



HARROGATE  
GRAMMAR SCHOOL  
AN INDEPENDENT ACADEMY TRUST

## Policy: Learning

**Member of Staff Responsible**

**D Robson**

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**Governors' Committee:**

**Students**

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**Approved by Full Board on:**

**21.01.2015**

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**Review date: 2018**

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**Signed-off by:** *Committee Member*

*Chair of Governors*

*Date*

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# Learning Policy

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## 1. Principles

- 1.1 Harrogate Grammar School aims to inspire its students to become lifelong and independent learners
- 1.2 We value learning of all kinds, be it to develop academic understanding or for the development of other skills and personal attributes
- 1.3 Staff will aim to create an atmosphere of challenge and support for all learners
- 1.4 All learners will experience a climate of mutual respect in which there are high expectations of behaviour and performance
- 1.5 Teaching will be highly effective, involving a wide range of teaching methods and strategies, **ensuring progression for all learners**

## 2. Curriculum

- 2.1 Our curriculum is designed to provide a variety of courses in order to cater for the needs of a wide range of abilities and interests
- 2.2 Our aim is to provide students with appropriate courses on which they can achieve success
- 2.3 Curriculum and Pastoral Leaders will work with students to help them identify the best courses for their learning and their future
- 2.4 The construction of the timetable will endeavour to provide the best support possible, be it in terms of staffing, rooming or double lessons where required
- 2.5 We value all types of learning, be it in lessons, around school every day or on any visit or activity beyond the regular school day
- 2.6 Enrichment is part of our timetabled curriculum for students in Year 9, 10 and 12. This will enable members of staff to offer learning activities beyond the National Curriculum
- 2.7 Learning to Learn will be contained within the curriculum helping younger students understand how they learn best in order to prepare them for future study

## 3. Creating A Climate For Learning

- 3.1 The prime focus of all lessons needs to be on learning. Teachers will make best use of all the following factors to enable a positive climate for learning:
  - Seating arrangements
  - The learning environment, e.g. display
  - Clear classroom rules
  - The way students are spoken to
  - The way students speak to each other

- Preparation of appropriate activities and resources for different groups of learners, thereby facilitating effective differentiation
- Use of Teaching Assistants
- Providing equal opportunities for all students to make progress
- Engendering an atmosphere of encouragement and support that facilitates risk taking and fosters an enthusiasm for learning

#### **4. Speaking To Students**

- 4.1 All efforts must be made to learn students' names as quickly as possible
- 4.2 When addressing students, use their names frequently
- 4.3 Maintain a calm, measured tone of voice
- 4.4 Never humiliate students
- 4.5 Avoid sarcasm
- 4.6 Positive language will be used to promote a positive learning environment

#### **5. Lesson Procedures**

- 5.1 The teacher will arrive punctually for the lesson
- 5.2 The teacher should greet the students as they arrive, supervising the immediate corridor area entry to the classroom
- 5.3 Students will line up outside the classroom unless there are specific space issues which prevent this
- 5.4 There should be a seating plan for all classes. In Key Stage 3 or 4 this is likely to be boy-girl. Decisions on a seating plan should be taken from the point of view of creating the best atmosphere for effective learning. The teacher decides who sits where, not the students
- 5.5 The classroom will be arranged in such a way that students have a safe, comfortable working environment
- 5.6 A register must be taken on SIMS at the beginning of all lessons. Any absence which raises concern should be reported to Student Services immediately
- 5.7 At the end of the lesson, there must be a clear, orderly finish. The students should stand behind their chairs prior to being dismissed by the teacher
- 5.8 The board should be cleaned, chairs returned to their original position and the room left tidy and in a fit state for the next lesson to begin promptly

## 6. Classroom Rules

- 6.1 Make sure that the classroom rules, displayed in every classroom are adhered to, along with any other rules specific to the teaching space e.g. science labs or workshops
- 6.2 Apply the rules consistently for all students. Resist the temptation to deviate from applying rules consistently as this can create an uncertain atmosphere for the students. If they are unsure of how rules or guidelines will be applied, this is likely to lead to difficulties in the future
- 6.3 Use a wide range of behaviour management strategies, including the Positive Achievement system, to deal with any issues arising
- 6.4 The Positive Achievement system must be used fairly and consistently
- 6.5 Teachers must have a copy of the Faculty Phase 2 rota accessible during all lessons

