



## Teaching and Learning Policy

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## **Introduction**

The Teaching and Learning Policy is intended to:

- Promote high standards and consistency throughout the school
- Ensure high impact teaching that secures high levels of achievement
- Be viewed alongside the policies for assessment, recording and reporting of student achievement, the pastoral package which includes behaviour, and the learning support and equal opportunities policies.
- Inform and involve teachers, and those to whom they are accountable, concerning the policies, procedures and plans of the school with respect to teaching and learning. It is a working document offering practical guidelines and outline procedures.

## **Aims**

**The ultimate aim of teaching and learning within Bishop Stopford's School is to ensure outstanding learning and achievement**

**To ensure that this happens, the teaching and learning policy intends to ensure that:**

- Consistently high quality teaching and learning takes place throughout the school in a safe environment conducive to learning
- Expectations of all students and staff are high
- Students are encouraged and given the right knowledge, guidance and support to reach their highest level of personal achievement
- Students develop lively, imaginative, creative, enquiring and independent minds
- Students read, write, speak and listen effectively
- Students acquire and develop the knowledge, understanding and key skills required for life-long learning
- Teachers are supported in the delivery of outstanding lessons
- Students are motivated; learn to work with others, gain confidence and a desire to succeed: personal qualities they can use to influence their own lives positively
- Monitoring of standards is rigorous and informative. It is thorough and consistent and enables bespoke training opportunities to be provided in order to ensure staff development, expertise and impact.
- Best practice in teaching and learning is understood, shared and developed within and between departments
- Student attainment and progress is maximised and school targets are met or exceeded in all subjects and key stages
- Students are given the necessary skill set to develop resilience and enhance their own learning independently
- To share good practice both within school and within our school partnership alliance to secure high expertise and standards

***This policy has been written and implemented in accordance with the School's dedication to its Christian values. These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.***

### **Expected Outcomes**

- All students are set and understand their targets
- All students are challenged and progress is at least in line with their Minimum Target Grades (MTG) across all subjects
- The standard of student achievement is continuously being raised
- Progress of groups and individuals is comparable across departments
- Through assessment for learning, QLAs, tracker sheets and teacher feedback, students are aware of what they need to do to progress still further
- Lessons will incorporate a wide range of approaches to accommodate the most effective learning styles of students
- Students participate actively in their own learning
- Students enjoy their learning
- Students are confident about their studies and have the resilience to complete tasks and assessments independently and to a high standard
- When students look back on their time at school, albeit much later, they will do so with positive regard to the experience they received
- Parents/carers understand their child's progress and any strategies for further improvement.

For learning to take place it is important that the school is consistent in its practice across departments and that the highest possible standards are set within the learning environment.

### **Accountabilities and responsibilities**

The Governors and Senior Leadership Team are responsible for the overall implementation and monitoring of this policy, notably by ensuring the following:

- The school is appropriately staffed to ensure the curriculum is being taught
- The school is resourced and the environment is made conducive to learning
- Teaching and learning is regularly and rigorously monitored to ensure that effective learning is taking place and school/departmental targets are being set and achieved
- Staff are encouraged to structure their teaching in order to improve learning
- Staff development ensures embedded and consistent pedagogy across the school
- Induction of new staff ensures all are aware of teaching and learning policy and practice.
- There is provision of Continuing Professional Development for Teachers via INSET, coaching programmes
- Support is provided for teachers in managing student learning and behaviour
- Administrative support and technical assistance is made available
- Strategic planning, including a published School Development Plan which provides a clear framework for Teaching and Learning, is carried out.

**The Senior Leadership Team** are accountable to the Governors' Academic and Pastoral committee (GAP) and are responsible for:

- the promotion and evaluation of this policy
- dissemination and securement of good practice throughout the school
- the co-ordination of good practice between departments and the many research and development projects being undertaken at any given time.
- leading on whole school initiatives that will enhance the skills and expertise of staff and students within the school

**Heads of Department/Faculty and Subject Leads** are accountable to the Senior Leadership Team and responsible for ensuring that:

