution focused with relevant and achievable next steps
- Discuss progress / TGs with pupils
- Use drill function to inform progress relative to other courses

PRINCIPAL TEACHER

Quality Assurance -

- Check all tracking ratings are completed
- Check that all Senior Phase Action Plan comments are clear / concise / and include next steps. Also check for typos and spelling errors
- Check for any inconsistencies in the ratings, e.g.. between WG and NTG, or Effort / Progress

Attainment Monitoring - There should be no surprises!

- Look at pupils individually.
- Focus upon ratings which are 3's and 4's
- Look for differences between tracking windows
- Consider changes and reasons. Opportunities for conversations with teachers / pupils / parents. Send praise postcards where appropriate
- Look at WG and NTG / progress levels, to inform medium / long term attainment prospects (SE1 update)
- Discuss progress relative to other courses with class teacher

PASTORAL and PUPIL SUPPORT TEACHER

- Review House / Case Load pupils based upon tracking report
- Speak to pupils / parents where appropriate
- Recommend for Mentoring program where appropriate
- Send praise postcards where appropriate

- Consider other support strategies where appropriate based upon tracking, including supportive conversations with classroom teachers

SLT

- Final checking of tracking reports before printing
- Discussion with teachers (Pastoral, Support, Classroom, PT) regarding appropriate follow up / next steps based upon tracking data for pupils on an individual basis
- Use tracking data to generate whole school attainment check, to highlight support priorities departmentally
- Oversee whole school mentoring
- Support curricular PTs in meeting SE1 action points using tracking data
- Monitor presentation levels and changes

Resource Links and References

Growth Mindset

Top 10 Resources

- 'Mindset' by Carol Dweck
- You Tube videos related to Carol Dweck's work:

https://www.youtube.com/watch?v=QGvR_0mNpWM

https://www.youtube.com/watch?v=_X0mgOOSpLU

<https://www.youtube.com/watch?v=pN34FNbOKXc>

- Images/Posters available on internet:

FIXED MINDSET		GROWTH MINDSET
• SOMETHING YOU'RE BORN WITH • FIXED	SKILLS	• COME FROM HARD WORK • CAN ALWAYS IMPROVE
• SOMETHING TO AVOID • COULD BECAUSE LACK OF SKILL • TEND TO GIVE UP EASILY	CHALLENGES	• SHOULD BE EMBRACED • AN OPPORTUNITY TO GROW • MORE PERSISTANT
• UNNECESSARY • SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH	EFFORT	• ESSENTIAL • A PATH TO MASTERY
• GET DEFENSIVE • TAKE IT PERSONAL	FEEDBACK	• USEFUL • SOMETHING TO LEARN FROM • IDENTIFY AREAS TO IMPROVE
• BLAME OTHERS • GET DISCOURAGED	SETBACKS	• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME

What Kind of Mindset Do You Have?



- 'Growth Mindset Pocket Book' Barry Hymer & Mike Gershon
- 'Teaching Strategies to Create Growth Mindsets' Matt Bromley (May 2014)
- 'The Motivated Mind' Osiris Educational Handout
- Bruce Aitchison's PREZIs:

<https://prezi.com/0gcyesxywon/meaningful-may/>

<https://prezi.com/6afg5ckicbdg/today-is-a-new-day-lets-make-it-a-day-to-grow/>

- 'The Guardian Teacher Network' Bradley Busch; 'How Britain's top Teacher Sums up Success' The Guardian 20/02/16
- "Authentic Happiness" Martin Seligman; 'The Antidote' Oliver Burkeman
- University of Pennsylvania's 'Character Strengths' Questionnaire:

<https://www.authentichappiness.sas.upenn.edu/home>

Visible Learning

All resources can be found using this file path – RMStaff/TLC 2015-16/Visible Learning/Resource List/Bibliography – Group: Visible Learning

<p>Visible Learning for Teachers, John Hattie</p> <p>http://www.tdschools.org/wp-content/uploads/2013/08/The+Main+Idea+-+Visible+Learning+for+Teachers+-+April+2013.pdf</p>
<p>Making Thinking Visible, Ritchard, Church & Morrison</p> <p>http://www.ronritchart.com/Books_&_Videos_files/Ch1_Unpacking%20Thinking_Reprint.pdf</p>
<p>Geoff Petty's Evidence Based Teaching Course –</p> <p>https://secondarysocialscience.wikispaces.com/file/view/ebt+handbook+2010.pdf</p>
<p>You Tube videos – John Hattie</p>
<p>What Doesn't Work in Education- The Politics of Collaboration Expertise - J.Hattie</p> <p>https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf</p>
<p>What Works Best in Education - The Politics of Distraction - J Hattie</p> <p>http://visible-learning.org/wp-content/uploads/2015/06/John-Hattie-Visible-Learning-creative-commons-book-free-PDF-download-What-doesn-t-work-in-education_the-politics-of-distraction-pearson-2015.pdf</p>

