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**Teaching & Learning**

**Policy**

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| School Staff were consulted on this document and it was accepted by the Standards and Performance committee on : | **October 2020** |
| It was ratified by the Governing Body on : |  |

**Teaching and Learning Policy**

**Rationale and Purpose**

Shenfield High School aims to equip all students with the skills, knowledge and experiences needed to succeed in a changing world. We encourage all our students to achieve their potential through a culture of high expectations for everyone. We expect all of our staff to deliver high quality, stimulating and methodical lessons, where all students are supported and challenged to make good progress in their learning.

Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn.

**Objectives**

To ensure staff and students know what is expected of them so that all our students learn well in every lesson.

To create a positive learning environment in which students and teachers work together to ensure that the core values of Shenfield High School are upheld:

• Respect

• Learning

• Responsibility

• Security

• Community

• Success

To ensure our staff and students use our common language in terms of Respect, Responsibility and Ready to Learn (see Behaviour Policy)

**Aims**

In order to achieve our objectives, we aim to:

• Provide a learning experience for every child that takes full account of their individual needs, interests and aspirations.

• Ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.

• Ensure that students are highly literate, numerate and able to apply their skills and knowledge to new and different situations so that they can achieve well in school and beyond.

• Make links with the learning that students do outside the classroom through engaging and well-planned PREP and Super Curricular activities.

• Focus upon continuing to raise the standards of teaching and learning in the school,

to inspire and motivate students and staff.

• Identify and share good practice in teaching and learning across all curriculum areas.

• Provide high quality CPD activities that ensure all teaching staff are ‘research-informed’.

• Improve levels of achievement and attainment as a consequence of all of the above.

**Principles of the Teaching and Learning Policy**

Staff will:

• Meet the Teacher Standards <https://www.gov.uk/government/publications/teachers-standards>

In addition to each teacher standard, staff will:

**1 Set high expectations which inspire, motivate and challenge pupils**

• Ensure that teaching is aimed at the top and learners are all supported towards the same challenging learning goal. Prior attainment data may inform starting points, but not determine potential.

**2 Promote good progress and outcomes by pupils**

• Have a strong understanding of current research into learning, cognitive load, sequencing and retention of knowledge.

• Apply research-informed strategies such [Rosenshine’s Principles of Instruction](https://teachinghow2s.com/blog/principles-of-instruction)

**3 Demonstrate good subject and curriculum knowledge**

• To develop a strong understanding of curriculum intent and implementation within their subject area.

**4 Plan and teach well structured lessons**

• Sequence lessons in order to revisit and build on prior knowledge and skills.

• Ensure PREP work is set on Go4Schools for each class with the relevant PREP Common Language Code (See Appendix 1)

**5 Adapt teaching to respond to the strengths and needs of all pupils**

• Understand that differentiation is not lowering expectations but scaffolding learning to ensure all students can access, understand and apply it.

• Teachers should model the work expected from students where new ideas or new

skills are being introduced

**6 Make accurate and productive use of assessment**

• Ensure there is a focus on low-stakes testing to build confidence, resilience and understanding.

• Go4Schools is kept up-to-date with accurate assessment data which is consistent with the Marking & Feedback Policy for their department.

• Mock examinations should be given to examination year groups which both gives an accurate representation of their current performance and highlights areas for whole class improvements.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

• Follow the school Behaviour for Learning Policy

• Meet and greet students at the door, address uniform standards and expect students to have all relevant equipment out on the desk for the lesson

**8 Fulfil wider professional responsibilities**

• Highlight Super Curricular activities to students based on the curriculum.

• Be a positive contributor to CPD sessions, department meetings and within our wider community.

**In addition to the Home School Agreement Students will:**

• Engage fully in lessons

• Strive for continual improvement

• Support each other (and their teacher) so that all students learn effectively

• Take part in learning within and beyond the classroom

• Take pride in developing and applying their literacy and numeracy skills across

the curriculum

• Be enthusiastic, resilient and responsible in learning and improving their skills

• Respond positively to feedback and improve their work as a result of effective

feedback

• Rise to challenges, working collaboratively and supportively

• Strive to be the best they can be.

• Complete regular independent PREP as well as all set go4schools activities.

