

Bullers Wood School

Teaching and Learning Policy



Qyod Potes Tenta
Strive to your Utmost

Policy created by: AHT Teaching and Learning	Date of Adoption: July 2021	Date to be Reviewed: July 2024	To be reviewed by: AHT Teaching and Learning
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Introduction

At Bullers Wood School for Girls, we recognise that Teaching and Learning is at the heart of everything that we do. We are a community that celebrates diversity, in which all learners are valued and able to succeed. Our students experience high quality, stimulating lessons, where all students are supported and challenged to make good progress in their learning. Our teachers are able to convey their knowledge effectively and enthusiastically within a stimulating, safe and supportive environment. Students of all ability levels are given equal opportunities to learn in order to achieve their full potential.

Statement of Intent

Our purpose is to create a learning environment which fosters engagement and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn. We support our students to become emotionally resilient and responsible citizens who make a positive contribution to society, including their local communities and the wider world in which they live.

Aims

- To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations
- To ensure that our students are self-confident, independent learners who are able to apply their skills and knowledge to achieve their best in school and beyond
- To enable all of our learners to enjoy success, to progress and attain
- To make learning relevant and engaging by promoting intellectual curiosity, critical thinking, and creativity
- To ensure that our students have the social skills to foster healthy relationships and friendships
- To foster mathematical thinking, including numeracy and proficiency in language including literacy and oracy
- To focus upon quality teaching and learning to inspire and motivate students and staff
- To identify and share good practice in teaching and learning across all departments
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency
- To promote a learning community of acceptance with respect for all, and the celebration of our differences

Objectives

This policy exists to clarify what we see as best practice and the expectations that the school has for staff and students to ensure highly effective learning.

Staff will:

- Teach learners in a way that engages, challenges and supports them appropriately
- Understand and plan for the learning needs of each student by checking information on SIMs, the Additional Needs Register and SEN reports
- Model the behaviour expectations set out in the School's Behaviour Policy
- Nurture positive relationships with and between learners
- Use seating plans to enhance learning

- Provide frequent opportunities for independent learning within lessons
- Provide regular and meaningful homework
- Differentiate and scaffold learning activities, resources and environments to ensure that they are appropriate for the age, background, and identity of learners
- Provide meaningful feedback (see Assessment and Feedback Policy)
- Praise and reward learners' successes
- Evaluate and reflect on the quality and effectiveness of their own teaching
- Be committed to continuous improvement and the sharing of good practice to promote the best outcomes for students

Students will:

- Arrive to lessons on time
- Be ready to learn by bringing the correct equipment e.g. books and homework to support their learning
- Ensure that mobile devices are 'off and away'
- Respect their learning environment
- Treat each other equitably with respect, regardless of any protected characteristic
- Engage fully in lessons and respond to instructions the first time
- Be enthusiastic and responsible with their own learning and progress
- Complete all classwork and homework to the best of their ability, asking for help when needed
- Respond positively to feedback and use Dedicated Improvement Time effectively to improve their work
- Show a growth mindset and resilience when faced with learning challenges
- Support their classmates and work collaboratively

Parents and Carers will:

- Work in partnership with the school to support their daughter/son's learning
- Support school initiatives which involve collaborative working to raise student achievement
- Attend parents'/carers' evenings and other events/meetings to discuss their daughter/son's progress

Learning Support Assistants will:

- Work collaboratively with the class teacher in planning for learning and teaching
- Support students in specific aspects of their learning as agreed with the subject teacher
- Model the behaviour expectations set out in the school's Behaviour Policy
- Evaluate and reflect on the quality and effectiveness of their own practice

Middle and Senior Leaders will:

- Ensure that all students receive a broad and balanced curriculum based on their individual needs and abilities
- Set high expectations for students' progress
- Set high expectations for the quality of teaching through the provision of effective and relevant CPD

- Evaluate the quality of teaching using learning walks, work scrutiny, assessment standardisation and other practices and procedures that contribute to the continual improvement of high quality teaching and learning (see Quality Assurance of Teaching and Learning documents)
- Provide staff with constructive and developmental feedback and provide a programme of support to improve the quality of teaching where appropriate
- Set priorities and targets for improvement of teaching and learning at both department and whole school level (see School Improvement Plan and Team Improvement Plan documents)
- Analyse, interpret and evaluate data on students' performance against targets and external comparative data for individuals and key groups

Effective Teaching and Learning

Learning environments

Teaching areas need to be kept to a high standard. They should be vibrant and appealing, as well as clean, tidy, and clutter-free. Noticeboards, posters and displays should be kept up to date, relevant to the learning taking place and where possible used during lessons to support student progress. Staff should use displays of student work as a reward and motivation tool. Teachers will begin lessons promptly and manage transitions well to ensure that learning time is maximised.

