



TEACHING AND LEARNING POLICY

Date of review: November 2023
Next review date: November 2024
Staff responsible for policy: CEM

TEACHING AND LEARNING POLICY

1. Principles of the Policy

We recognise that all students have special skills, abilities, and aptitudes and have an entitlement to a broad, balanced, and appropriate curriculum. All students are entitled to experience a range of teaching and learning styles which allow achievement to their full potential. The school aims, through successful teaching and learning, to develop the whole child and equip our students to be lifelong learners.

All teachers have a responsibility to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of every student are met.

We recognise that continued professional learning and development, coaching and mentoring is essential if staff are to deliver consistently effective lessons.

2. The purpose of the policy is:

- to ensure high quality teaching and learning experiences for students of all abilities and aptitudes,
- to provide a framework for teaching and learning where there is flexibility and scope for creativity,
- to provide coherence of approach and consistency of expectation,
- to make explicit the entitlement of all students,
- to raise attainment by increasing levels of student motivation, participation, and independence,
- to ensure that every young person is making progress in every lesson,
- to promote reflection on, and sharing of, good practice,
- to promote an understanding of how learning takes place,
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place,
- to provide practical guidance and clear procedures,
- to provide a focus for development,
- to inform teachers, students, parents, governors and the wider community of the aims and processes of teaching and learning,
- to identify specific areas of responsibility at a whole school, departmental and individual level.

3. Definition of Learning

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a topic, skill, or value. As learning often takes place through personal interaction, 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 take place most effectively when:

- the environment is secure, stable, and stimulating,
- students' self-esteem is high,

- students understand the purpose of the learning and see its relevance to themselves,
- students understand the ways in which learning takes place,
- the learning builds on prior knowledge and understanding,
- success criteria are explicit, and models are provided,
- the learning is active and collaborative,
- student questioning, reflection, and discussion are encouraged,
- independent learning and thinking are facilitated and encouraged,
- there are opportunities for creativity and using different learning styles,
- students can assess their own progress, know what they need to do to improve and are able to set appropriate targets,
- students have opportunities to transfer skills, knowledge and understanding to other contexts.

4. Summary of key ingredients of successful lessons

Over several years colleagues have worked to reach a consensus about what will be seen in the most successful lessons. The key ingredients that have been identified, and will be looked for throughout our internal monitoring and evaluation, are as follows:

- a) Setting an appropriate climate for learning, including an engaging Do Now Activity based on retrieval practice.
- b) Embedded routines and expectations and explicit teaching of learning behaviours.
- c) Differentiated learning objectives, giving the lesson a sharp focus, and are shared effectively with students.
- d) Teacher explanations are clear, unambiguous, and pitched at the appropriate level.
- e) Student groupings/seating plans are engineered by the teacher for the most effective learning.
- f) Adaptive teaching strategies and teacher and learning support assistant (LSA) interaction.
- g) Incisive, targeted, and effective questioning.
- h) High quality resources matched to the ability, and strengths of the students.
- i) On-going assessment of understanding throughout the lesson and modification of explanations and activities where needed.
- j) Development and modelling of strategies that support literacy centred on reading, oracy, and writing.
- k) High quality feedback involving students in their own progression by giving them time to reflect and setting an expectation that they engage in responses of their own to targets they are given.
- l) Assessment for learning, cross referenced against the learning objectives .
- m) Continuity and progression – making the connections for the students so that no lesson is taken in isolation.

5. The Learning Experience

This section of the policy sets out the school's expectations regarding planning, preparation, lesson structure and assessment for learning.

We recognise that colleagues may also wish to extend their repertoire of teaching methods and provision of learning experiences beyond this basic outline so that all students may learn effectively and achieve high standards.

a) Planning and Preparation

- Lessons are planned in advanced with clear objectives, structure, and challenge to ensure continuity and progression for all students.
- Teachers know the different needs and starting points of individual students and plan their lessons to ensure all make the best possible progress.
- Lesson objectives are differentiated and based on:
 - Data about students' prior attainment and achievements.
 - Assessment of progress from the previous lesson.
 - Marking of recent work.
 - Departmental long- and medium-term curriculum intent.
- For students on the SEND register lessons are planned with due regard to information and targets contained in their Education & Healthcare Plans.
- Planning allows for a variety of learning styles and provides opportunities for purposeful practice.
- Opportunities for developing literacy, numeracy, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible.
- Planning makes provision for the effective use of LSAs.
- Appropriate and stimulating resources are organised prior to the lesson.
- Design activities to facilitate learning and progress against the lesson objectives.
- Create assertive seating plans in Arbor and pupil portraits for each class that accounts for their profile.

b) Lesson Structure

This framework is expected to provide the basic structure for all lessons. However, it is recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons.

