



## Teaching and Learning Policy

Written by: DHT – Teaching & Learning

Approved by the Governing Body: March 2017

Date of next review: June 2018

Person to initiate review: DHT – Teaching & Learning

**Contents**

Introduction..... 3

Aims..... 3

Expected Outcomes ..... 4

Accountabilities and responsibilities..... 4

    The subject leader ..... 5

    The teacher..... 5

    The student..... 6

    The parent/carer ..... 6

Teaching and Learning Policy in Practice ..... 7

    Rationale..... 7

    Outstanding Learning ..... 7

Key Elements of a Good Lesson ..... 7

Classroom Practice ..... 8

    Students..... 8

    Teachers..... 8

Promoting and Evaluating the Policy ..... 8

Glossary of terms: ..... 9

Professional Development for Staff ..... 10

AIM ..... 10

RATIONALE ..... 10

PRACTICE ..... 10

Curriculum..... 11

## **Introduction**

The Teaching and Learning Policy is intended to:

- Promote consistency and high standards throughout the school and the achievement of the school aims. It should be read in conjunction with the school's stated aims and values.
- 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**

### **'Outstanding Learning'**

The aims of the teaching and learning policy are to ensure that the following takes place:

- Consistently high quality teaching and learning takes place throughout the school in a safe environment conducive to learning
- Students are encouraged 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
- Common criteria and measurements are established against which outstanding teaching and learning can be recognized and against which any shortfalls can be identified and addressed
- 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 their own learning independently

***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 at least in line with their Minimum Target Grades (MTG)
- The standard of student achievement is continuously raised
- Progress of groups and individuals is comparable across departments
- Through assessment for learning and other means students are aware of what they need to do to progress still further
- Lessons will incorporate a wide range of approaches to accommodate the preferred and most effective learning styles of students
- Students participate actively in their own learning
- Students enjoy their learning
- 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 and other support
- 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 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. These are usually carried out by small groups of teachers, students and other stakeholders who meet for a limited period to develop ideas and practice in specific areas such as VAK, Learning to Learn, Behaviour for Learning, Assessment for Learning and Student Voice. All staff are members of Teacher Learner Communities (TLCs) which meet regularly, have representation from all subject departments and provide INSET.

**The subject leader** is accountable to the Senior Leadership Team and responsible for ensuring the following:

- Schemes of work are in place for all year groups with appropriate varied learning strategies
- All students are given the appropriate information about their courses (syllabus, curriculum route, modules)
- Marking and Assessment criteria are clearly explained to students. A copy of each relevant department's marking policy should be displayed in the students' books
- Regular assessment is recorded and student learning reviewed with appropriate target setting
- Students are given guidance about learning styles and revision strategies
- 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 Improvement Plans and Departmental Evaluation Forms are published annually including targets for the improvement of student performance based on analysis of local and national data
- There is appropriate and effective use of the department's ICT resources
- Marking and assessment in accordance to the Marking Policy.

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

- Lessons are structured to maximize learning. The majority of lessons follow the 4 phase pattern (as referred to on Page 7)
- A secure and up - to - date knowledge and understanding of the subject is maintained
- Lessons, activities and resources are planned
- Lessons make effective use of ICT
- Learning objectives of the lesson and expected outcomes are clearly explained
- Students are challenged and motivated
- 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 inform the students/parents/carers about their progress
- Lessons are differentiated and effective use is made of Learning Support Assistants
- The learning is reinforced with a planned plenary or plenaries
- 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 the following:

- Maintaining a close 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

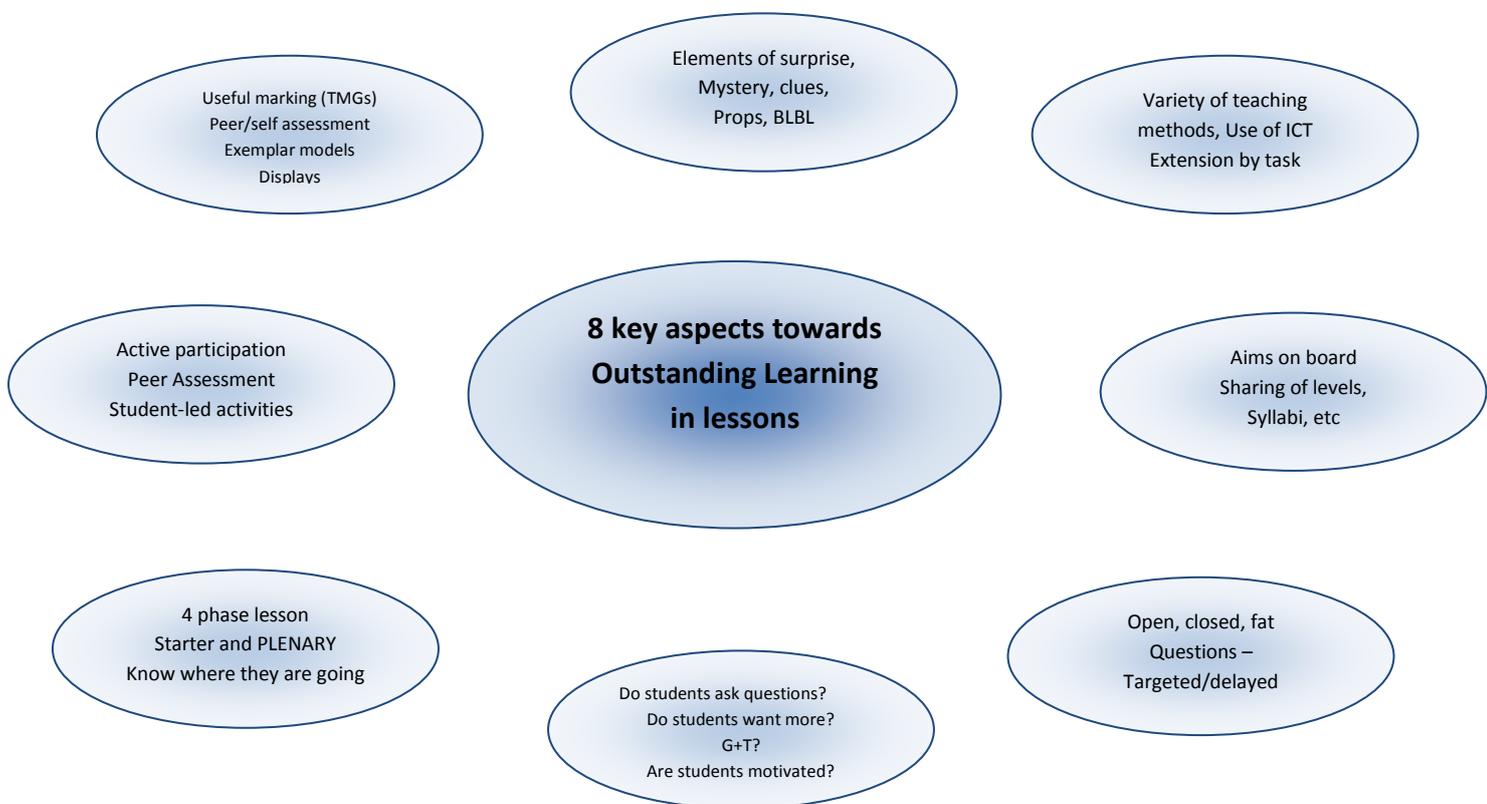
# Teaching and Learning Policy in Practice

