

TEACHING AND LEARNING POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"For the LORD gives wisdom; from his mouth come knowledge
and understanding."
Proverbs 2:6

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2023

Next Review Date: Summer Term 2024

Reviewed By: Mrs S Thomasson

APPROVED BY THE HEADTEACHER – Summer Term 2023

Purpose of the policy

- To ensure that the students at Balshaw's have high-quality learning experiences that lead to consistently high levels of student achievement.
- To provide a common language and understanding of what high quality teaching and learning should look like at Balshaw's.
- To ensure that each individual is given every opportunity to achieve academic excellence using the talents God gave us to the full.

High quality teaching:

Is improved by informed collaborative planning and evaluation.

- Is enhanced by teachers' strong subject pedagogical knowledge.
- Must be based on high expectations of what each pupil can achieve.
- Requires the establishment of an orderly classroom environment.
- Is enhanced by professional development focused on improving progress and outcomes for pupils.

High quality learning:

- Involves the systematic development of knowledge.
- Requires pupils to think hard about what they are learning and respond with perseverance to feedback.
- Requires learners to take responsibility for becoming increasingly independent and interdependent.
- Is enhanced through enriching relationships.

MAIN PRINCIPLES

Teaching is improved by informed collaborative planning and evaluation. This will be achieved by:

- The use of a common planning process involving defining excellence, pre-planning assessments for learning milestones & end points and structuring & sequencing the teaching programme into coherent schema.
- The systematic development of pupils' factual, conceptual, procedural and metacognitive knowledge as mutually supportive distinct dimensions of knowledge.
- Providing directed time for staff to meet and collaboratively plan and evaluate schemes of learning.
- Using assessment data, feedback to teachers, research and experience to plan and evaluate the impact of schemes of learning and pedagogy to inform practice.

Teaching is enhanced by teachers' strong subject pedagogical knowledge. This will be achieved by:

- Teachers primarily focussing on the key concepts within the subject.
- Including the teaching of common misconceptions and how pupils tend to approach, think about and learn the subject in discussions during the collaborative planning of schemes of learning.
- Continually striving to improve the quality of classroom instruction particularly the efficacy of questioning, scaffolding, modelling and feedback to pupils.

Teaching must be based on high expectations of what each pupil can achieve. This will be achieved by:

- Recognising intelligence is malleable and enhanced by high quality teaching, care, guidance and support particularly for pupils from disadvantaged backgrounds or who experience barriers to their learning.
- Significant teacher clarity around learning intentions and success criteria which represent next level challenge in the classroom.

Teaching requires the establishment of an orderly classroom environment. This will be achieved by:

- All staff consistently applying Balshaw's behaviour policy.
- Leaders and teachers developing and implementing effective and efficient classroom rules and routines.
- Teachers building positive, aspirational and supportive relationships with all pupils.

Teaching is enhanced by professional development focused on improving progress and outcomes for pupils. This will be achieved by:

- Providing feedback to teachers on key aspects of her/his pedagogy that is highly effective as well as aspects which require further development.
- Providing a range of professional development opportunities through which teachers will be able to focus on their professional learning and practice.
- Using MAD marking to provide the opportunity for in-class and peer learning underpinned by effective evaluation of impact on pupil outcomes.
- Directing time, including meeting time, for discussion of knowledge and common misconceptions within a subject and how these may best be addressed through subject based pedagogy.

MAIN PRINCIPLES

Learning involves the systematic development of knowledge. This will be achieved by:

- Informed collaborative planning of schemes of learning with knowledge built on prior attainment and gaps in learning addressed close to the point of teaching.
- All subjects taking responsibility for developing literacy and numeracy.
- The use of effective questioning, scaffolding, modelling and feedback to pupils, in the classroom, to develop and advance their learning.

Learning requires pupils to think hard about what they are learning and respond with perseverance to feedback. This will be achieved by:

- All staff having high aspirations and expectations; wanting the best for every child and providing high challenge by teaching on the key conceptual frameworks within the subject.
- Requiring pupils to think hard about what they are learning, for example by use of the Magenta Principles, and be resilient, resourceful and reflective when work is challenging.
- Requiring pupils to respond with commitment to challenges and verbal/written feedback to improve the standard of their work.

Learning requires learners to take responsibility for becoming increasingly independent and interdependent. This will be achieved by:

- Providing targeted support for pupils with acute or chronic social or emotional difficulties to increase their resilience.
- Explicitly developing pupils' metacognitive skills.
- Implementing consistently Balshaw's Behaviour Policy that provides a learning environment in which whole class teaching, independent work and co-operative learning can occur effectively.
- Implementing consistently a Behaviour Policy and PSHE programme that promote the personal and social responsibilities pupils require to relate appropriately to others and work independently, interactively or cooperatively as required.
- Teachers setting home learning tasks which reinforce or extend classroom learning.
- Using technology as a tool to enhance learning both in the classroom and at home.

