



Endon High School Teaching and Learning Policy

Principles

A school's main function is to ensure that learning takes place and a good school is one in which learning is effective, enabling pupils to make good progress against measurable standards.

The most important factor for effective learning is good teaching. The purpose of this policy therefore is to define by agreement the aspects of good teaching, which will be employed consistently by all teachers at Endon High School, and the means by which good teaching and effective learning will be measured as part of accepted school practice.

Aims

1. To develop a consistent approach to teaching and learning.
2. To improve the quality of teaching and learning for all pupils to enable all pupils to make progress.
3. To identify what is meant by "good practice".
4. To agree and implement methods of monitoring the quality of teaching and learning.
5. To provide teachers with the tools to evaluate their own practice against agreed criteria.
6. To assist with the identification of professional development priorities for individuals, teams and the whole staff.

Practice

1. Planning

1. Long and medium term planning is best carried out by the *team* of teachers who will be involved in delivering the programme.
2. Time should be made available for planning within the annual schedule of meetings, and on other appropriate occasions (to be arranged with the Leadership Team in advance).
3. The National Curriculum Programmes of Study, and GCSE syllabuses and requirements, together with national developments should provide the basis for planning. These incorporate the developments in personal learning and thinking skills; numeracy literacy and ICT capability along with functional skills.
4. Schemes of work have learning outcomes, clearly identified in the planning process, which are appropriate to the needs of the pupils.
5. Differentiation and health and safety will also be built into the planning process.
6. Learning activities are carefully structured to ensure progression.
7. Pupils' progress and achievements are assessed according to the identified learning outcomes.
8. Resources are identified beforehand and are appropriate to the learning outcome.
9. Appropriate opportunities are also built into the planning process in order to engage and challenge all pupils.

2. Learning Environment and Resources

1. The school environment is neat, tidy and stimulating.
2. Resources are of good quality, accessible to pupils, and support opportunities for independent learning.
3. Displays are bright and attractive and reflect a range of pupils' achievements across the curriculum.
4. Pupils are encouraged to respect the resources within the learning environment.
5. There are well-established and implemented routines and systems for the use and care of equipment and resources.
6. Time is managed efficiently by teacher and pupils.
7. The layout of teaching areas is, where possible, organised and re-organised to be appropriate for effective learning.
8. Health and Safety issues are monitored appropriately within the classroom.
9. Use of ICT enables students to access resources from home.

3. Organisational Strategies used by the Teacher

1. The teacher arrives punctually to the lesson and is ready to greet pupils as they arrive.
2. The teacher ends the lesson promptly to enable all pupils to arrive punctually to their next lesson.
3. Teaching/learning begins promptly. Poor punctuality on the part of individual pupils is dealt with appropriately and effectively by the teacher.
4. Pupils are grouped in the most effective way to match the delivery of the learning objectives: the school has already agreed to a general principle of boy/girl seating where appropriate but this should be varied to match the learning outcome and the activity.
5. There is a balance throughout a unit of work between individual, group and whole class teaching and activity.
6. The teacher's time is carefully balanced between teaching, instructing, questioning, explaining, assessing etc.
7. There are clearly established classroom routines and systems in place to support learning. These should be made clear to and understood by the pupils.
8. Pupils' time is planned carefully and includes the setting of realistic deadlines for the completion of tasks.
9. Cover Teachers are deployed effectively to maximise the quality of teaching and learning.

4. Teacher Knowledge

1. The teacher has a sound understanding of the subject matter to be taught.
2. The teacher has a sound understanding of the pupils' current level of progress and prior attainment
3. The teacher has a sound understanding of the expected level of progress of the individual pupil and can identify easily pupils who are deemed to be in vulnerable groups..
4. The teacher is familiar with the National Curriculum Programme of Study and the GCSE specifications contents; the requirements of vocationally based courses such as BTEC and the personal development courses such as the XL Project and ASDAN qualifications.
5. The teacher is familiar with the growing demands of Literacy and Numeracy within their subject areas and also across the curriculum.

