

# The Frances Bardsley Academy for Girls



## Teaching and Learning Policy

School staff and union representatives were consulted on this document and it was accepted and ratified by the Governing Body

on: 5<sup>th</sup> November 2019

Review date: November 2022

Person responsible: Vice Principal i/c Teaching, Learning and Staff Development

## 1. Aims

To set a benchmark of good practice to be employed across the school focusing on our vision of what constitutes 'best practice' in teaching and learning.

The school aims to:

- provide opportunities for all learners to make excellent progress in their learning.
- engender a positive approach to learning.
- train, develop and support teachers in their vital role of unlocking the skills, knowledge and potential in our students.
- promote the use of resources which encourages and motivates learners.
- develop a love of life long learning
- monitor the quality of teaching within the school.
- maintain consistently high standards of teaching.
- monitor student engagement and learning.
- assess areas of strength and areas for development within the area of teaching and learning.
- ensure that new staff are inducted properly into the community.

The policies, procedures and plans for the curriculum, learning (objectives, resources, processes, planning of lessons), assessment and Continuous Professional Development (CPD) should complement each other in order to provide a cohesive experience for learners and staff.

## 2. Responsibilities for Teaching and Learning

### a. Classroom Teachers

Classroom teachers are responsible for the academic progress of students in their classes. This is achieved by:

- Excellent subject knowledge and understanding of relevant educational initiatives;
- Accurate self-evaluation of their own teaching, and an ongoing commitment to their professional development;
- Monitoring pupil progress to ensure they achieve well against prior achievement and internal / external targets;
- A commitment to the aspirations and vision of the school.

### b. Form Tutors

Form tutors are responsible for supporting monitoring both the progression and well-being of students within their groups. This is achieved by:

- Encouraging and supporting students to evaluate and take responsibility for their learning;
- Regularly monitoring behaviour, homework and rewards through the homework planner.

### c. Heads of Department

Subject leaders are responsible for the teaching within their subject areas, evaluating its quality and students' progress in line with expectations. This is achieved by:

- Having a clear rationale and intent for the curriculum with a clear understanding of what is taught when and why it is taught
- Evaluating the teaching of their subject, the planning of lessons and the accuracy of assessment to ensure curriculum coverage, continuity and progression for all students
- Sharing outstanding practice and leading improvement;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Analysing and interpreting data on students' performance to ensure continuous improvement;
- Monitoring students' work through regular work scrutiny;
- Line managing their team effectively, observing regularly and giving clear and constructive feedback as part of the school's Performance Appraisal Policy;

### d. The School Leadership Team

The Senior Leadership Team sets school priorities and targets for improvement and tracks the progress of these. Monitoring and evaluation takes place through department reviews, observations of teaching and learning and work scrutiny in line with the School Development Plan.

## 3. Schemes of Work

All departments will have schemes of work, which give clear sequential guidance to staff about the material to be covered in lessons. These should then form the basis of each teacher's lesson planning. Each lesson must be planned to include the desired learning objectives.

Head of department should include the following in their schemes of work:

- Lesson objectives
- How work will be differentiated – including developing the progress of students with specific learning needs such as SEND, EAL and MAT students
- Ways in which the department will promote the teaching of numeracy and literacy
- How work will be assessed
- Suggested resources for learning activities

Schemes of work should be reviewed annually by the head of department

## 4. Learning Resources and Classroom Display

Resources should be used to support learning. Learners are most likely to be motivated and involved if learning situations and resources are as 'authentic' as possible, allowing learners to use first hand resources and source documents. Resources should always be adapted to suit the differing needs of the individual students. Displays in classrooms help to stimulate student's minds, reinforce rules for learning and celebrate achievements.

Every classroom should have (for example):

- A variety of stimulus material.
- Exemplars of student work.
- Success Criteria.
- Key Words.
- Subject specific posters/information.
- Classroom expectations.
- Guidelines for work presentation.