Learning is enhanced through enriching relationships. This will be achieved by:

- Enriching relationships between pupils and staff which build people's confidence, commitment and ability to control both inside the classroom and as part of extra-curricular provision
- Providing links with the World of business, industry and commerce, high quality Careers Education, Information, Advice & Guidance and authentic projects & challenges.

Responsibilities for teaching and learning

Teaching and Learning with Classroom teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development. This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives as well as teaching and learning pedagogy.
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management.
- monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.
- identifying CPD needs and fully engaging with that provided whole school and additional personal requirements.

Form tutors

Form tutors are responsible for contributing to and monitoring the progression and wellbeing of individual students in their tutor group, and for providing support and advice to those students, both socially and academically. This is achieved by:

- monitoring academic progress and attitudes of individual students through academic tracking, as well as monitoring by HOH and SLT.
- encouraging and developing the ability of students to evaluate and take responsibility for their own learning.
- monitoring of behaviour, homework and use of planners, rewards and sanctions, uniform and attendance.

Curriculum Leaders

Curriculum Leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement. This is achieved by:

- evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice and to lead action for improvement.
- ensuring curriculum coverage, continuity and progress for all students.
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement in line with whole school policies.
- analysing and interpreting data on students' performance using SISRA following each tracking event; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. able students, gender groups, disadvantaged students).
- monitoring students' work through work scrutiny; sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement.

Heads of House

HoH are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their respective houses. This is achieved by:

- monitoring the progress and potential specific year groups, and using student data to identify and set targets for specific students according to their needs, e.g. underachievement, able students.
- maintaining an overview of the experience of students in specific years by, for example, monitoring the number of detentions, positives and negatives.
- monitoring the work of tutors and quality of tutor time through Tutor Review.
- monitoring attitudes to learning through, for example, attendance and homework and reporting back to the SLT and to staff as requested.

Senior Leadership Team

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the school improvement plan. Monitoring and evaluation principally takes place through the Departmental Review process and classroom observations of teaching and learning undertaken as part of this process, as well as whole school Appraisal, SLT work scrutiny and meetings with Curriculum Leaders of link departments.

Learning support

Teachers should:

- be aware of the specific learning needs of their students, e.g. literacy, dyslexia, gifted and talented.
- implement guidance on Pupil Passports and consult with the SENDCO or teaching assistant about the needs of individual students when appropriate.
- work with teaching assistants and other adults to ensure students are best supported in their learning, and use Educational Health Care Plans as working documents in their planning to differentiate work for individual students.

Reviews/monitoring of teaching and learning (Departmental Review and Appraisal)

The aim is to:

- identify and share good practice
- evaluate the quality of teaching in line with Ofsted criteria and set targets for improvement
- track progress on teaching and learning issues identified in the school improvement plan
- identify key aspects of teaching for development by departments and for the whole school
- identify and support teachers with aspects of practice which can be improved
- standardise monitoring procedures, including lesson observations through paired observations

Departmental link SLT monitoring and support

Every year, the Headteacher and link SLT member meet each Curriculum Leader with the aim of:

- monitoring the effectiveness of leadership and management of their curriculum area
- analysing performance data and setting targets for improvement
- giving support and arranging training for development
- ensuring quality of standards and verifying judgements of middle leaders
- ensuring the quality of teaching and learning

The SLT link will continue to monitor and support the Curriculum Leader at regular meetings throughout the year.

Formal Lesson Observations

- All formal lesson observations should be recorded using the Formal Observation Booklet. A copy of this can be found in the Teaching and Learning folder in SSR.
- Feedback following the lesson observation should take place within 24 hours and the member of staff who has been observed should receive a copy of the form.
- If the observation is for appraisal the completed document should be scanned and uploaded under the lesson observation tab on SIMS.

Please tick to indicate observed practice

Teaching Standards	Met	Developing	Not Met	Not Observed
The teacher sets high expectations and clear routines are evident. Classroom rules support positive behaviour for learning. T1 / T7				
Students are inspired and motivated to learn. There are challenging goals set that stretch all abilities. T1 / T2				
The lesson is well planned using time effectively to build on students' prior knowledge and ensuring engagement and progress of all. T4 / T7				
The strong subject knowledge of the teacher is used to foster and maintain students' interest. The teacher takes responsibility for promoting high standards of literacy. T1 / T3				
Highly effective questioning demonstrates clear knowledge and understanding of how students learn and challenges students to demonstrate independent learning and thinking skills. T5				
The teacher demonstrates an awareness of strategies for engaging all students in their learning through praise, encouragement and challenge to maximise progress and achievement for all. T1 / T2 / T5				
Students understanding is systematically and effectively checked throughout the lesson and misunderstandings are addressed. T2				
Opportunities are provided for students to demonstrate retrieval of knowledge in order to consolidate learning over time. T2 / T4				
Students receive regular feedback both orally and through accurate marking. They are encouraged to respond to feedback using MAD time. T6				
The teacher sets homework using Classcharts and plan out of class activities to consolidate and extend the knowledge and understanding students have acquired. T4				
Aspects of SMSC and Balshaw's Christian values are promoted. T6				