6. The teacher has a sound understanding of the appropriate method of teaching the topic in question bearing in mind strategies to meet the needs of all pupils, particularly the groups highlighted as being vulnerable. They should maximise the use of different aspects of the lesson and pay close attention to the importance of beginnings and ends of lessons.
7. The teaching and learning group is a forum where teachers are encouraged to share examples of good practice, engage in a professional discussion about learning issues, act as a support network for new members of staff and provide a conduit between the group and departments to support the development of new teaching and learning strategies. All teachers are encouraged to attend.

5. Teaching Techniques

1. The teacher begins the lesson promptly and briskly bearing in mind the importance of beginnings of lessons to the learning process.
2. The teacher communicates the learning outcomes to pupils and frames the lesson in terms of previous and future learning in the lesson and provides an opportunity for review.
3. The teacher recognises the concentration span of pupils and varies task/activity appropriately.
4. The teacher has high expectations of pupil learning outcomes.
5. The pupils have a clear understanding of what is expected of them.
6. The teacher uses the pupils' responses to move learning forward.
7. The teacher manages the learning environment to ensure that all pupils are on task and are making progress in their learning.
8. The teacher uses praise to encourage pupils individually and also as a whole group.
9. All pupils should be given the opportunity to succeed in the lesson.
10. Pupils are given feedback on their progress when appropriate.
11. The criteria for assessing learning are made clear to pupils.
12. A variety of assessment methods is used.
13. Homework activities are designed to complement class work: to build on, consolidate, extend etc. learning (*see homework policy*). Homework which is simply completion of class work should be avoided.
14. Pupils' work is marked and assessed regularly according to criteria clearly understood by the pupils. Written comments provide feedback which outlines strengths, areas for development and improvement tasks. (*see MARR policy*).
15. Teachers ensure that pupils know what they need to know, understand and be able to do in order to make progress from their starting points at KS2.
16. Where appropriate, the teacher ensures that there is sufficient time at the end of the lesson for the whole class to evaluate learning and to review the learning objectives.

6. The role of the pupil in the classroom

1. Pupils should arrive promptly and with appropriate equipment.
2. Pupils should settle speedily and begin the lesson promptly.
3. Pupils should have a clear understanding of the learning that is taking place and how the lesson fits with previous learning, and be able to explain this if required.
4. Pupils should respond to challenge within lessons.
5. Pupils should be prepared to contribute constructively to questions/discussion.

6. Pupils should be able to make an assessment of their own progress and know their own targets for improvement and engage positively in the assessment dialogue between them and their teachers.
7. Pupils should not prevent teachers from teaching and other pupils from learning.
8. Pupils should work co-operatively and positively with each other.

7. Assessment of good teaching and measurable learning

1. Teaching will be observed by team leaders/senior managers and assessed according to defined competencies (*see Performance Management lesson observation proforma*).
2. Departments will take part in moderated departmental review on a rolling programme where time is spent intensively on observation, shared discussion and identification of areas for celebration and development.
3. Individual, team and whole-school needs for training and development in teaching methodology/practice will be considered a priority within the annual training plan.
4. Each pupil will be tracked within a whole school system (SISRA) of measuring pupil progress and attainment. All subjects will contribute to this tracking system by providing assessments at agreed intervals on a reliable basis for comparative purposes (to be agreed within an initiative led by the AHT Data and achievement). Pupil progress will be compared both within and across subjects and against national standards.
5. Teachers will be able to demonstrate individual pupil progress against clear criteria for learning, agreed in advance through departmental planning. Such recording of progress and achievement will feed into teacher evaluation and performance management, the threshold and post-threshold processes enabling teachers to provide appropriate, reliable data within normal practice.

Reviewed by Governors: Jan 2017

To be reviewed every 3 years – next review January 2020