- Schemes of work are in place for all year groups with high levels of challenge and varied learning strategies
- All students are given the appropriate information about their courses (syllabus, curriculum route, modules, exam format, success criteria)
- Marking and Assessment criteria are clearly explained to students.
- All teachers adhere to the school's marking and feedback policy
- Regular assessment is recorded and used to inform future learning
- Achievement and other available data is used to identify areas for development and informs lesson planning, focus and content
- Students are given guidance about learning styles, revision strategies and exam preparation advice
- The learning experience is consistent within each department (regular monitoring)
- Good practice is shared within the department
- INSET is provided for the subject team of teachers
- The budget is managed in a way that will maximise the benefit to learning
- Departmental Development Plans are written and reviewed regularly and are in line with whole school priorities
- There is appropriate and effective use of the department's ICT resources
- Curriculum mapping ensures that teaching successfully builds on achievement in KS2 and prepares students successfully for KS4

**Heads of Year** are also accountable to the Senior Leadership Team and are responsible for ensuring that:

- Students are given guidance about learning styles, revision strategies and exam preparation advice
- Students are aware of assessment schedules and examination processes
- Achievement and other available data is used effectively to monitor progress and suitable intervention programmes are set up to enhance learner success
- All staff are given guidance on strategies and techniques that can be used to enhance the performance of students within their year group
- Tutorial time is purposeful and is used effectively to focus students and prepare them for the day ahead

**The teacher** is accountable to the Subject Leader and responsible for ensuring that:

- Achievement and other data is used to inform lesson planning
- Lessons contain high level pace and challenge and ensure that skills and knowledge acquired in KS2 is developed and students are fully prepared for the expectations and demands of KS4
- Lessons are planned and effectively structured to maximize learning and progress
- A secure and up - to - date knowledge and understanding of the subject is maintained
- Lessons, activities and resources are planned
- Cover lessons, where necessary are planned with the same rigour as normal daily lessons
- Lessons make effective use of ICT
- Learning objectives of the lesson and expected outcomes are clearly explained
- Students are engaged and motivated by the learning that is taking place
- There is an orderly and safe learning environment with clear sets of routines and standards is created
- A variety of appropriate learning strategies is used
- Time targets are set, where appropriate, to ensure pace
- Regular feedback is given to ensure learning is taking place
- Individual student targets are set and communicated to students and parents/carers
- Marking and assessment procedures follow school marking policy and inform the students/parents/carers about progress and give guidance on the next steps to success
- Lessons are differentiated and effective use is made of Learning Support Assistants
- The learning is reinforced with a planned plenary or plenaries; home learning tasks and student application of knowledge learnt
- The school policies on Behaviour Management, Assessment Recording and Reporting - marking procedure and home learning are implemented
- Effective and efficient use of administrative support is made.

**The student** is accountable to the subject teacher and is responsible for ensuring that they adhere to the expectations of the 'Stopfordian Ethos'.

### **The Stopfordian Ethos**

- The Stopfordian Ethos is a consistent set of basic classroom expectations and whole school principles that students are to uphold and follow.
- The ethos is designed to create an environment conducive to high standards of learning and achievement.
- The ethos encourages students to recognise the role that they play in their own success and to acknowledge that through the smallest of actions all students can achieve more.

### **Classroom Expectations**

All students agree to:

- Come to lessons with the right equipment - prepared and ready to learn
- Arrive to lessons/line up on time
- Sit in the seating plan decided by the teacher
- Enter and leave the classroom in an orderly manner

- Support and consider the learning of others by not speaking over them
- Respect others within the classroom and communicate with them appropriately
- Participate in class discussions and group activities as directed by the teacher
- Listen and follow instructions
- Complete all work to the best of their ability and hand homework in on time
- Prepare thoroughly for exams and assessments

### **Whole School Principles**

All students agree to:

- show respect & consideration for others at all times
- speak to others appropriately and politely
- strive to succeed
- take responsibility for their own achievement, conduct and progress
- uphold the expectations of the school

The parent/carer is responsible for ensuring:

- They maintain a close, working liaison with school staff, in particular the form tutor and subject teachers, in order to provide positive support for learning in line with the Home-School Agreement
- Their child's home learning is completed
- Their child has the necessary equipment and resources to study

## **Teaching and Learning Policy in Practice**

### **Rationale**

We aim to enhance the everyday teaching and learning practices of our teachers and students in order to ensure the most successful outcomes. Teaching for impact is central to our focus in order to secure the best possible results for our students. As a school we aim to ensure that all of our teaching staff are skilled and reflective practitioners and CPD enables staff to develop and perfect their expertise. In a similar way, we aim to ensure that all of our students are skilled, well-motivated and focused and that teaching, assessment, feedback and targeted programmes of study, ensure our students are successful learners who make good progress. We aim to challenge and support all students in their learning by creating a learning environment which is clear, orderly, supportive, stimulating, challenging and fair.

