



**Endon High School**

**POLICY ON:**

***Teaching and Learning***

Member of Staff Responsible for the Policy: *Assistant Headteacher*

Date on which this Policy was last reviewed: *October 2023*

Date by which this Policy is to be reviewed: *October 2027*

Dissemination of the Policy: *Staff*

*Governors*

**Overview**

A school's main function is to ensure that learning takes place and an effective school is one in which learning enables students to make good progress against measurable standards. The most important factor for effective learning is high-quality teaching. The purpose of this policy therefore is to define by agreement the benchmarks of high-quality 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.

**Key Documents to support the Teaching and Learning Policy**

- Implementation Principles and Handbook ([link to document](#))
- Implementation Procedures ([link to document](#))
- Intent Handbook ([link to document](#))
- Visible Consistencies ([link to document](#))

**Aims**

1. To develop a consistent approach to teaching and learning across the school
2. To improve the quality of teaching and learning for all students to enable all learners 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 CPD priorities for individuals, teams and the whole staff.

**Practice**

**1. Planning**

1. Planning is collaborative - Long and medium term planning is carried out by the *team* of subject-specialist teachers who will be involved in delivering the programme.
2. Time is made available for planning and reflecting on planning within the annual schedule of meetings, and on other appropriate occasions (e.g. RRA meetings).
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 teach to the top and are appropriate to the needs of the students.

5. Adaptive teaching, responding to students' diverse learning needs and health and safety are also be built into the planning process.
6. Lessons, and sequences of lessons, are carefully structured to ensure progression.
7. Students' progress and achievements are assessed according to the identified learning outcomes.
8. Resources are identified beforehand and are appropriate to the learning outcomes.

## **2. Learning Environment and Resources**

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

## **3. Organisational Strategies used by the Teacher**

1. All lessons are set on the online platforms Firefly and Showbie, to enable full use of the technology available to all teachers and students at Endon High School (see our Digital Strategy policies)
2. The teacher arrives punctually to the lesson and is ready to greet students as they arrive at the door
3. The teacher ends the lesson promptly to enable all students to arrive punctually to their next lesson.
4. Teaching/learning begins promptly. Poor punctuality on the part of individual students is dealt with appropriately and effectively by the teacher.
5. Students are grouped and seated in the most effective way to match the delivery of the learning objectives
6. There is a balance throughout a unit of work between individual, group and whole class teaching and activity, as appropriate to the subject
7. The teacher's time is carefully balanced between teaching, instructing, questioning, explaining, assessing, as outlined in our Implementation Principles
8. There are clearly established classroom routines and systems in place to support learning. These should be made clear to and understood by the students. These are outlined further in our Implementation Procedures.
9. Students' time is planned carefully and includes the setting of realistic deadlines for the completion of tasks.
10. 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 students' current level of progress and prior attainment
3. The teacher has a sound understanding of the expected level of progress of the individual student and can identify easily students who are deemed to be in vulnerable groups..
4. The teacher is familiar with the National Curriculum Programme of Study and the specifications of Key Stage 4 programmes of study (including but not limited to GCSEs and Cambridge National qualifications).
5. The teacher is aware of their role as a teacher 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 students, 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 Endon Research 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 follows the Implementation Principles and Procedures for teaching, learning and assessment
2. The teacher begins the lesson promptly and briskly bearing in mind the importance of beginnings of lessons to the learning process.
3. The teacher communicates the learning outcomes to students and frames the lesson in terms of previous and future learning in the lesson and provides an opportunity for review.
4. The teacher recognises the concentration span of students and varies task/activity appropriately.
5. The teacher has high expectations of student learning outcomes.
6. The students have a clear understanding of what is expected of them.
7. The teacher uses the students' responses to move learning forward.
8. The teacher manages the learning environment to ensure that all students are on task and are making progress in their learning.
9. The teacher uses praise to encourage students individually and also as a whole group.
10. All students should be given the opportunity to succeed in the lesson.
11. Students are given feedback on their progress when appropriate.
12. The criteria for assessing learning are made clear to students.
13. A variety of assessment methods is used.
14. 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.
15. Students' work is marked and assessed regularly according to criteria clearly understood by the students. Written comments provide feedback which outlines strengths, areas for development and improvement tasks .(*see MARR policy*).
16. Teachers ensure that students know what they need to know, understand and be able to do in order to make progress from their starting points at KS2.

## **6. The role of the student in the classroom**

1. Students should arrive promptly and with appropriate equipment.
2. Students should settle speedily and begin the lesson promptly.
3. Students 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. Students should respond to challenge within lessons.
5. Students should be prepared to contribute constructively to questions/discussion.
6. Students 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. Students should not prevent teachers from teaching and other students from learning.
8. Students 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 on a rolling responsive programme of "Lesson Looks"
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 student will be tracked within a whole school system (SISRA) of measuring student 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). Student progress will be compared both within and across subjects and against national standards.
5. Teachers will be able to demonstrate individual student 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.