## 7. Lesson Content

- 7.1 Lessons must be planned to ensure effective use is made of the time available
- 7.2 All lessons must have clear *learning* objectives which must be communicated to the students. This will almost always be at the beginning of the lesson. Note these must be 'learning' objectives, not task based 'doing' objectives
- 7.3 Students need to be able to talk about what they are learning, not what they are doing
- 7.4 The learning objectives should be highlighted during the lesson to enable the students to match their progress against the objectives
- 7.5 **Students must be able to identify the progress they are making towards their objectives and how they will be able to improve further**
- 7.6 If Assessment for Learning highlights weaknesses in understanding, teachers must be prepared to adapt tasks and explanations to improve learning
- 7.7 There must be a range of teaching styles and a variety of activities within a series of lessons and across a scheme of work
- 7.8 There must be opportunities for independent work and for collaboration
- 7.9 There must be clear evidence of differentiation
- 7.10 All groups (e.g. high/low ability, boys/girls) within a class must be catered for
- 7.11 Other adults (e.g. Teaching Assistants) must be used effectively

## **8. Home Learning**

- 8.1 Home learning (homework) must be set according to the home learning guidelines for each year group.
- 8.2 Refraining from giving a home learning task should never be used as a reward. In other words, saying, “you’ve worked well today so no home learning” is unacceptable. This creates the image that setting a home learning task is a punishment
- 8.3 Home learning should be set with a learning focus. This does not necessarily mean learning something new, but can be a task to improve understanding or consolidation of particular knowledge and skills

## **9. Assessment**

- 9.1 Assessment can take many forms – the key is that the teacher and the student know the progress that has been made and what needs to be done to improve further
- 9.2 Assessing student progress does not automatically mean marking a piece of written work and recording a mark or grade. However, there must be at least one level or grade recorded for each student per half-term. Naturally, this will vary significantly depending on the level of the course and the frequency with which the class is seen
- 9.3 Ongoing Assessment for Learning within the classroom will be a prime focus for all staff. Identifying student strengths, and areas for improvement should be an ongoing dialogue
- 9.4 Teachers will provide varied and effective feedback and development points for students to help them realise their potential by making them active partners in their own learning. Time must be given in lessons to allow students to respond to feedback and improve their work
- 9.5 Assessment can have a profound influence on student motivation and self esteem. All feedback should show consideration and be both constructive and sensitive

The contents of this policy provide a broad outline of the expectations we have at Harrogate Grammar School to ensure high standards of teaching and learning.

**These are minimum expectations for everyday practice and must be met.**

This is not an exhaustive list. Many other strategies will need to be employed to ensure that the needs of all students are met.

### HGS Curriculum Diagram 2014-15

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Y13	Block A					Block B					Block C					Block D					Block E																																							
Y12	Block A					Block B					Block C					Block D					Block E																																							
Y11	Stu	Gui	Eng			Ma			Rs	Pr	Pe	Opt 1			Opt 2			Opt 3			Opt 4			Bi		Ch		Ph		Sc Additional						Sc BTEC																								
Y10	Enr	Gui	Eng			Ma			Rs	Pr	Pe	Opt 1			Opt 2			Opt 3			Opt 4			Bi		Ch		Ph		Sc Core						Sc BTEC																								
Y9	Enr	Gui	Eng			Ma			Pr	Pe	Sc			Fr		2L		Gg		Hi		Rs		De			Mu		Dr																															
Y8	Gui		Eng			Ma			Pr	Pe	Sc			Fr		2L		Gg		Hi		Rs		De			Mu		Dr																															
Y7	Gui		Eng			Ma			Pr	Pe	Sc			Fr		2L		Gg		Hi		Rs		De			It		Mu																															

2L Second Language  
 Ar Art  
 Eng English  
 Enr Enrichment

Fr French  
 Gg Geography  
 Gui Guidance  
 Hi History

It ICT  
 Ma Maths  
 Mu Music  
 Pe PE

Pr Personal Development  
 Rs RS  
 Sc Science  
 Stu Study

De Design 3 x art 3 x DT  
 Dr Drama

## **Appendix 2**

### **The Harrogate Grammar School Curriculum**

The curriculum of any school is absolutely central to achieving success. If students can access courses which are suitable for them then motivation, enjoyment and achievement are certain to improve.

