

Harlington Upper School



Teaching and Learning Policy

Policy No: HUS066

Edition 2: June 2017

Approved By: Governing Body

Document Control		
Edition	Issued	Changes from previous
1	20/04/2017	New policy
2	14/06/2017	Internal review only to reflect the changes from the House to Year pastoral system.

Policies/Documents referred to in this policy	Persons named in this policy
Marking, Feedback and Assessment Policy. Homework Policy. Literacy Policy. Numeracy Policy. Behaviour Policy	

Review Frequency: 3 years
Review Date: March 2020

RATIONALE

Our purpose at Harlington Upper School is for students to experience the following:

- To understand that we are caring, friendly and encouraging, with the highest expectations about which we are clear, consistent and firm.
- To see that teachers are determined that all students will be taught consistently well, be self-disciplined and behave impeccably.
- All students will achieve highly and develop into independent, responsible adults who make a valuable contribution to the local and wider community.

Everything we do must be directed towards this end. Securing excellence in teaching and learning is at the heart of this vision. All of our systems, policies and relationships must be characterised by a relentless focus upon delivering the best possible teaching and learning opportunities to all stakeholders. Everyone is a learner and if we are to make continuous improvement we must:

- Understand and pursue what constitutes learning for all members of the school community.
- Continue to foster an 'open door' ethos where collaboration, reflection and research are welcomed and supported.
- Engage actively with all stakeholders and respond flexibly to changing contexts and circumstances.
- Engage with external initiatives and opportunities, whether national or local, and apply them creatively to our particular context.
- Reflect our commitment to learning for all through strong, positive working relationships where all stakeholders feel their contribution is valued and respected.
- Create a climate where staff talk about learning, observe each other's learning and learn from each other.

AIMS

The aims of our Teaching and Learning Policy are to:

- Raise standards of attainment and achievement for all learners.
- Outline the key practices linked to successful teaching and learning within both the classroom and the wider community of the school and ensure that there is a shared, collective, understanding of these.
- Provide a reference point for the sharing and further growth of such good practice.
- Clarify how school systems, events and routines are linked to successful teaching and learning.
- Outline how we can successfully deliver a personalised learning experience for all students, reaffirming our belief in the principles of equal opportunities for all.
- To enable students to reach their full potential in all that they do.
- Ensure that consistency of practice is applied through a shared understanding of the Teaching and Learning Policy.

PROCEDURES

Teaching and Learning happens in a wide variety of contexts within our school community. The classroom remains central to the learning experience of students, so much of what follows is focused upon ensuring high quality practice within that environment. However, we must also recognise that learning occurs in many other ways for students and that, as a learning institution, we are also committed to continuous improvement and development for all colleagues and stakeholders.

Within the Classroom

Key structures, roles and practices contribute to the delivery of teaching and learning. We will use the following to personalise our students' learning as far as possible:

At the start of a lesson:

- The teacher must be on time for the start of lessons.
- Students should be welcomed by the teacher.
- Students should be monitored by the teacher for punctuality, conduct and uniform as they enter the classroom.
- Students should come prepared to learn and with the correct equipment.
- Any support staff in the room should be informed and directed as to their role within the classroom.
- A classroom register will be taken. Where possible, at the start.

Lesson Planning and Delivery:

Lessons should be planned and delivery should ensure that:

- Students are aware of the learning objectives and expected outcomes for the lesson.
- All students make at least expected progress.
- All students are engaged through effective strategies.
- All learning styles are catered for with a range of activities taking place.
- Interactive learning is used creatively, where appropriate.
- Students have the opportunity to work collaboratively and independently.
- Students receive regular feedback on their learning and progress and understand how to act on this.

Teaching expertise:

- Will continue to improve through carefully planned Continued Professional Development (CPD) opportunities for all staff, sharing of good practice, whole school opportunities and training days.
- Continuous Professional Development will be encouraged and supported in light of changes to the National Curriculum, Life After Levels and National exam changes at all Key Stages.

Curriculum Maps and Schemes of Work:

- Will contain teaching and learning priorities to ensure delivery of the essential cross-curricular skills and themes and be reviewed regularly, using student and teacher evaluations to inform improvement.
- Any national changes to course material will be reflected in updated Schemes of Work.

Assessment Policy and the use of data:

- Will ensure good practice in assessment for learning and the planning of interventions, continuing to develop our expertise in SIMS.net, SISRA, RAISE, ALPS and other IT platforms as appropriate to help set targets and involve students directly in reflecting upon their learning.

Differentiation strategies:

- Will be identified in Schemes of Work and shared through collaboration, training and the work of the SEND Department, Pupil Premium Co-ordinator and Gifted and Talented Co-ordinator.
- Sharing of effective ideas, strategies and good practice will regularly take place to support staff in this.
- Will take place as part of normal teaching and learning in support of Teacher Standard Five.
- 'Disadvantaged' student needs will be explicitly supported at classroom and whole school level through tailored intervention.

