DRUMGLASS HIGH SCHOOL

Teaching and Learning Policy

'Drumglass Framework for Teaching and Learning'

Relationships for Learning	**Planning for Learning**
The Learning Environment	**Professional Competence**

Together We Learn, Together We Succeed

Values: Determination | Hope | Success

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Context

Drumglass High School is a modern, Christian-ethos controlled, non-selective school serving the local community. The school is committed to a supportive, high-quality vocational and academic education and is guided by the motto, “Together We Learn, Together We Succeed.”

The school community includes 380 pupils and 26.2 full-time equivalent staff. It includes a specialist provision unit and a diverse pupil population, including pupils with special educational needs, newcomer pupils and pupils receiving English as an Additional Language support. This diversity strengthens our community and requires teaching to be inclusive, adaptive, and ambitious for every learner.

Our vision is that everyone learns together, grows together, and succeeds together. This vision is reflected through the values of Determination, Hope and Success and emphasises collaboration, inclusivity, shared responsibility and collective success.

This policy supports the school’s strategic priorities: bridging the gap for disadvantaged pupils; strengthening literacy and numeracy; developing digital teaching and learning; and delivering a coherent preventative curriculum that promotes wellbeing.

Rationale

At Drumglass High School, we view ourselves as a learning community. Continued and sustained improvement depends on the quality and consistency of teaching and learning experienced by pupils each day. Every pupil should receive high-quality learning experiences that enable progress, achievement, and personal growth.

This policy provides clarity about expectations, promotes consistent practice, and acts as a professional learning tool. It builds on current good practice and supports staff to develop and share an effective repertoire of strategies across the school.

“Learning is an active process that takes place just beyond current understanding, making sense of new information and building connections with existing knowledge.”

- Learning is active: pupils manipulate, apply, and communicate information rather than simply receive it.
- Learning should provide appropriate challenges, support, encouragement, and feedback so that pupils increasingly operate independently.
- New learning should connect deliberately with prior knowledge and be applied successfully to build confidence and understanding.

Aims and Objectives

Aims

- Provide high-quality learning experiences for all pupils.
- Achieve sustainable improvement in teaching and learning across the school.
- Create a supportive, inclusive environment that is conducive to learning.
- Promote the shared vision that everyone learns together, grows together, and succeeds together.

Objectives

- Use an appropriate range of teaching and learning strategies that motivate pupils and engage them purposefully, both collaboratively and independently.
- Support teachers with clear guidelines and empower positive professional action.

- Achieve consistency in classroom practice while allowing teachers to respond to subject and pupil needs.
- Maximise pupil potential and improve academic performance.
- Set realistically high expectations that challenge and inspire pupils.
- Develop confident, disciplined, and effective lifelong learners.
- Develop independence, creativity, digital competence, and the ability to manage risk in learning.
- Learn from one another through collaborative, enquiry-based professional learning and the sharing of effective practice.
- Develop cross-curricular literacy, numeracy, digital skills, thinking skills and personal capabilities.
- Use evidence and data to identify barriers, track progress, and provide timely intervention.

Relationships for Learning

At Drumglass High School, staff model the behaviour, attitudes and standards they wish to see. Positive relationships are the foundation for engagement, safety, progress, and success.

- Know and use the pupils' names.
- Build rapport by learning about pupils' interests, strengths, aspirations, and needs.
- Be punctual, prepared, professional, and positive.
- Apply a consistent meet-and-greet routine across the school.
- Use specific praise and encouragement to recognise effort, progress, and success.
- Establish simple, clear, and consequential classroom expectations.
- Plan so that all pupils can access learning and experience success.
- Model respectful and professional relationships between staff.
- Respond to each lesson as a fresh opportunity and avoid defining pupils by previous difficulties.
- Hold high expectations of every pupil and teach pupils to hold high expectations of themselves.
- Strengthen the partnership between school, parent/carer and pupil.
- Promote the school values of Determination, Hope and Success.

Planning for Learning

Knowledge of Content

- Staff have secure knowledge and understanding of the content they teach.
- Staff engage in relevant professional learning and keep subject knowledge current.
- Staff understand whole-school priorities, policies, and procedures.

Knowledge of Pupils

- Staff know each learner and plan for individual needs, including pupils with SEN, EAL, disadvantage, underachievement and high prior attainment.
- Staff use baseline, assessment, attendance, and pastoral information appropriately to inform teaching and intervention.
- Staff are aware of pupils' aspirations, interests, and known pastoral concerns.

