NORBURY HIGH SCHOOL for GIRLS

Teaching and Learning Policy (incl. classroom observation, homework and use of film in the classroom)

Review date:	**Oct 2027**
Next review date:	**Oct 2026**
Staff resp. for review:	**ARO**



Norbury High School Teaching and Learning Policy

At Norbury High, we believe that quality learning and teaching is facilitated by:

- An exciting and challenging curriculum which is broad, balanced and well planned
- A curriculum that caters for students of all abilities and aptitudes
- High quality, inclusive teaching
- A teacher with secure subject knowledge
- The care with which lessons are planned and learning is structured, reinforced by high expectations of what will be achieved in the classroom with appropriate pace and challenge
- A safe environment where students have confidence that all staff will support whole school policies and procedures
- The quality of dialogue and interactions that take place in the classroom; good teaching encourages questioning, debate, experimentation, presentation, critical reflection, enjoyment of challenge and a sense of personal achievement
- Staff having high expectations of students' abilities and behaviour
- Clear objectives in schemes of work that are made explicit to students
- A positive working environment with good use of resources (including ICT), quality displays and well organised, inspiring classrooms
- An environment in which teachers are supported by middle and senior leaders to engage with current pedagogic thinking and educational research
- An understanding of the importance of foundational skills by teachers in all subject areas
- Rigorous and consistent assessment and feedback focused on what students need to do to improve (see marking and feedback policy in ARR policy)
- The acknowledgement of achievement
- A happy and healthy staff
- The opportunity for staff to share excellent practice

Our lessons are informed by research done by the Sutton Trust into what makes great teaching:

'Quality of instruction. This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also found to improve attainment'.

We use the 4Cs as expectations for the content of lessons:

- Context – explanations and retrieval
- Challenge - high expectations and subject knowledge
- Checking - questioning, feedback
- Consolidating - modelling and practice

Practices common to all departments are:

- Lessons are planned with key features of the Norbury High lesson at their heart: context, consolidate, checking and challenge as well as an understanding of cognitive load theory

- Teachers use rewards and sanctions consistently and in line with whole school procedures in order to create a safe and secure learning environment
- Baseline data is used to ensure pitch, pace and challenge
- Learning objectives are made explicit to students
- Teachers have clear expectations regarding behaviour for learning following the Norbury High Five (see Appendix 5)
- Up-to-date records of students' assessment data are kept by all class teachers
- Work is marked (teacher, peer and self-assessment) according to success criteria or assessment criteria that students understand
- Feedback gives students clear guidance on what is needed for improvement
- Due attention is given to equality and diversity within the classroom, with all groups challenged with appropriate support
- Teaching is adapted so that all students can succeed
- Cross-curricular numeracy, literacy and ICT skills are explored where relevant
- Teachers provide a positive learning environment by keeping classrooms orderly and ensuring display work is relevant, engaging and of a high standard
- Staff support each other in carrying out these practices

This policy is monitored through:

- **Lesson observations** – all teachers have two formal observations per year, one of these will be by a member of the SLT/ELT, using the agreed observation form on *the National College*; ECTs and assessment only route teachers will have one formal observation each half-term; other informal observations may take place throughout the year by HODs and/or peers in order to share and develop good practice in line with performance management objectives; all observations are agreed in advance (see Appendix 1)
- **Learning walks** –happen on an informal basis weekly and more formally every half term where a cross section of staff walk the school with a particular focus; the findings of the learning walks are discussed at SLT and shared with staff
- **Book reviews/ Work sampling –** a cross section of staff sample student exercise books; the findings of the work sampling are discussed at SLT and shared with staff
- **Academic Review Meetings and Visits (ARMs and ARVs) –** these monitor departments and faculties and include the above strategies in our quality assurance

Homework

According to research by the EEF, completing regular homework linked to classroom work has a positive impact on attainment of secondary age students of +5 months. That means students who regularly complete homework are nearly 6 months ahead of their peers who do not.