## 5. Lesson structure

It should be noted that OFSTED does not favour a particular style of lesson. Outstanding lessons cannot be reduced to a ticklist of set activities. However, there are certain features that will ensure students are challenged, engaged and thus able to make excellent progress over time.

Teachers should:

- Plan lessons with the students' prior attainment as a starting point
- Be at the door ready to greet students on their arrival
- Ensure there is a safe learning environment for students.
- Share lesson objectives with the class
- Involve targeted questioning that challenges students' understanding
- Plan engaging activities that are differentiated by ability.
- Balance the amount of teacher talk with independent learning activities for the students.
- Model or scaffold tasks, and where appropriate share the success criteria with students.
- Use AFL (Assessment for Learning) to check understanding before moving on to the next stage in learning.
- Use DIRT time (direct improvement and reflection time) productively to correct misunderstandings and give advice to students on how to improve their work.

## 6. Differentiation

Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress. We recognise that:

- Different students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals
- Teachers will be aware of the needs of specific groups such as SEN, MAT , EAL (English as an additional language), Disadvantaged Students, Looked After Children, and BME (Black and Minority Ethnic Groups), and Travellers and will provide the appropriate support
- Data sheets and lesson plans (if used) by the teacher should indicate how these students have been planned for.
- Extension Activities should be extended learning opportunities, not just extra work.

## 7. Working with Teaching Assistants

Teaching Assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning. Teaching assistants should support the learning in the room in a proactive manner. Prior to the lesson they should liaise with the classroom teacher so that they are aware of the learning outcomes. In turn, teachers should give TAs appropriate guidance on their role within the lesson or sequence of lessons. TAs should record the student's progress during the lesson and feed back to the teacher.

## **8. Home learning**

The purpose of home learning is:

- To assess the level of understanding of work covered.
- To reinforce the work covered in class.
- To extend the students' knowledge and understanding of study in class.
- To practise a skill learnt in class.
- To allow the student to prepare for an activity in the next lesson.

Home learning is an integral part of teaching and learning. It should not be regarded as an add-on to a lesson, but given high priority in terms of the challenge and quality of the task set. Home learning should be displayed on Show My Homework. This facility also allows for resources and completed tasks to be uploaded.

## **9. Assessment**

Student work should be assessed and recorded regularly and a record kept; marks should be awarded in line with the specific assessment policy of the department. Students should be given an indication of what a mark means where appropriate.

Specific guidelines on marking and feedback are to be found in our Feedback and Feedforward Protocol.

All adults involved in teaching and learning should encourage students to develop a growth mindset. We want to develop a culture of resilience that encourages students to be persistent and optimistic in achieving their goals. This entails developing a spirit of continuous improvement in the pursuit of excellence.

## **10. Interventions**

Heads of department will create and co-ordinate strategies to tackle underachievement of students in their subject area. Teachers should be aware of students who are making less than expected progress and plan for intervention to take place.

Where lack of progress is sustained despite this intervention, Heads of Department and Progress Managers should be informed and work with teachers, students and parents in order to get the student back on track.

## **11. Sharing good practice**

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its CPD programme and informally on a day to day basis) the importance of pooling the wealth of

expertise across the school. There is an expectation that good practice will be shared after attendance at a course where strategies and materials can be disseminated amongst colleagues.

Effective practice is shared in a number of ways which includes:

- CPD – the in-house programme
- Observations – formal and informal
- Professional dialogue
- INSET Days

## **12. Evaluation**

All departments are reviewed as part of a cycle, decided by SLT and guided by exam results. This review will involve lesson observations, work scrutiny, and interviews with staff and students. Furthermore, Heads of Department and their SLT line manager will conduct learning walks at least once a half term in order to monitor standards of teaching and learning. This will involve a brief observation of no more than ten minutes.

The learning of students is also scrutinised during year reviews.

Departments are required to review their quality of teaching as part of the annual DSEF submission.

## **13. Links to other policies**

This policy links to other school policies such as :

- Feedback and Feedforward Protocol
- Behaviour for Learning
- Literacy
- Appraisal
- Equality and Diversity