



TEACHING AND LEARNING POLICY

Philosophy

The policy adheres to the principle that Southborough High School is determined to become an outstanding school where pupils make progress at all Key Stages. Focusing on high quality teaching and learning is instrumental to raising pupil attainment. Our developing ethos, based on learning, teaching and strong attainment by all, should be at the forefront of the minds of our teaching and support staff and constantly communicated to the pupils and their parents.

Purpose

- The Governing Body and SLT wish to communicate at all levels, the need for, and mechanism to achieve, effective teaching and learning
- Establish that there is no ceiling to achievement. Pupils will develop over time and all of them should be given the opportunity to reach their potential
- Communicate to each pupil what to do (and how to go about it) in order to improve. High levels of expectation, on their own, are not enough to ensure good progress
- Ensuring that the pupils enjoy a consistently high level of experience
- Clarify our belief that every pupil has the ability to achieve well
- Make clear that every member of staff has the responsibility to ensure that effective learning takes place
- All teachers must be committed to their own professional development and the continuation of their lifelong learning. (refer to the CPD Policy)
- Inform teachers of expected good practice and improve pedagogy of teaching and learning
- Provide a framework for the planning of outstanding lessons
- Establish clear lines of accountability so that high quality teaching and learning is maintained

Highly effective learning relies on high quality teaching and this depends on teachers' ability to manage the social relationships that are crucial to effective learning. We require all teachers to adhere wholeheartedly to the schools Teaching and Learning policy. All staff are leaders of learning in school but some have particular responsibilities and accountabilities that are outlined in the policy.

The policy will be used in the following way:

- To ensure consistency, coherence and continuity in teaching and learning at Southborough High School
- As the driving force that informs monitoring and evaluation

- To inform lesson planning, teachers development and training
- Inform the school's determination to deliver an inclusive and comprehensive education to all pupils
- Motivate and support teachers to move towards exhibiting outstanding practice on a regular basis

The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson. The participation of pupils, however, is essential for the teaching and learning process to be successful and this requires the use of a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on learning as well as on teaching.

Effective Teaching and Learning

For effective learning to take place, Southborough High School expects teachers to ensure that the following take place. They are to:

- maintain secure knowledge and understanding of the subject they are teaching
- plan lessons which are directly linked to the schemes of work and the examination syllabus
- ensure that the lesson content is appropriate to the age and ability of the pupils, using, where appropriate, differentiated materials and resources e.g. technology
- provide secure assessment for learning strategies (refer to Assessment, Recording and Reporting Policy)
- ensure good relationships are established between teachers and pupils through creating a positive learning environment (use of rewards and sanctions), through understanding the needs and abilities of each pupil and reinforcing the Commitment to Learning protocol displayed in every classroom
- employ a range of teaching styles to ensure appropriate pace and challenge (and therefore progress)
- ensure expectations which are high, but attainable, for the whole ability range
- involve effective use of questioning to probe pupils' knowledge and understanding and to challenge their thinking whilst pitching low order and high order questioning appropriately
- provide mini-plenaries throughout the lesson to consolidate learning against the outcomes and ensure those outcomes are being met
- ensure cross-curricular links are established, particularly pupils' literacy skills
- ensure displays are up to date and support the ethos and culture of learning (refer to the Display Policy);
- begin and end lessons on time and in a structured manner
- maintain a purposeful pace and challenge, and spend as high a proportion as possible of lesson time on learning
- maintain an atmosphere of attention to work, in a context of firm discipline
- establish clear and appropriate routines and ensure an efficient shift from one activity to the next

- give pupils next step feedback on the work completed
- regularly set, monitor and mark Homework (refer to the Homework Policy)

Good Teaching Practice

Teachers should:

- See themselves as someone who manages the learning process and who uses a wide range of resources to deliver the curriculum
- Challenge themselves to make learning personally appropriate for pupils
- Make thinking skills a priority
- Value pupils' mistakes as they can lead to valuable learning moments
- Give instant feedback as far as possible
- Discuss learning with pupils to the extent that each of them is able to explain the aim of the lesson
- Encourage pupils to ask question
- Involve Teaching Assistants in their lesson planning
- Make use of IEPs and IIPs where appropriate