1. Aims of homework

Homework encourages pupils to develop the skills, confidence and motivation needed to study effectively on their own.

- To extend school learning, for example through additional reading and retrieval;
- To consolidate, practise and reinforce skills and understanding developed at school;

- To sustain the involvement of parents and carers in the management of pupils' learning and keeping them informed about the work pupils are doing

General Information

All homework will also be set on Google classroom for every subject.

Homework is an integral part of the learning process here at Norbury High and recognised by educators to be a positive factor in the progress made by students. Homework is seen as one of the major ways to raise student achievement. We expect students at Norbury High to take full responsibility and pride in their homework and submit work to the best of their ability.

2. Types of homework

Homework may involve:

- online tasks in the core subjects for key stage three
- writing, reading, research, preparation for speaking and listening/oral presentations, drawing, evaluation, revision, practical work, observation, note making, design, writing up experiments or field notes, preparation for role play, vocabulary learning
- extra questions or extension work and may vary slightly according to ability to consolidate learning
- extended projects/coursework

3. Quantity of homework

Key stage 3 homework (See Appendix 2)

All KS3 students will complete homework for English, maths, science, humanities and languages only

This will be short digital based tasks that will take no longer than 30 minutes

Homework will be timetabled with the same submission and collection day (alphabetically) for Years 7 to 9 allowing for consistency. Students should have their logins for these by early Sep each academic year.

Key stage 4 homework

1 hour per week per subject (minimum)

Key stage 5 homework

2 hours per week per subject (minimum) - one hour per teacher

Homework club will be available every day after school for those who have not completed homework.

4. Questioning and checking for understanding

Effective questioning is a cornerstone of high-quality teaching and learning. It is a powerful tool for assessing understanding, stimulating critical thinking, promoting active participation, and deepening engagement with subject matter. At Norbury High, we believe that purposeful and varied questioning techniques are essential for fostering a dynamic and inclusive learning environment where all students are challenged to think deeply and articulate their ideas.

Key principles of effective questioning:

- Purposeful design: questions should be thoughtfully planned and aligned with learning objectives, designed to elicit specific types of thinking (e.g., recall, analysis, evaluation, creativity).
- Inclusivity and participation: questioning strategies should aim to involve all students, not just the most confident, ensuring equitable opportunities for contribution and avoiding reliance on a few volunteers.
- Promotion of higher-order thinking: beyond recall, questions should encourage students to analyse, synthesise, evaluate, and create, moving them up Bloom's Taxonomy.
- Diagnostic and formative: questioning serves as a continuous assessment tool, providing teachers with immediate feedback on student understanding to inform subsequent teaching.
- Safe and supportive environment: students must feel safe to take risks, offer incorrect answers, and ask their own questions without fear of judgment.

5. Support

The school supports students and parents by:

- Utilising Google Classroom to set homework tasks so parents/carers can see homework set and absent students are able to catch up
- Giving students the opportunity to respond to and act upon targets and comments given by the teacher in green pen (dedicated improvement and reflection time *DIRT*)
- Offering various opportunities through clubs, study support groups and access to rooms and resources to give students the opportunity to overcome any difficulties
- Informing parents if a student is having difficulty in meeting deadlines or producing work of the expected standard
- Setting daily study support detentions for those students who have not completed homework

6. Parental involvement

The school expects parents to support students and staff by:

- Taking an interest in the work that is being done
- Using Google Classroom to check on tasks set
- Checking that the planner is filled in and signed every week
- Informing the school, via the form tutor, if they have concerns that work at home is not being done properly for some reason or that it is taking too long to complete
- Helping students to organise equipment and time so that things are not left until the last minute or forgotten

- Arranging suitable quiet working conditions at home
- Encouraging students to use other resources like newspapers, the internet or the library and dictionaries

7. Failure to complete homework

If work is not done:

- If there is no good reason for homework not being completed, the student will be reprimanded and a date rescheduled for submission – students should also be referred to homework club for repeatedly missing homework deadlines
- For repeated failure to complete work satisfactorily, a detention will be held after school
- Parents/carers will be notified.