ICT Policy:

- Will focus upon the development of 'Show my Homework', and 'Mintclass', as a common seating plan; 'Safer Working Practices', e-safety and the strategic deployment of other ICT provision.

Homework:

- Will be set regularly and in accordance to departmental marking policies.
- Teachers will use 'Show my Homework'.
- Homework setting will be monitored regularly by Department Leaders and the Senior Team.

Seating Plans:

- Will take into account the needs of the learners, as required.
- Teachers will use 'Mintclass', and update changes as requested.

Student Voice:

- Will engage learners in reflection about their learning through the 'Student Leadership Group', 'student focus groups', teacher evaluation and student input of Schemes of Work through monitoring and evaluation.

New Teachers:

- Will be supported by a tailored program of CPD which will be overseen by the Head of Teaching and Learning.
- NQT will be required to attend a program of professional development designed by the Professional Tutor.
- All new teachers will have a professional mentor or a friendly buddy.

Support Colleagues:

- Will have roles developed, exploring creative and flexible approaches to tailor our provision effectively.

Positive behaviour and relationships:

- Will be fostered, encouraged and rewarded through individual and whole school achievement. The Behaviour Policy where appropriate, will be applied consistently and fairly to support teaching and learning in the classroom and the wider community.

Intervention:

- Will be targeted to students who are vulnerable and/or at risk of underachieving.
- Heads of Year and Heads of Departments alongside the Head Teacher Team will carefully select the appropriate intervention strategy for each individual student and impact will be measured by Heads of Year and Departments, and coordinated by the Data and Achievement Senior Leader.
- Teachers will be expected to provide in-class intervention for students and be able to specify this support on the lesson plan, Scheme of Work or planning.

Policies:

The following policies are central to supporting the Teaching and Learning Policy and should have been read by all teachers and applied to ensure consistency and support whole school priorities:

- Marking, Feedback and Assessment Policy.
- Homework Policy.
- Literacy Policy.
- Numeracy Policy.
- Behaviour Policy.

Lesson Observations:

- These will be undertaken by senior and middle leaders who have received the appropriate training and application of the school systems.
- Senior Leaders and TLR (Teaching and Learning Responsibility) holders will 'drop in' to classrooms on a regular basis.
- All staff will have at least two performance management observations a year.
- A 'Survey Monkey' link will be sent after each performance management observation to allow review and refinement. The details of these will be shared regularly with appropriate stakeholders.
- All staff involved in lesson observation will be annually validated, to ensure consistency of judgement.
- Lesson observations are encouraged within departments to support all staff, particularly those new to teaching and can be requested.
- Informal open-door observations are to be encouraged at departmental and whole school level.

MONITORING AND EVALUATION

The School Improvement Plan identifies and reviews key Teaching and Learning priorities on an annual basis and the Head of Teaching and Learning co-ordinates and monitors the impact of these key priorities.

The quality of our working relationships is central to our development as a learning institution. Learning and improvement takes place where there is a climate of trust, openness and dialogue linked to a clear understanding of accountability. Effective communication is essential and for this reason various mechanisms exist to monitor and evaluate our work. All stakeholders need opportunities to reflect and contribute to improvement.

The quality of teaching and learning will be monitored through the following:

- Regular scheme of work reviews.
- Departmental and Head Teacher Team focused 'Drop-ins'.
- Departmental formal observations.
- Data, assessment and information technology platforms.
- Feedback from student evaluations.
- Consultation with student voice.
- Departmental reviews.
- Half termly monitoring and evaluation schedule.

Where a teacher is judged to have not met 'Teacher Standards', the observer must refer to the document "Direction for when Teacher Standards are not met" (See Appendix 1). If there is a safeguarding or serious behaviour concern the observer must inform immediately the relevant member of the Head Teacher Team.

'Upper Pay Scale Teachers', 'Learning Champions' and School Leaders should be deployed where appropriate, to support individual, departmental and whole school teaching and learning needs, following observation priorities and trends.

Monitoring and Evaluation of Policy:

Any Teaching and Learning policy must be reviewed frequently to allow for improvement, reflection and refinement. The following practices will take place:

- Annual review of the policy by Assistant Headteacher for Teaching and Learning.
- School Leaders will monitor and implement the Teaching and Learning Policy.
- Stakeholders to be consulted to inform the policy and any changes communicated.
- HTT to ensure that the Teaching and Learning Policy is implemented.
- The Governing Body to ratify policy changes.

Points of Reference:

Ofsted:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547227/School_inspection_handbook-section_8.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553942/School_inspection_handbook-section_5.pdf

Teacher Standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf

<http://media.education.gov.uk/assets/files/pdf/t/information%20sheet%201%20final.pdf>

Appendix 1: Direction for when Teacher Standards are not met