### **Key Elements of a Good/Outstanding Lesson**

We believe these elements are core to enable teachers to unlock a student's full potential and hence maximise their progress and level of attainment. In every lesson it is expected that:

- Students make noticeable progress
- Students are appropriately challenged by the lesson tasks
- Learning is well paced
- Students have the confidence and skill to complete all of the tasks that are set
- Student involvement and engagement during the lesson is high
- The learning atmosphere is positive and students interact with each other/staff well
- The lesson is well planned and the intended outcome is clear

- Expectations are high and this is communicated to students well
- Lesson activities are varied and well-judged in order to facilitate learning
- AFL is used effectively and learning activities are targeted and adapted in response to this
- Students know what their target levels are and what they need to do in the lesson to meet this/improve
- Students are aware of the assessment expectations and success criteria for the lesson/subject

### **Classroom Practice**

Displays in classrooms should provide clear guidance on expectations for work and behaviour. The following basic classroom practice should take place in every lesson.

#### **Students**

- Be punctual to lessons
- Bring all the equipment required for the lesson
- Get ready for the lesson (homework diary, exercise books, and pencil case out)
- Follow the behaviour policies of the department and the school
- Be quiet when required
- Actively participate in the learning
- Respect the learning environment

#### **Teachers**

- Be punctual to lessons
- Start every lesson with 'The First Five' – greet at the door, uniform and equipment check, pupil prayer
- Take a formal register of the class
- Give clear learning objectives at the beginning of the lesson
- Offer a variety of teaching and learning methods over a course of lessons
- Assess what has been learnt regularly
- Review the lesson and use AFL to inform next lesson
- Deliver the lesson with pace and challenge
- Set home learning in accordance with the homelearning schedule and ensure that all tasks are meaningful and enable students to develop their knowledge and skills of things learnt in class
- Have high expectations of students in the lesson (high challenge, low stress)
- Adopt seating plans and other classroom strategies to facilitate effective learning
- Insist that the school and departmental behaviour policies are followed

### **Promoting and Evaluating the Policy**

Within school this policy will be monitored and kept under regular review by the Senior Leadership Team, Teaching and Learning Team and Curriculum Committee.

Specifically this will be achieved by:

- Measurement of the expected outcomes through the formal and informal monitoring systems which are already in place, namely whole school departmental and year reviews which include lesson observation, work sampling, canvassing of staff and student views and analysis of examination performance data
- The development and improvement of learning and teaching as the central component in the school and department improvement planning cycle.
- The use of mechanisms for continuing professional development (courses, coaching, inset, mentoring, training, school alliances, outreach work and so on) within the cycle and framework of performance management.

## **Professional Development for Staff**

### **AIM**

Our school is committed to the achievement of all students and all our policies and practice must support this commitment.

The ultimate aims of professional development are to improve the quality of teaching and learning and to maintain a good working environment in the school. This in turn ensures high levels of impact and successful outcomes for our students. Effective CPD requires the balancing of the professional needs of the individual with the institutional development needs of the school.

### **RATIONALE**

Professional development in the school should:

1. support the aims and priorities of the school;
2. encourage the professional and career development of all staff;
3. be co-ordinated with the Performance Management system for teachers and on-going performance review for non-teaching staff;
4. improve teaching and learning by enhancing the qualifications, skills and expertise of teaching staff (including teaching assistants, learning mentors and inclusion officers);
5. improve student outcomes and enable all staff to work to secure high levels of achievement and progress
6. encourage members of staff to consider longer term staff development plans for themselves and for the school;
7. ensure that staff development reflects needs identified by the staff, the governors as well as the diocese, local authority and government;
8. support staff in anticipating and planning for curricular and other changes and ensure that the capacity exists to cope with change;
9. encourage the involvement of all members of staff in the identification and analysis of the developmental priorities for the school;
10. assist staff in identifying and analyzing the needs of subject and pastoral teams and strengthen them;
11. assist the support staff in analyzing their needs and strengthen them as individuals and teams;
12. promote the planning, design and implementation of staff development programmes;
13. clarify and develop policies and manage the processes which facilitate these aims, taking into account the school's policies, priorities and its available resources

14. encourage all staff to share good practice with others in order to further develop expertise within the school.