At Harrogate Grammar School we aim to adapt the curriculum to suit the needs of each student, not the other way round. We want our students to be successful in their learning. We offer a broad range of courses at all levels and a wide variety of pathways preparing students for further education and future careers.

We also value learning beyond that which is recognised within National Curriculum statements. We aim to develop confident young people with enquiring minds and a range of attributes that prepare them to be responsible citizens throughout their lives.

#### **Lower Secondary Subjects**

English, Mathematics, Science, Religious Studies, Physical Education, Personal Development, French, Geography, History, Design Technology, Art, ICT, Performing Arts, Spanish, German. Italian will no longer be offered from the September 2015 Y7 cohort onwards. The classes in years 8-13 will run through to completion.

#### **Upper Secondary Subjects**

##### GCSE Courses

English, Mathematics, Religious Studies, Physical Education, French, Geography, History A, History B, Graphic Products, Product Design, Food Technology, Art, Art & Textiles, Music, Drama, Spanish, Italian, German, Business Studies, Computing, Physics, Chemistry, Biology, Core & Additional science.

##### Vocational Courses (BTEC / OCR National)

Physical Education, Creative media, Business Studies. (NB: Y11 2014-15 will be the final year to follow the BTEC science course)

##### Non-examined Courses

Personal Development, Enrichment, Core Physical Education

#### **Sixth Form Subjects**

##### A Level Courses

Accounting, English Language, English Literature, Media Studies, Mathematics, Further Mathematics, Physics, Chemistry, Biology, Religious studies, Physical Education, French, Geography, History, Art, Photography, Music, Drama, Spanish, Italian, German,

Business Studies, Economics, Travel and Tourism, Product Design, Graphics, Computing, Sociology, Psychology, Health and Social Care.

#### BTEC Courses

Performing Arts, Physical Education, Music, Creative Media.

Students can also complete:

#### Other Level 3 Qualifications

The Extended Project Qualification (EPQ)

Core Maths

### **The 2014-15 Curriculum**

#### **Year 7**

All Lower Secondary subjects are offered apart from drama. French is compulsory and students are allocated a second language. A very small number of students will only do 1 language from year 7 and will spend more time on numeracy and literacy to help support their learning. This group is known as the 'Core Plus' group.

#### **Year 8 & 9**

All Lower Secondary subjects are offered. Students continue with two languages unless they are in the core plus group. Drama is introduced and ICT is removed.

Enrichment courses are offered in Years 9 and 10. Students choose a different course each term which must cover a variety of activities. Enrichment courses currently on offer vary year on year depending on staffing but have included; Athletics, Audio Recording, Australian Rules Football, Bar Mock Trial, Boxing Training, Cake Decorating, Challenge Technology, Computing, Cricket, Current Affairs, Film Appreciation, First Aid, Food, Football, Gardening, Green Power, Japanese, Juggling, Mythology, Netball, Pantomime, Photography, Rugby, Sculpture, Stage Management, Tennis and Textiles.

#### **Year 10**

Compulsory subjects are Mathematics, English (Language and Literature), Religious Studies, Core Physical Education, Personal Development and Science (Either three separate Sciences or core & additional science.) Students are given recommendations on courses to consider in certain areas;

Ebacc – Students recommended to take 1 language & 1 humanity

Science – Students recommended to take triple science or core & additional

## **Year 11**

All Upper Secondary courses are completed. The students have one lesson per week of Study in place of enrichment - this is a time to complete work of their choice with help from subject teachers available. Faculty leaders may request students who are in need of additional support at this time, with core subjects having priority.

## **Year 12**

All students study 4 courses and participate in a careers related package in one of the following areas: Medical, Education and Training, Law, Engineering and Design and Business and Enterprise Package. All students participate in weekly enrichment and a week of work experience at the end of year 12. The EPQ and Core Maths are additional qualifications at Level 3 and English and Maths resits are available as Resit classes for those students who have not attained a C grade. Private study sessions are timetabled for all students.

## **Year 13**

The majority of students continue with 3 subjects to A Level with a small number of students continuing with all four subjects. Some students may be 're-coursed' and continue with 2 A levels and the equivalent of 1 A Level (2 AS level courses or 1 AS course and the EPQ). All students have timetabled, private study sessions.

## **Timetable**

The HGS timetable runs over a fortnightly cycle for 6 periods per day. The allocation of lessons for each subject in each year can be seen in the accompanying document, Curriculum Diagram 2014-16