



TEACHING and LEARNING POLICY

Term of policy: Every 3 years

Approved by: Board of Trustees

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Author: J Logan

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Consulted with JCC? Yes No

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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1. Aims

This policy aims to:

1. To ensure high quality teaching and learning experiences for students of all abilities and aptitudes.
2. To provide a framework for teaching and learning that is based on research that is known to be effective, within which there is flexibility and scope for creativity.
3. To provide coherence of approach and consistency of expectation.
4. To make explicit the entitlement of all students.
5. To promote the core values of RHS.
6. To raise attainment by increasing levels of student motivation, participation and independence.
7. To promote reflection on, and sharing of, successful teaching pedagogy, through a variety of methods, including PD and sharing of good practice.
8. To promote an understanding of how learning takes place, with embedded PD on up-to-date pedagogy for teachers.
9. To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place.
10. To provide practical guidance and clear procedures.
11. To provide a focus for development.
12. To inform teachers, students, parents, Governors and the wider community about the aims and processes of teaching and learning.
13. To identify specific areas of responsibility at whole school, at Departmental and individual staff level.

The aim of this policy is to promote clear and open communication by:

- Explaining how the school communicates with parents/carers, and within its organisation
- Setting clear standards for responding to communication from parents/carers
- Helping parents/carers reach the member of school staff who is best placed to address their specific query or concern, so that they receive a response as quickly as possible

2. Our Guiding Principles

We recognise that all students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to have teaching and learning experiences that are proven through research to be successful and which enable them to achieve their full potential. Rooks Heath College aims, through successful teaching and learning, to develop the whole child and to enable our students to make good progress and become lifelong learners.

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective and respectful use of time in all lessons and where the learning needs of all students are met.

We are committed to *“Strive to be your Best”*.

SEN Statement

While the principles and aims of this policy apply to all children it is recognised that aspects may be amended for young children with specific learning needs.

3. Roles and Responsibilities

Governors

To ensure the effective and rigorous implementation and monitoring of the policy.

Leadership Team:

1. To provide appropriate support, training and resources for subject areas and individual staff.
2. To monitor and evaluate the delivery and impact of the policy.
3. To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

Heads of Department, Subject Leaders:

1. To be responsible for the co-ordination of long, medium- and short-term planning of schemes of learning, taking into consideration the aims and objectives of the policy.
2. To monitor and evaluate consistent delivery of the policy at Departmental and subject level.
3. To provide appropriate support to team members by providing training materials or advice and guidance.
4. Support staff when embedding new teaching methods.
5. To deliver Departmental PD in line with the schools SEF.

Heads of Year:

1. To monitor and evaluate consistent delivery of the policy across a year group and liaise with other members of SLT/HoDs where appropriate.

Teaching staff:

1. To ensure that their own teaching meets the National Teachers Standards; ensuring teaching and learning is at least consistently good in all areas.
2. To implement this policy by planning and delivering high quality learning experiences.
3. To have a growth mind set and be willing to take risks.
4. Actively seek to reflect on and improve their practice.
5. Work collaboratively with colleagues to share best practice and improve teaching.

All staff: To be aware of the principles of the policy and how they can contribute to it.

Students/children:

1. To work positively within lessons to enable staff to implement the policy effectively.

2. To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework.

Those with parental responsibility:

To support the policy of the School, in line with the Home-School Agreement and to provide support for students/children at home, allowing them to continue to develop their learning effectively.

4. Identifiers

Definition of Teaching:

The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress.

This includes:

1. Making use of expert subject knowledge and general knowledge of current affairs.
2. Delivering the curriculum by use of carefully planned curriculum maps, schemes of learning and individual lessons to ensure all learners are challenged.
3. Having consistently high expectations of all students/children.
4. Implementing varied learning activities.
5. Delivering lessons that are objective led and outcome driven.
6. Making students/children aware of the success criteria they are working towards.
7. Meeting the needs of all learners so that they make good progress relative to their starting points.
8. Starting lessons with an engaging and strong start, ensuring learning is evident.
9. Ensuring the pace of the lesson allows all students/children to make progress.
10. Setting challenging and purposeful homework.
11. Making appropriate use of marking, feedback (oral and written) formative and summative assessment and reporting.
12. Embedding literacy and numeracy skills into all subjects.
13. Establishing a positive climate for learning in lessons to encourage interest and engagement.
14. Ensuring high standards of Behaviour for Learning.
15. Providing intervention when underachievement is evident.