Recap

The start of the lesson has a clear focus, using a Do Now activity which immediately engages the learner and prioritises retrieval practice linked to prior schema. The teacher establishes and communicates clear expectations for behaviour.

Input of new material

The learning objectives are shared with students, to ensure they understand what they are doing and why. The success criteria by which the learning will be evaluated is made explicit.

When presenting new material, the teacher should:

- Present information with clarity, enthusiasm, and pace.
- Model activities and processes, underlying their thinking and decision-making explicitly.
- Use exemplar work to demonstrate the sophistication of response expected.
- Provide appropriate levels of scaffolding to support students' learning.
- Provide tasks which enable students to make meaning, construct knowledge and develop understanding and skills through active learning.
- Demonstrate flexibility in his/her approach and be prepared to deviate from the lesson plan where appropriate.
- Use a variety of questioning techniques to probe and develop students' understanding.
- Promote active listening, inviting a range of different responses and building in time for reflection.

Application of new understanding

Activities delivered should:

- Provide opportunities for progression, increasing the level of conceptual challenge, the depth of understanding and the breadth of skills used.
- Provide opportunities for every student to succeed and create frequent opportunities for praise.
- Give constructive, positive feedback on work in progress.
- Deepen, extend, or initiate learning inside or outside of the classroom through homework.

Feedback

The teacher should:

- Create the time for students to identify their own progress against the lesson objectives.
- Provide regular, developmental, and supportive feedback in a variety of ways to encourage progress in a constructive manner.
- Give students opportunities to improve their performance, using the advice they are given.
- Celebrate success.
- Encourage students to judge the success of their own work and set themselves targets for their own improvement.
- Convey criteria for progression between levels or grades and support students to interpret them in a meaningful way.
- Students are encouraged to critically, but supportively, judge the performance of others within their group.
- Levels of work are modelled through display and explanation.

6. Roles and Responsibilities

a) Governors

- To ensure the effective and consistent implementation and monitoring of the policy.

b) Senior Leadership Team

- Create adequate time and space for professional development linked to evidence-based research and pedagogical theories around teaching and learning.
- Ensure staff have a sound understanding of pedagogical strategies, are equipped to deliver pedagogical strategies, can target the pedagogical strategies through their teaching and have time and space to evaluate the effectiveness of different strategies when applied to the classroom.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of on-going developments and the changing needs of the school.

c) Teaching staff

- To implement this policy by ensuring a consistent delivery of high-quality learning experiences.
- To be responsible for short term planning, in conjunction with departmental teams and consider how to embed pedagogical approaches in a purposeful way.
- Take time to evaluate the effectiveness of the pedagogical approaches in the classroom.

d) Curriculum Leaders

- To be responsible for the coordination of long-, medium- and short-term planning of schemes of work taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at departmental level.
- Have a sound understanding on the implementation of their subject area.
- Support colleagues in preparing high-quality lessons and resources, ensuring best practice is disseminated and shared.

e) Students

- To respond positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by completing homework.
- Work effectively and purposefully in a range of contexts.
- Be prepared to share their learning and ideas in an atmosphere of trust.
- Ask questions where appropriate – of each other and the teacher.
- Support one another, working collaboratively, recognising that the contributions of all are valued.
- Undertake self and peer assessment with confidence, becoming increasingly able to apply the criteria for success and set appropriate targets for improvement.

- Know where to go for help and recognise that further progress can always be made.
- Use dedicated time for reflection to engage with and respond to feedback from the teacher.
- Be able to select appropriate learning resources to help develop their own learning.
- Work with increasing independence, developing the skills to become life-long learners.
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work.

f) Those with parental responsibility

- To support the policy of the school, in line with the Home School Agreement, by providing support for students at home, allowing them to continue to develop their learning effectively.

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