Differentiation

Slideshare – Differentiation for High Ability Learners
Website – BBC Active, search differentiation
TES articles
Differentiation powerpoints – link in RMStaff/TLC 2015-16/Visible Learning/Resource List/Bibliography – Group: Differentiation
Handout – Interactive Starters and Plenaries

Formative Assessment

Dylan Williams 'Embedding Formative Assessment'

Shirley Clarke 'Outstanding Formative Assessment: Culture & Practice'
Journey to Excellence website D Williams video (040615)
You Tube videos, e.g.. The Classroom Experiment
Dylan Williams 'Embedding Formative Assessment' – teacher resource sheets
Assessment id for Learning DVD
Embedded Formative Assessment, Dylan Wiliam
Formative Assessment in the Secondary Classroom, Shirley Clarke

Language of Learning

Ch 4 of The Learning Classroom, B Boyd – 'The Thinking Classroom'
Handout – 'Developing your Questioning Techniques'
Handout – Questioning and the Art of Challenge
Motivating Every Learner, Ch 7 and 8
Language of Learning, Margaret Berry Wilson
Website Responsiveclassroom.org

Cooperative and Collaborative Learning

The Learning Classroom, B Boyd, Ch9 'The Cooperative Classroom'
Education Scotland – advice/ professional development activities
Handout – Kagan Strategies
Powerpoint – link in RMStaff/TLC 2015-16/Visible Learning/Resource List/Bibliography – Group: Cooperative & Collaborative Learning

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Appendix1

The Effective Teacher in HHS

This section can be used by teachers either individually or departmentally to support self evaluation and help prioritise further professional development needs some of which may be met through professional discussion with colleagues, peer observation and / or professional reading (as suggested in the resource section of this document).

Learning Intentions and Success Criteria

Learning intentions are designed and planned to ensure continuous progress through the current scheme of work	
Success criteria are differentiated to ensure that all students are presented with an appropriate level of challenge. Success criteria state what the teacher is looking for to demonstrate that learning has taken place.	
Assessment criteria are clearly communicated to students within the context of their own learning.	
The students are clear when the learning from the lesson links with other areas of the course and with other subjects or situations	
Students are confident that their teachers have excellent teaching knowledge.	

Learning Experiences

Independent Learning - Learners are motivated and empowered to work independently.	
Collaborative work is well developed and structured.	
Peer & Self Assessment - Teachers encourage all students to assess the success of their own and others work, to set their own targets and suggest ways to improve.	

A wide range of learning experiences and creative teaching approaches are evident throughout the course.	
Support staff are directed well so that the learning of specific individuals and groups of students is enhanced.	
The learning environment is built on positive, nurturing and appropriately challenging relationships	
Use of ICT / digital technology is well planned and integrated into blocks of learning to enhance teaching and learning.	
Engage learners in developing higher order thinking and research skills	

Pace and Challenge

Activities are stimulating, challenging and develop thorough understanding.	
Students are engaged in a learning activity as soon as possible.	
Appropriate plenary activities engage all students in effectively reviewing their learning from the lesson and sets the scene for future learning.	
A range of questioning/discussion techniques engage all students. The questioning probes for deeper understanding to enable higher order thinking skills in all learners and is used to check for understanding.	
Homework tasks are set regularly. They are varied in nature and enhance understanding of concepts. Records are thorough and detailed.	

Feedback and Progress

Learners receive high quality feedback, verbal or written, which is personalised and suggests ways to improve.	
Learners have a clear understanding of their progress and know what they need to do to improve.	
Achievable targets for improvements are discussed regularly. Students are aware of their own level of attainment and set their own targets.	
Praise for both learning and behaviour is appropriate and specific.	

Appendix 2

The Effective Learner in HHS

This section can be used by learners in personal support, PSD time, or within the subject classroom to help them to identify strengths and areas for development. The can traffic light the end column to help them to self evaluate. This can lead to peer conversations and dialogue with the teacher.

Is punctual and has full attendance	
Keeps all resources necessary for lessons well organised	
Seeks feedback from both peers, and the teacher, and regularly self evaluates their work	
Understands the success criteria of a lesson / topic and is motivated to achieve them	
Engages fully with all classroom activities	
Is open to a variety of teaching approaches	
Is willing to make mistakes and learn from them	

Sets themselves aspirational and realistic targets	
Completes homework on time and to a high standard	
Seeks “catch-up” for work missed by absence	
Makes regular use of after school study clubs or other resources (e.g.Glow, Edmodo, Wiki)	
Completes study tasks at home using own initiative	