Additionally:

Outstanding Teaching Practice

- Give pupils choices allowing them to select from a number of options on the best way to tackle their learning
- Beyond giving fixed choices, show pupils how to devise personal learning plans from scratch and carry them out independently
- Teach pupils, systematically, the tools of learning: time-management; self-discipline; note making; planning and so on
- Plan teaching to develop pupils' creativity. Value creativity during the assessment of pupils work
- Create opportunities for independent learning

Monitoring of Teaching and Learning

The following notes provide detailed guidance for the monitoring of teaching and learning. This will establish that compliance against a set of minimum standards are met and clarify the steps to be taken if they are not.

a) Department Handbooks

The Department Handbook should contain a minimum of the following:

- Details of all syllabus titles, exam boards and codes for each examination course offered
- Schemes of learning for each year group/subject
- Department policies (to include: rewards, sanctions, homework, marking and assessment)
- Differentiation, literacy and numeracy coverage, use of ICT and other technology, equal opportunities, gifted and talented, spiritual and moral input, Business and Enterprise)
- List of resources and teaching accommodation

- List of teaching and non-teaching staff with relevant duties as assigned each year

The Senior Leadership Team will review Department Handbooks collectively in the summer term of each academic year.

b) Lesson Observations

A climate of mutual classroom observation is fostered and all colleagues are encouraged to observe other teachers and share good practice as often as possible. Risk weeks, where teachers have the opportunity to observe one another take pedagogical risks, offer a good opportunity to undertake these observations.

All teaching teachers will ordinarily have up to three lessons formally observed each year. At least one lesson observation will be as part of the appraisal process and will be conducted by the Line Manager. An additional observation will be carried out by the Leadership group as part of the September round of observations. The date and times for these are arranged and agreed in advance. The Headteacher will, on a regular basis, endeavour to see all teachers teach. These observations will be in addition to the normal observation framework.

All fifty minute observations by Line Managers should be summarised against OFSTED descriptions, using the school Lesson Observation pro-forma (see the lesson observation pro-forma) and used as a benchmark for judging standards of teaching and learning in the school, as part of the on-going process of school self-evaluation. These observations should form the basis for informing on-going CPD (refer to the CPD Policy). Written and oral feedback should be given for all fifty minute observations as soon after the lesson as possible. There is an opportunity for the member of teachers observed to make verbal and written comments about the observation and feedback.

A copy of all completed observation pro-forma should be made and passed to Deputy Headteacher responsible for Teaching and Learning for filing and recording purposes. The teacher should retain the original. Lessons graded as less than good should be followed up with another observation, within a month of the original observation, to monitor that targets for improvement are being implemented. If the second lesson is also graded as less than good, a Stage 1 capability procedure will be implemented (refer to the Disciplinary and Capability Policy).

In addition, all teachers may have up to three 20 minute lesson observations each year by a member of the Senior Leadership Team. These observations are unannounced and are focused on pupil learning and will generally take place as part of the Year Review process.

c) Sample Pupil Work

As a minimum, pupil work should be sampled every term by the Heads of Department. At least six books per class should be selected by the Heads of

Department and reviewed collectively at a Department meeting – agreeing standards in the following areas:

- Content – has the scheme of learning been followed in sufficient depth?
- Presentation & quality of work
- Homework is being set & marked regularly (refer to the Assessment, Recording and Reporting Policy)
- Quality of marking & assessment
- Challenge of work being set
- Extent at which independent learning is being developed. Develop pupils' literacy skills using the literacy policy

A brief summary report should be produced and copied to the Line Manager after each sampling.

d) Head of Department role

The Heads of Department should regularly check that teachers are following school procedures through discussion and inspection of key documents such as the teacher's planner. This should include monitoring:

- If the register taken each lesson
- Evidence of lesson planning following agreed SoW and in sufficient depth
- Evidence that work is being set/marked with formative comments - record of marks for homework, classwork, assessments and tests
- Details of SEND information (including ensuring access arrangements are in place and effective)
- Prior attainment and target setting data