8. Inclusion and adaptive teaching

To support inclusion, certain practices are expected from all teaching staff. These non-negotiables can be found in Appendix 4.

Using film in the classroom

The certification of films for the British Board of Film Classification (BBFC) has an advisory function.

Therefore, as a teacher, you have the right to make decisions about the suitability of film material that you feel would benefit students educationally. However, in selecting material you should be mindful of both the *Keeping children safe in education* statutory guidance and the recommendations of the BFI and BBFC outlined below.

The BBFC and BFI recommend that if students are to watch a film or extracts of a film rated outside of their age bracket for educational purposes they:

- provide a supervised classroom setting
- obtain parental/carer consent
- obtain approval of the Headteacher

Below (Appendix 3) is a copy of the standard letter you should use to obtain this consent. Alternatively you could ask students to write the necessary information (outlined below) in their planners.

- the film title and certificate
- whether you intend to view the whole film or extracts
- outline what you are showing and why it might cause concern/distress
- explain clearly why you are showing it and when

E.g., 'In History next week we will be watching extracts from "Schindler's List" (rated 15) in order to support a unit on the Holocaust. The extracts do contain some graphic and brutal scenes of the way in which concentration camp internees were treated. However, they provide an excellent resource for enabling students to gain a better understanding of this period in our history. If you <u>agree</u> to your daughter viewing this film/extract during next week's lesson(s) please sign below.'

Teachers should obtain consent before they show the extract and alternative and safe provision must be made for students whose parents/carers do not grant consent.

If teachers allow students to watch a film as a reward or for entertainment purposes then the film classification should always be adhered to.

In all cases, teachers should have watched the film in question prior to showing it to students so that an informed judgement can be made as to whether the film is appropriate or not.

This policy is supported by the following policies:

- Assessment, Feedback, Recording and Reporting Policy
- Remote Learning Policy
- Literacy and Numeracy Policy
- Behaviour Policy

Appendix 1: Norbury High Classroom Observation Protocol

Written in conjunction with NEU/NASUWT guidelines

1. Norbury High is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

    - carry out the role with professionalism, integrity and courtesy
    - seek to reach agreement in advance on classroom observation to be carried out
    - evaluate objectively
    - report accurately and fairly
    - respect the confidentiality of the information gained

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle, having regard to the individual circumstances of the teacher. At Norbury High, we expect all staff to have a minimum of two lesson observations a year with at least one of those relating to performance management.

There is recognition of the difference between lesson observations for appraisal and those that develop and share teaching and learning strategies. Ultimately, the former is concerned with judgements that will influence career and pay progression; the latter with non-judgemental support between colleagues. At Norbury High, we believe **mutually agreed** observation of colleagues, along with associated peer mentoring and coaching, is a powerful CPD tool. These sessions do not count towards the maximum three hours of lesson observations.

2. In accordance with these principles, the Headteacher will:

    - Ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations

    - Ensure that classroom observation will be undertaken by qualified teachers with the appropriate training and professional skills; student learning consultants will undertake observations only with the teacher's agreement

    Governor visits are different from informal and formal observations of lessons, as they are not statutorily required or professionally generated, therefore they do not fall within this classroom observation protocol.

    Individual governors may wish to visit classrooms to become familiar with them or to observe specific aspects of the curriculum. Such visits should always be by prior arrangement and follow procedures agreed and specified by the Headteacher and the governing body following consultation with the teaching staff. Such procedures should specify that governor visits are not observations but visits. Governors should not evaluate the work of teachers. No report by a governor evaluating the work of a teacher or teachers should be presented to the governing body.

3. Information gathered during the observation will be used, as appropriate, for a variety of purposes, including informing school self-evaluation and school-improvement strategies. This information will assist the Headteacher in the exercise of her/his duty to evaluate the

standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

4. Where teachers are identified as causing concern, additional classroom observations may be required. When agreeing the action plan with teachers to address issues with their performance the pattern and focus of observation should also be agreed.

