

# Walderslade Girls' School

## Teaching & Learning Policy

---



### Underlying Principles

At Walderslade Girls' School teaching and learning is at the heart of our school. Learning should aim to ensure that all our students perform to the highest standard and ensure all students make outstanding progress.

We expect every lesson at the school to be at least good, with many lessons being outstanding, to ensure that our students secure the best learning experience possible. Our teaching and learning also aims to develop our students, including allowing them to develop lifelong skills, a moral compass and ultimately to be resilient learners.

Moreover, teaching should enthuse and engage students and seek to stimulate a love of learning throughout their time in our school.

Good pedagogy is about guiding students through their learning. Teaching and Learning should be **creative** to ensure it is student led and develops independence and active students. Walderslade Girls' School will seek to use new and innovative teaching and learning theories to improve the quality of teaching and to ensure creativity in the delivery of lessons. **Creative** teaching should be viewed as a tool to support the progress of our students.

The underlying pedagogy will look to generate new ideas and allow for original and imaginative ideas throughout our **creative** teaching practice. This allows staff to ensure students have an engaging, stimulating and effective learning environment. This will allow them the opportunity to develop a **creative** space in which they can grow, progress and achieve.

Learning needs to:

- Be enjoyable, exciting and worthwhile.
- Be inclusive.
- Allow students to enjoy the journey of discovering new ideas, concepts and knowledge.
- Develop higher order thinking such as analytical and evaluative skills.
- Allow students to take initiative and to become independent learners.
- Enable learners to develop socially and emotionally.
- Prepare learners for the world of work, further and/ or higher education and support them to make well-reasoned choices about their lives.
- Provide learners with the skills and values to enable them to succeed and excel.

### Roles and responsibilities

It is the responsibility of the teachers and all other support staff involved to strive to deliver consistently good or outstanding lessons.

It is the responsibility of all staff to ensure a rigorous structure is in place to ensure assessment for learning is in place for all students.

**Headteacher responsibilities:**

- To ensure that all students receive the best possible learning experiences planned, resourced, delivered and assessed by qualified practitioners and subject specialists wherever possible.
- To ensure that teaching staff are given every opportunity to develop their subject knowledge and range of pedagogies via a high quality CPD programme, through sharing of expertise, through the support and deployment of the Lead Practitioner team, through making visits to other schools and centres of excellence and via the in-school coaching programme.
- To encourage staff to experiment with new pedagogies and **creative** approaches to teaching and learning.
- To provide all academic staff with the resources and tools necessary to provide the best possible learning experiences for students in accordance with the school's budget.
- To ensure that all academic support staff are trained in effectively supporting the learning of students and that clear direction for their deployment within each lesson is defined.
- To regularly review the school setting procedures and adapt in order to tackle issues with student groupings that are directly affecting the quality of teaching and learning.
- To ensure that the school timetable maximises learning potential via its scheduling and rooming of lessons and enables staff to deliver the best possible learning experiences.
- To ensure that all staff are committed to embedding good and outstanding practice in every lesson and to challenge where this falls short of expectations.
- To take swift action to support staff experiencing difficulties with meeting the expectations of standards set out in this policy.
- To grow and embed a research culture within the school that enhances up to date learning experiences for students based on research findings.
- To signpost staff towards relevant journals, articles, research studies and literature that focus on effective learning and development of pedagogy.

**Heads of Department and Faculty responsibilities are:**

- To provide staff with schemes of work, and where appropriate lesson plans that allow for the underlying principles of this policy to be applied.
- To monitor the quality of teaching in their department and faculty.

- To support staff that may need additional guidance on how to ensure that the underlying principles of this policy are applied and to facilitate opportunities to share good practice.
- To monitor the progress that all students are making in their department and faculty through the careful analysis of data.

**Teachers and support staff responsibilities are:**

- To support their students to ensure that they are able to make good progress.
- To provide rich and varied contexts for learning.
- To take into account national strategies and best practice.
- To experiment and innovate: model taking risks in planning and learning, encourage pupils not to be afraid to fail.
- To use teaching strategies that encourage resilience, independence and that incorporate the principles of Bloom's taxonomy.
- To promote self-esteem and emotional well-being.
- To encourage students to think for themselves and take charge of their learning.
- To continually reinforce expectations of behaviour and attitudes to learning.
- To foster tolerance and celebration of diversity.
- To help students to cope with change and adversity.
- To contribute to the development of students' sense of identity through knowledge and understanding of their spiritual, moral, social and cultural heritages and of national and international dimensions.
- To use various teaching strategies to allow for **creative** teaching.
- To ensure that appropriate behaviour management is used to promote behaviour for learning.
- To ensure that appropriate SEND and EAL practices are used to meet the needs of all learners.

## **Monitoring and Review of the Teaching and Learning Policy**

This policy will be reviewed every two years by the Assistant Headteacher: Teaching and Learning and the Governors' Curriculum Committee. The next review will take place March 2018.

