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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 : |  |
| 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 dynamic 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

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

**Principles of the Teaching and Learning Policy**

**Staff will:**

* Support and challenge students to achieve their best
* Provide high quality, dynamic and stimulating lessons
* Listen to students’ views
* Provide regular and meaningful PREP resources supported by PREP weekly Drop-Ins.
* Provide opportunities and guidance for developing literacy, numeracy and other skills
* Encourage and support
* Provide high quality feedback
* Work collaboratively to ensure consistency in skills development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
* Develop their range of teaching and learning styles to create an exciting and creative learning culture
* Use positive behaviour for learning strategies in the classroom and promote an ethos of praise and encouragement.
* Follow appropriate department and school policies for behaviour management
* Evaluate and reflect on their practice.

**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, personalised PREP.

**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.

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.

**Planning and Preparation:**

* All teachers should plan lessons that allow all pupils to progress in their learning
* Learning objectives should be explained throughout the lesson so students understand the purpose of each section of learning.
* Learning activities should be planned to engage and support students’ learning
* All teachers should have an in-depth knowledge and understanding of the scheme of work / exam specification they are teaching

**Assessment and Marking**

* Teachers should assess pupils’ work regularly, according to the schools Marking and Feedback Policy
* Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies; effective use of data is critical to inform students, parents and other staff of pupil progress towards targets

**Tracking student progress**

All staff have the responsibility to regularly and accurately assess each student’s achievement and to track the progress made against individual target grades. This is reported to parents through Go4Schools. All teachers will identify students in their class in need of additional support, including vulnerable groups such as pupil premium students, SEN students and the most able. Interventions will be put in place to help students progress.

**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
* If students arrive before the teacher, they must line up outside the classroom
* 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. Outstanding Learner Points could be given out during this time
* Teachers should model the work expected from students where new ideas or new skills are being introduced
* Questioning should be probing and help students progress
* There should be evidence that feedback leads to an improvement in students’ work. Feedback will take many forms e.g. verbal comments, written comments, peer and self-assessment.
* Students’ work must be presented in line with the school policy
* PREP resources should available for students to help them develop their understanding.
* 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 regular and 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 they achieve well against prior achievement and similar
* Completing 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
* 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
* Monitoring students’ work and progress by regular sampling of classwork and PREP through work scrutiny as well as assessment data.

**The 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 activities such as lesson observations and work scrutiny.
* Ensuring high quality CPD programme that meets the needs of every member of staff.