5. The arrangements for classroom observation for appraisal will be included in appraisal meetings.

6. Visits to classrooms by Headteachers or senior staff in order to support teachers or talk to students are separate from this classroom observation protocol.

7. The purpose of visits by Headteachers and senior staff to classrooms will be made clear before they occur.

8. In keeping with our commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of appraisal or for the evaluation of standards of teaching and learning (or for both purposes) will normally be agreed at least five working days in advance. Every effort will be made for observation to be conducted at an agreed time.

9. Before any appraisal observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.

Feedback on lesson observations

- Verbal feedback will be given as soon as possible after the observation and no later than the end of the following working day; it will be given during directed time in a suitable, private environment

- Written feedback will be provided within five working days of the observation taking place; the written report should be evaluative, describing both strengths and areas for development, as appropriate; if issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher

- The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation; the reviewee will be able to comment on the feedback document

- Teachers will have access to all written accounts of the observation after their lessons

Learning Walks

- ‘Learning walks’ may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development; they are intended to

be developmental and constructive rather than judgemental and are a whole-school improvement activity; **there should, therefore, be no attempt to use this approach as part of capability procedures or for appraisal**

- A programme of 'learning walks' should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly

- The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement; that purpose or focus will not relate to the performance of an individual

- 'Learning walks' will be conducted with minimum disruption to teachers and students in a supportive and professional manner

- Those teachers whose classes are visited will be given the opportunity to see any informal notes which have been made about the 'learning walk'; these may be written up as generic notes and will be open for all to see in order to share good practice

Any concerns about the implementation of this protocol should be raised initially with management either by the individual teacher concerned or with the support of a union school representative.

Appendix 2: Homework timetable

KS3 homework table

Subject	Day set	Day collected	Duration	Platform
English	Mon	Mon	30 mins	Bedrock (Y7, 8) Century (Year 9)
Humanities	Tues	Tues	30 mins	Seneca / Google classroom
Maths	Wed	Wed	30 mins	Mosaic via Kerboodle
MFL	Thu	Thu	30 mins	Vocab test / Language Gym
Science	Fri	Fri	30 mins	Kerboodle

Other subjects can provide work that might extend learning, open ended projects or creative projects for **once every half term** depending on the following:

1. It has a direct link to the content that is being covered in the curriculum during that half term
2. Regular soft deadlines are set where students can upload or show the progress they are making
3. A period of celebration/exhibition at the end of the project to showcase the outstanding work that has been produced.

Appendix 3: Example Consent Letter/Email

Dear Parent / Carer,

In **[SUBJECT]** next week we are watching the film/extracts from **[FILM TITLE & CERTIFICATE]**in order to support a unit on **[CURRICULUM FOCUS]**. The film/extracts contain/s some **[BRIEF DESCRIPTION]** scenes. However, this will provide an excellent resource for enabling students to gain a better understanding of this subject and to provoke more informed discussion.

Please sign below and ask your daughter to return the slip to me as soon as possible. Alternatively you can complete this [Google form] to give your consent.

Yours faithfully

[TEACHER'S NAME]

✂----------

To: **[TEACHER'S NAME]**

Student's name…….