This policy should be read in conjunction with other school policies and protocols, namely our:

- Curriculum and Assessment Policy
- AEN Policy
- CPD Policy
- Behaviour and Conduct Policy
- Safeguarding Policy
- Equality Policy
- Marking Protocol

### **Outstanding teaching is secured when:**

- Teachers seek to challenge and stretch students and have consistently high expectations of their students and match activities to individual learning needs.
- Teachers plan for students to make better than expected progress in a lesson through setting tasks that are challenging and require students to think independently and at a good pace throughout the lesson.
- Teachers plan and deliver lessons that are sufficiently demanding for all learners and their individual learning needs.
- Teachers use a range of questioning in order to develop and extend learning and to differentiate between different groups of learners.
- Teachers seek to use stimulating and differentiated resources in order to ensure that no learners get left behind and all learners are supported.

All academic subjects should set homework on a regular basis. All creative and practical subjects should set homework in accordance with school policy when they are teaching subjects that lead to a formal qualification. Homework must:

- Be varied and sustainable for teachers and for students.
- Be directly relevant to the learning.
- Be challenging and appropriate for individual students.
- Encourage engagement and ownership by parents and students. Be proactively monitored and developed at all levels and teachers should allow appropriate time for the setting, monitoring and returning of homework with appropriate feedback.

Outstanding learning for students is secured when:

- They understand the big picture and have this explained to them.
- They are instantly involved in an activity that makes them think and understand what the lesson will be about.
- They are presented with learning objectives that are clear and discussed with students.
- They are fully engage with the success criteria for the lesson and review their progress against this.
- They are encouraged to think about how they learn in the subject.
- They are interested and display a thirst for learning and for acquiring new knowledge and skills.
- They are engaged in the learning and demonstrate high levels of commitment.
- They are actively involved in their learning and are taking ownership for it, developing high levels of independent learning.

Staff delivering lessons will aim to ensure lessons have:

- An engaging starter activity as a stimulus that should enable students to think from the start of the lesson.
- Used a range of **creative** activities and clear learning methodologies to maximize students' different learning styles and to utilise their multiple intelligences.
- Ensured students have specific timings for student activities.
- Ensured high challenge and low stress by giving thinking time when asking a question.
- Take every opportunity to check understanding, to give feedback and appropriate praise for effort - students should be involved in a dialogue about their progress.
- Used new technologies where relevant to aid and improve learning.
- Used various types of feedback, including teacher marking, discussions with students, peer and self-assessment. These should all be used to facilitate pupils' active learning.
- Allowed for various opportunities to use the full range of Assessment for Learning (AFL) strategies.
- Allowed students the opportunity to engage in an effective plenary, provide adequate time for plenary activities to review learning, check understanding and set targets for progress.

- Appropriate behaviour for learning.

### **Creating an appropriate Climate for Learning**

In order for students to experience an exceptionally positive climate for learning teachers need to:

- Ensure classes are greeted outside the room, or at the door whenever possible.
- Communicate explicitly what is required of students at every stage of the lesson.
- Implement clear, fair and consistent behaviour management strategies.
- Ensure that positive behaviour makes a strong contribution to high quality learning in lessons and promotes student responsibility in showing respect and encouraging others to conduct themselves equally well.
- Take an electronic register at an appropriate stage of the lesson.
- Reinforce relevant school policies at an appropriate stage of the lesson (e.g. uniform, punctuality).
- Oversee the departure of groups from lessons through monitoring movement from between the classroom/laboratory/changing room and adjoining corridor.

### **The Wider Curriculum**

It is important to recognise the value that a wider curriculum offers students to ensure they develop in line with the principles outlined in this policy. Teaching and learning needs to be set in a wider context or the bigger picture.

In addition, teachers should be aware of students' whole curriculum, especially literacy and numeracy.

### **CPD**

Walderslade Girls' School will seek to support staff in their continued professional development to ensure staff can develop their teaching.

We will aim to support colleagues in their development and organise opportunities for colleagues to work in collaboration and share best practice within our school and with local schools where appropriate and with our collaborations as part of our training school partnerships.

We believe that coaching and mentoring are essential tools of CPD and support for all staff. Through our Lead Practitioners and our experienced staff, we will aim to support staff to improve their practice, and offer guidance and help on ways to ensure teachers can deliver lessons that are in line with this policy.

## Quality Assurance

It is the responsibility of all staff throughout the school to ensure that the quality of teaching is assured. This will be carried out in the daily running of faculties by Line Managers, Heads of Faculties and Departments, Heads of Year and Senior Managers.

This will be carried out through a variety of techniques including:

- Regular work scrutiny
- Regular learning walks across the school.
- Lesson observations
- The completion of regular lesson observations on all teaching staff including support staff involved in the delivery of lessons.
- A regular Faculty and Departmental audit process (EDPE's)
- Scrutiny of data provided by staff including student predictions.

Line Managers will meet with their Heads of Faculty and Departments on a fortnightly basis to discuss the implementation of this policy and any issues that will affect the teaching and learning in their department. Minutes of these meetings are to be forwarded to the Assistant Headteacher: Teaching and Learning.