Pedagogy

- Plan tasks that require pupils to think, apply, create, and communicate rather than merely reproduce information.
- Use interaction and intervention to probe, shape, clarify and extend pupils' thinking.
- Apply effective questioning, modelling, scaffolding, retrieval practice, adaptive teaching and purposeful active learning.
- Use approaches that engage boys and other identified groups without lowering expectations.

Knowledge of Resources

- Use relevant resources, including digital tools, to stimulate, engage and maximise pupil potential.
- Use Google Classroom consistently for homework and resources in line with whole school expectations.
- Use digital tools for retrieval practice, formative assessment and feedback where they improve learning.
- Identify opportunities for cross-curricular literacy, numeracy, and digital learning.

Assessment Opportunities

- Use formative assessment continuously to identify understanding, misconceptions, and next steps.
- Use summative assessment in line with the whole school assessment calendar and reporting arrangements.
- Set homework regularly and provide concise, actionable feedback.
- Use assessment information to identify underperformance and plan support or intervention.

The Learning Environment

Organising Physical Space

- Create a welcoming, orderly, and inclusive environment with relevant subject-specific vocabulary, text, and images.
- Maintain an up-to-date seating plan that supports learning, inclusion, and positive behaviour.
- Ensure resources and displays are accessible and purposeful.

Managing Classroom Procedures

- Meet and greet, be present at the door and welcome pupils positively by name.
- Start ready: establish attention promptly and begin with a purposeful retrieval, settling or starter task.
- End and send: use a plenary or review that checks the success criteria and makes the next step clear.

Establishing a Culture for Learning

- Communicate high expectations for effort, participation, presentation and progress.
- Develop curiosity, independence, resilience, and responsible risk-taking.
- Use the language of literacy, numeracy, oracy, digital skills, thinking skills, and personal capabilities.
- Provide appropriate stretch and challenges for all learners.

Managing Pupil Behaviour

- Follow the Drumglass High School Positive Behaviour Policy consistently.
- Use calm, proportionate classroom strategies and record concerns where required.
- Use the agreed referral pathway after appropriate in-class strategies have been attempted.
- Reinforce the school's behaviour and mobile phone expectations with clarity and consistency.

Respect and Rapport

- Use routines, fairness, positive recognition, and restorative conversations to build trust.
- Create a climate in which pupils feel safe to contribute, ask questions, and make mistakes.
- Ensure language, resources, and interactions reflect the diversity of the school community.

Active Learning

- Use active learning when it deepens thinking and supports the intended learning.
- Strategies may include Think-Pair-Share, structured group roles, quizzes, retrieval practice, problem-solving, discussion, practical work, and peer teaching.
- Ensure collaborative activity has clear roles, accountability and a purposeful outcome.

Effective Questioning

Pose, Pause, Pounce, Bounce

Pose a purposeful question, allow sufficient thinking time, invite a response and then ask another pupil to add, explain, challenge, justify, review or evaluate.

Basketball Questioning

Move the discussion between pupils so that they analyse and build on one another's responses, rather than relying on repeated teacher-pupil exchanges.

Exit ticket

- What I have learnt in the lesson

- Demonstrating learning and understanding of key concepts
- Developing communication skills

Classroom Tactics for Effective Questioning

- Use no-hands or targeted questioning where appropriate so that all pupils remain engaged.
- Probe responses to confirm, clarify, and deepen understanding.
- Build in thinking time and collaboration before feedback.
- Create a climate where mistakes are treated as feedback and part of learning.
- Respond to correct answers by asking for reasons and evidence; respond to incorrect answers through prompts, simplification, scaffolding or peer support.
- Use cold call with warmth: give all pupils thinking time, then invite a named pupil to respond in a supportive, low-stakes manner.
- Use hinge questions at key points in the lesson to check whether the class is ready to move on; design response options so that common misconceptions are visible.
- Use think–pair–share to give pupils time to rehearse and refine an answer before contributing to whole-class discussion.
- Use follow-up prompts such as “What makes you think that?”, “Can you give an example?” and “How does this connect to what we already know?” to extend reasoning.
- Invite pupils to build on, agree with or challenge a previous response, requiring them to reference the idea before adding their own reasoning.
- Use mini-whiteboards, response cards or digital polling to gather answers from the whole class before selecting responses to explore.
- Sequence questions from recall and explanation to application, analysis and evaluation, adjusting the level of support in response to pupils’ answers.

Assessment and Marking for Improvement

Assessment is integral to teaching and learning. It should be proportionate, purposeful, and used to improve learning, inform planning, and track progress.