**In addition to the Home School Agreement Parents will:**

Parents will:

• Sign up to the expectations set out in the Home School Agreement

• Support the school in ensuring that their child is learning appropriately both at

school and monitoring PREP at home

• Regularly engage with Go4Schools to support their child’s learning and progress

• Engage positively with the school to resolve any difficulties regarding their child

• Attend events such as parents’ evenings whenever possible. [Due to COVID restrictions – Parents Evenings will not take place in person until further notice. Phone calls will be made by Form Tutors and SLT members]

We recognise that parents play an important role in supporting their children’s learning and that the three-way partnership between parents, students and the school is vital for the success of the individual student.

**Basic Lesson expectations at Shenfield High School**

• Welcome students at the door; students are expected to enter quietly and get out the equipment they need for the lesson out on the desk.

• If students arrive before the teacher, they must line up outside the classroom.

• If students arrive to the lesson with inappropriate uniform or make-up then a blue card should be issued by the teacher and logged on SIMS (Unless a blue card has already been issued).

• The register is taken in the first 10 minutes of the lesson and a late mark ‘L’ should

be entered with the number of minutes late on SIMS.

• All teachers should have a seating plan on Go4Schools.

• All teachers should have up to date data on each of their classes on Go4Schools.

• All teachers must follow the Behaviour for Learning Policy.

• Time should be taken in every lesson to celebrate what students are doing well.

• Celebration Points should be given out during each lesson. Three C Points for KS3 as a minimum and three KS4 Credits.

• Questioning should be probing and help students progress. ‘Hands up’ should be avoided and replaced with directive questioning or whole class low-stakes strategies.

• At the end of the lesson, students must pack away leaving the classroom tidy and stand behind their chairs ready to be dismissed

**Monitoring and Evaluation of Teaching and Learning**

Aims:

• To make secure judgements of teaching and learning across the school

• To monitor and evaluate the progress of students during a lesson and over time

• To judge and evaluate the performance of individual teachers against the Teacher

Standards and check that high standards of professional performance are

established and maintained

• To identify group and individual training needs across the teaching and support staff

Monitoring the quality of teaching and learning is on-going and regularly will involve:

• Formal developmental lesson observations

• Learning Walks

• Senior Learning Walks

• Drop-ins

• Work scrutiny

• Student voice

**Teachers**

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development. This can be achieved by:

• Self-evaluation of their own subject knowledge and understanding of changing educational initiatives

• Self-evaluation of the quality and effectiveness of their own teaching and classroom management

• Monitoring student progress to ensure all students are reaching their potential/

• Completing and participating in the school CPD Programme.

**Subject Leaders**

Subject leaders are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and the monitoring of students’ progress. Each subject leader achieves this by:

• Championing teaching and learning in their subject area through well-planned curriculum, department meetings and general day-to-day management strategies.

• Ensuring teaching and learning is an item on the agenda at all departmental

Meetings.

• Evaluating the teaching of their subject and the planning of lessons.

• Ensuring curriculum coverage, continuity and progress for all students.

• Ensuring that department procedures for assessing, marking, recording and

reporting on student progress are implemented consistently and are in line with

departmental and whole school policy

• Analysing and interpreting data on students’ performance against school

expectations and other comparative data with the departmental TIP.

• Monitoring students’ work and progress by regular sampling of classwork and PREP through work scrutiny as well as assessment data.

**The Senior Leadership Team**

The Senior Leadership team is responsible for the overall quality of teaching and learning across the school. This is achieved by:

• Strategic planning of teaching and learning priorities in conjunction with subject leaders

• Supporting individual departments through Line Management Meetings

• Ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities

• Monitoring the quality of teaching and learning across the school through Senior Learning Walks and TIPs

• Ensuring high quality CPD programme that meets the needs of every member of

staff.

**Appendix 1**

**PREP Common Language**

**The relevant bracketed code should be written before each PREP task title on Go4Schools to indicate what is expected of the student that for that task:**

**[R4A]**     Revision materials for a planned classroom assessment. The Go4Schools deadline is the date the assessment will take place.

**[PQ]**       Practice Questions & Mark Scheme – to improve understanding, knowledge or skill. Independent learning opportunity not required to be printed or handed in.

**[HI]**        Handed-In PREP – This PREP should be printed, completed and handed in on the Go4Schools Deadline. It will be either self, peer or teacher marked.

**[ER]**        Extra Revision Resource – The student should independently use PREP revision strategies to learn the material to improve understanding of the topic. This should not be printed or handed in.

**[RT]**        Research Task – Should be completed by theGo4Schools deadline to aid task or assessed piece of work in lesson. Completion is essential for success for that lesson.

**[IA]**        Internal Assessment – An internally assessed assignment or coursework that is due on the date of the Go4Schools deadline.