Planning

- All lessons should be planned carefully and be part of an overall scheme of work that meets the subject and key stage curricula requirements. This should be accessible to all department staff
- All teachers should have an in-depth knowledge and understanding of the curricula requirements
- Lesson planning should demonstrate how lessons build on students' current knowledge, understanding and skills to ensure sustained student progress.
- Learning outcomes should be ambitious and clearly linked to learning activities to ensure that lessons have a structure and learning has a context that students understand.
- Lessons should be planned to include a range of activities that take into account both the individual learning needs of students and the Teachers' Standards to support all learners to achieve learning outcomes
- Effective differentiation and scaffolding strategies should be evident
- The use of resources, including ICT, must be carefully planned to enhance learning

Teaching

Teaching staff should:

- Use a range of teaching strategies which make learning enjoyable, challenging and dynamic
- Ensure that lessons have a clear structure with explicit learning outcomes
- Use a variety of techniques to check for understanding and progress including the varied use of questioning and low stakes quizzing
- Know how to adapt their lesson plan if necessary to ensure that all students are learning
- Encourage students to work collaboratively

- Encourage learner self-efficacy by equipping students with the skills to become independent learners
- Use positive behaviour management strategies and encouragement, including praise and rewards so that students achieve
- Allow students to develop over time and practice higher order thinking skills such as creativity, problem solving, decision making and application
- Provide pace and challenge
- Use effective questioning, feedback and reflection techniques to engage, challenge, encourage and develop student understanding and progress
- Incorporate literacy, numeracy, ICT skills, British Values, SMSC where appropriate
- Use other staff effectively

Assessment and feedback

Teachers should:

- Assess students' work and provide oral and written feedback regularly, according to the school's Assessment and Feedback Policy.
- Use the analysis of assessments and tracking data to inform and structure their planning, teaching and intervention strategies.
- Use data effectively to inform stakeholders of student progress towards their targets.
- Ensure that feedback is framed in a way that students find meaningful. Feedback should focus on what is good about students' performance and clarify how individual students can improve
- Teach students how to effectively peer and self-assess
- Plan for Dedicated Improvement Time (DIT) so students can respond to feedback

Homework

Teachers will:

- Plan and assign meaningful and engaging homework
- Take time in lessons to clarify the learning context and future use of homework tasks
- Give students the opportunity to ask questions to ensure they understand what is expected
- Ensure tasks are appropriately challenging and scaffolded
- Record homework using the school's e-homework platform
- Assign a reasonable quantity of homework tasks (see below)
- Specify maximum time limits for each homework (see below). Learners can complete longer homework tasks over several weeks
- Keep records of homework submitted. If learners do not submit homework, or if it shows poor effort, teachers will use the Homework Non-Submission Procedure.

Examples of reasonable homework quantity and completion time

Lessons per week	Frequency
1	up to 1 homework per fortnight
2-3	up to 1 homework per week
3+	up to 3 homework tasks per fortnight

Year group	Volume
7, 8 and 9	30 minutes homework per subject
10 and 11	60 minutes homework per subject

In Years 7-11, learners will be given a minimum of one week to complete homework, except in Modern Foreign Languages and Mathematics, when homework likely to take no longer than 15 minutes may be assigned for submission in the next lesson. Students will also be assigned OLAs, optional learning activities, that complement or extend classroom learning.

Over school holidays, only OLAs, revision, and coursework will be assigned as homework.

Quality Assurance

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 Teachers' 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

Review of teaching and learning is on-going and regular (see Monitoring and Evaluation of Departments Protocol) and will include:

- Data analysis
- Learning walks
- Work scrutiny
- Student voice
- Department review

Formally, this will be devolved through the line leadership structure as part of the Teacher Appraisal cycle.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Targeted continuing professional development (CPD) sessions
- Action research with colleagues on specific areas of pedagogy (Developmental Lesson Observations)

- Collaboration with colleagues using evidence-based practice on school wide priorities (Developmental Groups)
- Observing good practice
- Sharing best practise and leading CPD
- Ongoing access to external courses, webinars and publications
- One to one or group coaching
- Diagnostic support

Student and Parent Involvement

Student voice is used as part of the learning walk process and will also be sought as part of a student voice department review. Parents and carers have a considerable contribution to make to students' success in school. They are strongly encouraged to review students work and check Show My Homework for completion and submission of homework. Parents and carers can support students further by creating the right environment and routines at home to enable work to be completed. Parent workshops are provided in key years in addition to Meet the Tutor and Parents' Evenings as a way of supporting parents to do this. Liaison with the school is encouraged.