- Provide opportunities for pupils to evaluate their own work and that of peers against clearly defined criteria.
- Use Dedicated Improvement and Reflection Time (DIRT) when pupils need time to respond to feedback.
- Feedback should identify what has been achieved and what action will improve the work.
- Use action prompts, reminder prompts and question prompts where appropriate.
- Whole-school marking conventions should be applied consistently where they support literacy and clarity.

Code	Indicates	Pupil action	Application
WWW	What went well	Recognise the identified strength and apply it in future work.	Curriculum-specific strength and, where possible, a literacy comment.
EBI	Even better if	Act on the identified improvement point during DIRT or subsequent learning.	Curriculum-specific improvement point and a literacy target.
SC	Self Check	Review and correct your own work using the success criteria.	Pupil self-assessment.
PC	Peer Check	Review feedback from a peer and make appropriate improvements.	Peer assessment against agreed criteria.
CC	Class Check	Check and amend work during whole-class review.	Whole-class marking or review.
TC	Teacher Check	Read the teacher's feedback and complete the required response.	Teacher assessment or checking.
D	Oral feedback or discussion	Act on the advice given and record evidence of improvement where appropriate.	Feedback discussed with the pupil.
SP	Spelling error	Write the correct spelling.	Error underlined and code placed in the margin.
?	Meaning is unclear	Clarify, amend or expand the response.	Unclear expression.
P	Correct punctuation missing	Insert the correct punctuation.	Punctuation error.
NP	New paragraph	Start a new paragraph in the appropriate place.	Paragraph organisation.
NL	New line	Begin a new line in the	Layout or organisation.

		appropriate place.	
^	Word or letter omitted	Insert the missing word or letter.	Omission identified in the text.
CL	Capital letter	Insert or correct the capital letter.	Capitalisation error.
T	Tense	Correct the verb tense.	Incorrect or inconsistent tense.

Lesson Structure

- Hook or purposeful start
- Learning intention(s)
- Success criteria or steps to success
- Activities and teacher intervention
- Checks for understanding and feedback
- Plenary or review
- Review of learning intention(s) and success criteria

Hook or Purposeful Start

Begin promptly with an approach that secures attention, activates prior knowledge, and establishes the learning focus. This may be an object, image, question, retrieval task, short problem, or relevant real-world stimulus.

Learning Intentions

Share learning intentions orally and display them where appropriate. They should describe what pupils will learn or be able to do, rather than simply list the task. Learning intentions should be ambitious and accessible, with adaptation provided through teaching, resources, and support.

Success Criteria

Success criteria should link directly to the learning intention. Criteria should make quality visible, support self- and peer-assessment and provide appropriate challenges.

Activities

Activities should make pupils think and enable the teacher to check, support, and extend their learning. Effective lessons use modelling, explanation, questioning, guided practice, independent practice, formative assessment and feedback in combinations suited to the intended learning.

Cognitive Challenge

- Remember and retrieve
- Understand and explain
- Apply and use
- Analyse and compare
- Evaluate and justify
- Create and design

Plenary and Review

Use the final phase of the lesson to identify what has been learned, address misconceptions, review progress against the success criteria, and make the next step explicit. Pupil oracy, reflection, self-assessment and peer-assessment may be used were purposeful.

Professional Competence

Showing Professionalism

- Be punctual, prepared, and consistent.
- Speak positively and professionally about pupils, colleagues, and school life.
- Maintain appropriate confidentiality and safeguarding practice.
- Model the school values and contribute to a calm, purposeful culture.

Reflecting on Teaching

- Use self-evaluation routinely to identify what supported learning and what should be adjusted.
- At appropriate points, use departmental review and pupil voice to evaluate impact.
- Use learning walks, lesson observations, work scrutiny, and assessment of information as sources of professional learning, not as isolated measures.

Maintaining Accurate Records

- Maintain accurate attendance, assessment, and intervention information.
- Use agreed school systems so information can support tracking, reporting, and timely intervention.

Participating in the Professional Community

- Contribute to a collaborative learning community in which effective practice and resources are shared.
- Support collective teacher efficacy through common expectations, purposeful collaboration, and joint responsibility for pupil outcomes.
- Participate constructively in departmental, pastoral, and whole-school improvement work.

Growing and Developing Professionally

- Engage in professional learning linked to pupil needs, school priorities, and subject development.
- Reflect not only on what is done, but on the thinking and evidence that inform professional decisions.
- Support colleagues, celebrate success, and contribute to a culture of professional trust.
- Engage with partner schools, Area Learning Communities and collaborative teaching opportunities where appropriate.

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