Definition of Learning:

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or value. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

We believe learning will most effectively take place when:

1. The learning environment is secure, stable and stimulating.
2. Relationships between teachers and students/children are positive and respectful.
3. Students experience a high success rate.
4. Students understand the purpose of the learning and see relevance to their own experience.
5. Students understand the ways in which learning takes place.
6. The learning builds on prior knowledge and understanding.

7. Success criteria are explicit, and models are provided.
8. The learning is active and collaborative.
9. Student questioning, reflection, and discussion are encouraged to extend and guide discovery.
10. Independent learning and thinking are facilitated and encouraged.
11. There are opportunities for creativity and utilising different learning styles.
12. Students can self-assess, know what they need to do to improve and are able to set appropriate targets.
13. Students have opportunities to transfer skills, knowledge and understanding to other contexts.

Definition of Progress:

To make progress in learning is to move forward towards a learning objective or an agreed target.

All students are expected to make clear progress in their learning over time as follows:

- Performance data collated throughout the year shows that students are making good progress towards their agreed targets and in line with their starting points.
- The quality of work produced by students shows that they are acquiring knowledge quickly, developing their understanding and skills and consolidating this in line with expectations for their age group and national averages.
- Students develop and apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment.
- Students can transfer their learning and apply this knowledge, skills and experience across other curriculum areas.
- Where students' prior attainment is low or falls below that of all students nationally, the gap is closing over time.

5. Expectations

Our expectation is that students enjoy the highest quality of teaching and learning at Rooks Heath College. To achieve this, we aim to establish a shared understanding of what constitutes a good or outstanding lesson and great learning.

Expectations of Staff:

It is expected that staff will provide consistently high-quality lessons, putting into practice the pedagogy outlined in the '**Rooks Heath School Teaching and Learning Handbook**'. This handbook provides suggested good practice based on research. It is not expected to be an exhaustive list of pedagogy. Staff are invited to contribute by suggesting research to be included in the handbook. This handbook will be reviewed and updated regularly.

Teachers are expected to refer to all school policies alongside this policy. The following signposted policies are particularly relevant to Teaching and Learning:

- Anti-Bullying Policy
- Assessment, Data and Reporting Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Exam Policy
- Homework Policy
- Learning Development (SEN) Policy
- Literacy Policy

Expectations of students/children:

1. To be engaged and not passive in their learning.
2. To work effectively and purposefully in a range of contexts.
3. To come fully equipped and prepared to maximise the learning opportunity.
4. To be prepared to share their learning and ideas in an atmosphere of trust.
5. To ask questions where appropriate – of each other and the teacher.
6. To support one another, working collaboratively, recognising the contributions of all.
7. To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement.
8. To know where to go for help and recognise that further progress can always be made.
9. To develop resilience in approaching problems and new learning challenges.
10. To be able to select appropriate learning resources to help develop their own learning.
11. To work with increasing independence, developing the skills to become life-long learners.
12. To make effective use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work.
13. To act on all assessment, marking and feedback.
14. To use initiative and develop more independent learning.

6. Professional Development (PD):

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and National Teacher Standards are met. Rooks Heath Colleges' PD programme will provide opportunities for staff to participate in a variety of activities to support the individual professional needs of staff and build whole school capacity. These PD activities include training in the pedagogy outlined in the *'Rooks Heath School Teaching and Learning Handbook'* and regular opportunities to reach a shared understanding of excellent pedagogy and what it looks like. Teachers can also attend PD outside of RHS, including those provided by Harrow Collegiate Teaching School Alliance and PD run by exam boards.

7. Monitoring and Review

Middle Leaders, Senior Leaders, Heads of Year and Heads of Department will ensure that they monitor and review the quality of teaching and learning on a regular basis and in several ways.

1. Book scrutinies.
2. Formal Learning walks.
3. Lesson Observations - drop ins/informal lesson visits and Performance Appraisal Observations.
4. Questionnaires/Surveys with staff/students/parents.
5. Examination reviews and progress checks.
6. Reviews conducted alongside external agencies.
7. Student/child interviews.
8. Review of curriculum maps, schemes of learning and materials used during the learning process.

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Performance Appraisal and Capability Policy.