## Rationale

We aim to encourage all our students to find the most appropriate way to learn to the best of their ability. 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.

## Outstanding Learning

This diagram gives a summary of the key aspects of outstanding learning which are a result of extensive consultation with students and staff. More detail can be found in the Staff Handbook.



## Key Elements of a Good Lesson

All lessons should contain the following elements listed below in some shape or form. 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:

- Teacher shares and refers back to lesson objective and outcomes
- Evidence of a range of strategies including some new strategies (Think/Pair/Share, basketball questioning, green pen marking etc)
- Student understanding is assessed (AFL)
- Learning within the lesson is active with high levels of student involvement and engagement
- Students are made aware of and understand the progress that they have made within the lesson
- Teacher adapts lesson as and when necessary to guarantee understanding

- Teacher is aware of the ability and dynamics of the class and adapts teaching and learning accordingly

## **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
- Greet students at the door
- 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 preview next lesson
- Deliver the lesson with pace
- Set home learning in accordance with the home learning timetable and link homework to the lesson or scheme of work objectives
- 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, Teacher Learner Communities (TLCs) 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 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 and so on) within the cycle and framework of performance management.

**Glossary of terms:**

BLBL begin the lesson before the lesson

ICT information and communication technology

G and T gifted and talented

MTG minimum target grade

VAK – visual, audio and kinaesthetic

## Professional Development for Staff

### AIM

Our school is committed to the achievement of all ethnic groups 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 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 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. encourage members of staff to consider longer term staff development plans for themselves and for the school;
6. ensure that staff development reflects needs identified by the staff, the governors *as well as the diocese, local authority and government*;
7. support staff in anticipating and planning for curricular and other changes and ensure that the capacity exists to cope with change;
8. encourage the involvement of all members of staff in the identification and analysis of the developmental priorities for the school;
9. assist staff in identifying and analyzing the needs of subject and pastoral teams and strengthen them;
10. assist the support staff in analyzing their needs and strengthen them as individuals and teams;
11. promote the planning, design and implementation of *staff development* programmes;
12. clarify and develop policies and manage the processes which facilitate these aims, taking into account the school's policies, priorities and its available resources.

### 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. there is an equitable distribution and range of opportunities for the development of every member of staff;
3. an induction programme is provided for every new employee joining the 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

Bishop Stopford's School is committed to the achievement of all ethnic groups and all our policies and practice must support this commitment.

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, a modern foreign language, music and physical education] as well as in religious education. Younger students also have lessons timetabled in citizenship and PSHE. The core foreign language is German with some students in Years 8 and 9 taking French in addition.

At Key Stage 4, all Year 10 students follow GCSE courses in mathematics, balanced science [the majority taking dual science], religious studies and English, including English Literature. They also have lessons in ICT and PE. The religious studies course includes a large citizenship component. Within ICT, all students follow a programme of work which enables them to gain GCSE equivalent qualifications in the subject (from Summer 2008, the OCR National Diploma in ICT). 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 design and technology subject, a modern foreign language and a humanities subject.

All Year 10 students are involved in two weeks of work experience. A small number of students in Year 11 are given the opportunity of pursuing an extended "transition" programme, which involves two days of lessons in core subjects within school, together with college courses and long term work placements.

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. 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 courses. All students participate in a programme of enrichment activities.

Prior to entering Key Stage 4 and the Sixth Form, 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 an academic review. 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. All Key Stage 4 students attend a day seminar on study and revision skills, and after school revision/ coursework classes are arranged in individual subjects prior to the GCSE examinations. An after 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 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.

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