



# Teaching and Learning Policy

**Date of original policy:** September 2012 (annual)  
**Member of staff responsible:** Rachel Hammond, Deputy Headteacher  
**Review date:** January 2018

**Approved by SLT on 20 October 2016**  
**Approved by Full Governors on 30 January 2017 (114/2016/17.12)**

**'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.'**

## 1. Principles and Aims

As a staff we are committed to ensuring that all students make rapid and sustained progress during lessons. We expect all staff to have high expectations of their students and that they promote a positive climate for learning within the classroom.

Our aim for this is that **all** lessons are good or better. We will quality assure this from a wide source of evidence including lesson planning, lesson observations, learning walks, work scrutiny, student voice and student outcomes. A full quality assurance programme will be outlined at the start of each academic year.

We recognise that to achieve this aim we must pay as much attention to professional learning as we do to the processes of student learning, as the two go hand in hand. It is vital that this is done within a framework of a sound and appropriate curriculum that meets statutory requirements, individual and local needs.

The school aims to:

- allow learners to make outstanding progress in their learning through challenging and interesting lessons.
- establish a positive and productive climate for learning.
- provide learners with regular detailed feedback, so that they are aware of how to sustain good progress.
- ensure that staff use prior attainment and other data to plan lessons specific to the needs of all their students.
- monitor the quality of teaching within the school through a detailed quality assurance programme.
- identify areas of strength or needs for development across the school and devise bespoke CPD to use or address these.

## 2. Continuing Professional Development

We aim to support our colleagues in these aims by:

- Providing quality school-based training.
- Organising opportunities for colleagues to work collaboratively, both within our own school, and where appropriate, with staff in other local schools.

- Allowing colleagues to attend external training which is specifically linked to their appraisal targets, or the schools development plan.
- To utilise peer observation or self-evaluation to deconstruct the teaching and learning in their classroom.
- Providing coaching and mentoring where appropriate.

### 3. Implementation

#### 3.1 Lesson Planning

Lessons should be built around a single objective using success criteria for the effective teaching of this idea.

#### 3.2 Lesson structure

Entry and start of lesson – Students should line up outside the classroom. On entry students should be given a Do Now or Starter activity

Presentation of objectives and success criteria - Objectives should be manageable, measurable, made first and most important. Success criteria should be razor sharp, graded or levelled, and linked so students can make the transition from one grade/level to the next.

Main Sequence - There is no one way of completing this, but planning should create the right level of challenge and move learning forward so that students can make rapid progress and reach their set targets for that lesson. Every opportunity should be undertaken to include literacy within the lesson, including aspects of writing, reading and oracy. Specific key words **must** be available, and students encouraged to use them throughout.

Exit - Staff should give time at the end of the lesson for students to demonstrate or discuss progress against the lessons objective and success criteria. Students should then be calmly dismissed.

#### 3.3 Climate for Learning

Children respond much more to the positive than the negative. Interventions should be made to correct behaviour in a positive and constructive way. Positive language corrects and guides behaviour in lessons to make sure the outcomes for students are the best they can be.

### 4. Quality Assurance

In order to ensure high quality teaching and learning, the Senior Leadership Team and Core/Faculty Leaders aim to work in collaboration to constantly review our provision and practice. This is so we are able to assure the highest quality of standards and to drive forward improvement. To support this process of self-evaluation and self-challenge we have devised a robust monitoring schedule. This includes:

- Core and Faculty leaders meeting regularly, at least twice every half term, with their link SLT manager with a focus on school improvement policies.
- Teachers will be observed at least 3 times per year using the school's lesson observation format by their link SLT manager, core leader or faculty leader. Staff will be provided with quality developmental feedback as a result of these.
- The Deputy Head in charge of Teaching and Learning will conduct an on-going audit of all lesson observations. Where targeted support is needed, that member of staff will be given a formal support plan based on planning, observations, work scrutiny and student outcomes. This will be overseen by a designated member of SLT who will review the outcomes to ensure that it is having the necessary effect in developing the member of staff's skill set.

- Subject areas will conduct a work scrutiny analysis at least once per term.
- Subject areas will ascertain student voice at least once per term to evaluate different aspects of teaching and learning throughout the year.
- The SLT will seek external support to conduct reviews of subjects causing concern and support the moderation of students work.

## **5. Roles and Responsibilities**

### **Governors:**

- It is the responsibility of the Governing Body to establish a policy and procedure for teaching and learning and to monitor the effects of the procedure.

### **SLT:**

- To modify and update the policy in the light of on-going developments and the changing needs of the school.
- To provide appropriate support, training and resources for departments and individuals through T&L meetings and other support measures.
- To monitor and evaluate the delivery and impact of the policy through the QA process.

### **Core, Faculty or Subject Leaders**

- To monitor and evaluate the consistent delivery of this policy with adherence to the Teachers Standards framework.
- To be a role model for teaching and learning and make a distinctive contribution to the raising of pupil standards.
- To be actively involved in developing pedagogy & practice within the classroom.
- To be responsible for the coordination of long, medium and short term planning of schemes of work and contribute effectively to the work of the wider team.
- To establish network links with other schools/consultants to improve curriculum planning.
- To take advantage of appropriate opportunities for professional development and use the outcomes effectively in improving students' learning.

### **Teaching Staff:**

- To implement this policy by ensuring a consistent delivery of high quality learning experiences and be actively involved in developing pedagogy & practice.
- To have responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, consultants or self-reflection.
- To take time for moderation within the department, and with other teachers in different secondary schools.

### **Students:**

- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.

### **Those with parental responsibility:**

- To support the policy of the school, in line with the Home School agreement, by providing support for students at home which allows them to continue to develop their learning effectively.