## **PRACTICE**

As a result of the professional development policy and since every member of staff has a right and responsibility to professional development, we seek to ensure that:

1. induction training is provided for both teaching and non-teaching staff
2. Ongoing bespoke training is provided to target areas of identified development and to ensure all staff are given the training opportunities that they need
3. there is an equitable distribution and range of opportunities for the development of every member of staff;
4. staff receive appropriate advice on their professional development;
5. all members of staff receive an annual professional development interview. For teaching staff this would be the performance management interview
6. professional development takes place within and outside the school

## **Curriculum**

The School endeavours to provide a coherent, broad and balanced curriculum, open to all, which meets current statutory requirements while providing a range of additional learning opportunities, and which enables students to follow personalised learning programmes. The curriculum supports the aims of the School which are:

- To provide a secure, caring and structured environment in which all students, regardless of race or culture, are encouraged to strive for excellence and to develop self-reliance, self-discipline and self-confidence and to become independent learners through participation in a wide range of academic, physical, cultural and social activities.
- To enable students to learn about the Christian faith and develop respect for its values, whilst respecting also the beliefs and values of others in our society.
- To enable all students to develop their academic, physical and social capabilities to the highest standards, through competition and co-operation.
- To raise standards throughout the School through the teaching of our specialist subjects of mathematics and computing.
- To prepare students to enter adult life as active responsible citizens and enable them to develop skills relevant to employment.
- To help students to develop an understanding of our world, a concern for the environment and an awareness of the inter-dependence of individuals, groups and nations.

The Governors are responsible for ensuring the requirements of the National Curriculum are met; implementation and day to day decisions are the responsibility of the Headteacher or designated Deputy.

For timetabling purposes the school day is divided into 5 one hour lessons (with a single lesson in the afternoon) on a 50 lesson, two week cycle.

Throughout Key Stage 3, all students have lessons in the subjects of the National Curriculum, [English, mathematics, science, art, design and technology, geography, history, ICT/computing, a modern foreign language, music and physical education] as well as

religious education. Younger students also have lessons timetabled in citizenship and PSHE. The core foreign language is French.

Commencing in Year 9, all students study GCSE courses in English, English Literature, mathematics, science and religious studies. They also have lessons in citizenship and PE. The religious studies course includes a large citizenship component. In addition to the core, there is a wide choice of option subjects, which provides the opportunity for students to gain GCSE qualifications in various combinations of subjects including a humanities subject, a modern foreign language, the performing arts, computing and a design and technology subject. business studies and sociology are also options for students at GCSE and A Level.

Teaching programmes at Key Stages 3 and 4 follow agreed schemes of work in individual subjects, which are in accordance with National Curriculum programmes of study. Curriculum mapping is standard practice to ensure that learning builds on progress made in Key Stage 2 and prepares students for learning at Key Stage 4. Work within timetabled lessons on aspects of the curriculum such as PSHE, citizenship, careers and work-related learning is supplemented by drama presentations and activity days, as well as by tutorial activities and optional activities out of normal school hours.

In the Sixth Form, a wide range of subjects is available in the AS and A2 components of GCE Advanced Level together with a limited choice of Level 2 and 3 BTEC courses. All students participate in a programme of enrichment activities and complete the EPQ.

Prior to commencing their GCSEs and Sixth Form studies, students and parents are invited to attend an information evening, and are given full information about the courses available with guidance given as to appropriate choices. Written information on the progress and levels of attainment of students in each subject studied is provided by a full annual report and regular data reports available on our MIS BromCom every half term. There is an annual parents' consultation evening for students in each year group.

A programme of information, including information evenings, is provided for parents and students at key times in support of student learning e.g. Year 7 exam preparation, Year 9 SAT preparation, Year 10 study support information. Tutorial programmes are delivered to all students focusing on key study skills, revision guidance and preparation for assessments and exams. After school revision/ coursework classes are arranged in individual subjects prior to the GCSE examinations. A lunchtime school homework club operates throughout the year.

All students have access to the full range of curriculum opportunities provided by the School, regardless of gender, ability or ethnicity. Students with special educational needs are given individual education plans with additional support where necessary in order to help them to develop core skills in reading, literacy and numeracy. Whole school literacy and numeracy programmes support the development of these key skills in all of our students.

Any parent with a specific curricular concern may contact the School at any time for an appointment with an appropriate senior member of staff.