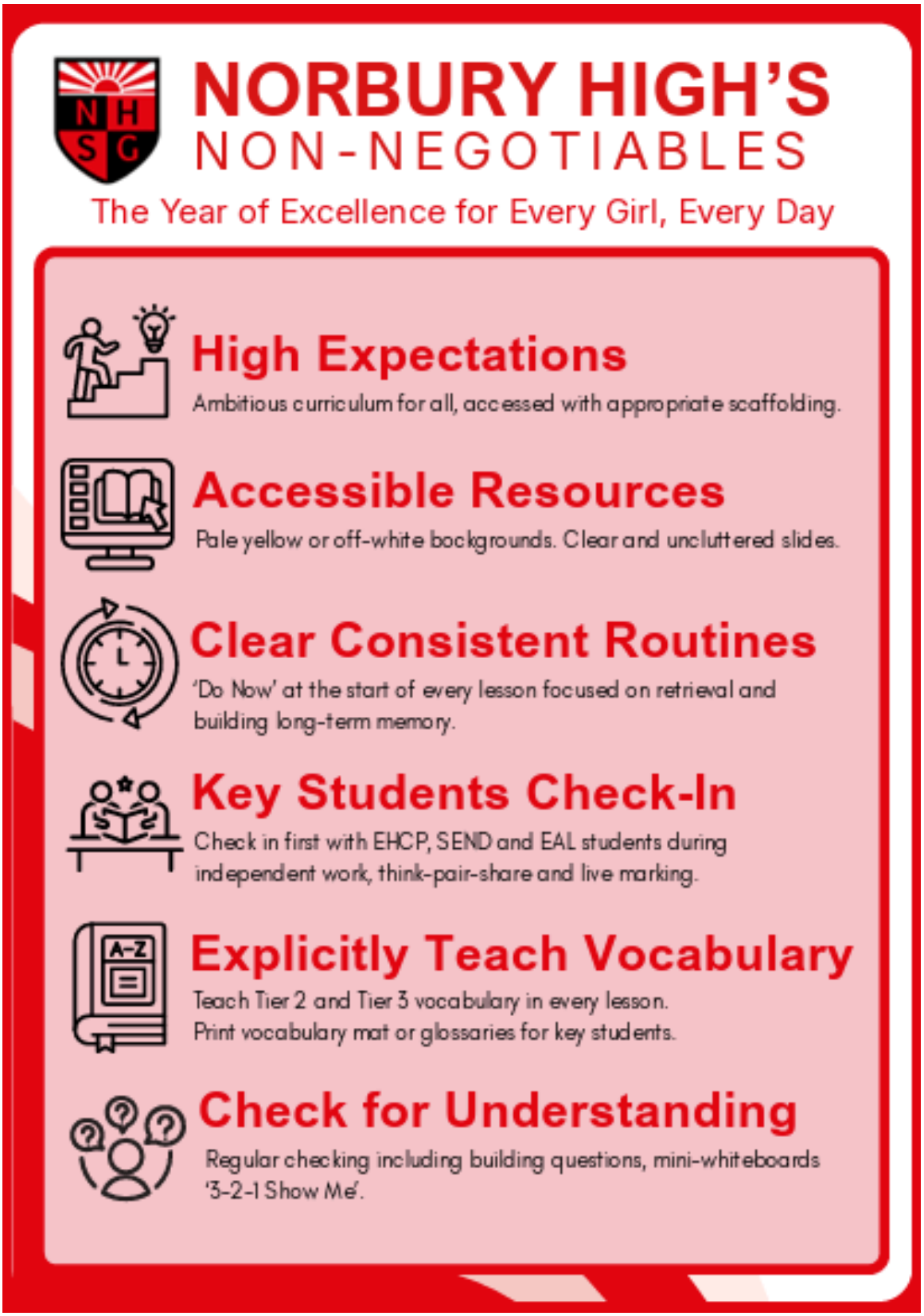
Student's form……

I **do / do not* give permission** for my child to view the film/extracts in next week's lesson(s).

**delete as appropriate*

Parent/carer's signature: ……

Appendix 4: Non-negotiables



Appendix 5: Norbury High Five

NORBURY HIGH FIVE

1. Arrive on time, greet your teacher at the door. Enter the classroom in silence and unpack quietly.



2. Sit down in silence, when the teacher requests you to, then start the 'Do Now' while the teacher does the register.



3. Give the speaker your full attention on 3-2-1. This means sitting up, listening and answering questions.



4. Follow instructions the first time you are asked and remain polite and respectful.



5. When instructed, pack away quietly at the end of the lesson and stand behind your chairs ready to be dismissed by your teacher.

