

ST. DAVID'S HIGH SCHOOL

TEACHING AND LEARNING POLICY

**Reviewed by Governors
October 2023**



Vision Statement

Students of all abilities at St. David's High School will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school development planning.

It is the professional responsibility of all staff to evaluate their own performance. By knowing and understanding how staff and students are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

The purpose of this policy is:

- To provide a safe, stimulating learning environment for all students and teachers.
- To provide a framework for teaching and learning which provides coherence of approach and consistency of expectation, whilst retaining flexibility and scope for creativity.
- To enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To develop students' skills for lifelong learning
- To provide a broad, balanced and relevant curriculum in line with the National Curriculum and Exam Board syllabus that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving school.
- To set high expectations for all students in order to raise their aspirations.
- To raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

Teachers should plan and deliver lessons in accordance with the school's Model of an Effective lesson (see appendix):

- Where the learning objectives and success criteria are established and shared with learners
- Which are differentiated for varying needs by task, resources, outcomes or method.
- Which sets the learning in the context of the bigger picture and which acknowledges, makes links with, and builds on prior and future learning.
- Which makes use of effective questioning to probe understanding, provoke thinking and address misconceptions.

- Which provide opportunities for students to develop the Essential Skills of Communication, Application of Number, ICT, Working with Others, Problem Solving and Improving Own Learning.
- Which provide opportunities for students to engage in thinking rich activities, in a variety of contexts,
- Which meet the requirements of National Curriculum programmes of study.
- Which use provide opportunities for students to reflect on the lesson's learning objectives and success criteria, and so review their progress and identify next steps in their learning

b) **Teaching Styles**

Teachers should use teaching strategies which:

- Allow students to learn in their preferred styles i.e. visual, auditory or kinaesthetic.
- Allow students to work both independently and in groups.
- Use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy.
- Use topics, which are relevant and within students' experience.

c) **Assessment Recording and Reporting**

Teachers should:

- Assess students' work regularly according to the school assessment policy.
- Make formative use of formal and informal assessments to inform their teaching and support students' progress.
- Use data to ensure students are working at their full potential and set targets with students to achieve this.
- Inform parents and appropriate staff within school of students' progress or underachievement.

d) **Learning Support**

Teachers should:

- Be aware of the specific learning needs of their students e.g. literacy, dyslexia, gifted and talented and information from Basic and Key Skills assessments.
- Consult with SENCO about the needs of individual students when appropriate.
- Work with Teaching Assistants to ensure students are best supported in their learning.
- Use IEPs as working documents.

e) **Continuous Professional Development**

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss teaching and learning at all Heads of Faculty Meetings in order to share good practice.
- Plan their own CPD programme in conjunction with their Team Leader as a result of the Performance Management process.

Learning

Students should:

- Be aware of their preferred learning style and use this to improve performance.
- Be prepared for lessons with the correct equipment.
- Complete homework to enhance their learning.
- Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work.
- Make a positive contribution to class discussions when requested to do so.
- Follow the School Code of Conduct and Expectations.
- Take responsibility for improving their own learning.
- Ask for help if required.

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Teachers

Classroom teachers are responsible for the progress of student's in their classes and for self-evaluating their own professional development as an on-going requirement of Performance Management and Threshold.

This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives.
- 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.
- Self-evaluation of their contribution to the policies and aspirations of the school.

Form Tutors

Form Tutors are responsible for contributing to monitoring the progression and well being 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 mentoring.
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning.
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform, punctuality and attendance.

Curriculum Leaders

Curriculum leaders are responsible for securing and sustaining effective teaching of their subjects. This will involve 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.
- Analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. able students, gender groups, C/D students).
- Monitoring students' work by regular sampling of homework, class work, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement.
- Observing teachers at least annually and giving constructive feedback. Evaluating progress of teaching and learning targets in faculty improvement plans, in line with School Improvement Plan.

Learning

Year Heads are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- Monitoring the progress and potential of their Key Stage, and with consultation with the Senior Teacher (Student Progress) to use 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 their year group by e.g. monitoring the use of PSHCE and cross-curricular activities.
- Monitoring the work of tutors and quality of tutor time, e.g. checking of planners, overseeing the Learning Coaching programme.
- Monitoring attitudes to learning through e.g. attendance and homework.
- Reporting back to SLT and to staff as requested.

School Leadership Team (SLT)

The Senior Leadership Team 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 SLT links with departments and reviews of teaching and learning.

Responsibilities

- The Headteacher is responsible for monitoring the performance of members of the SLT.
- Members of SLT are responsible for each curriculum and pastoral area and for key issues in the School Improvement Plan annually.

SLT Link Meetings

Each Curriculum Co-ordinator is linked with a member of SLT, with the aim of:

- Monitoring effectiveness of leadership and management of Curriculum Co-ordinator and Head of Year.
- Analysing performance data and setting targets for improvement.
- Giving support and arranging training for development.
- Ensuring quality of standards and verifying judgements of central managers.

Review of Teaching and Learning

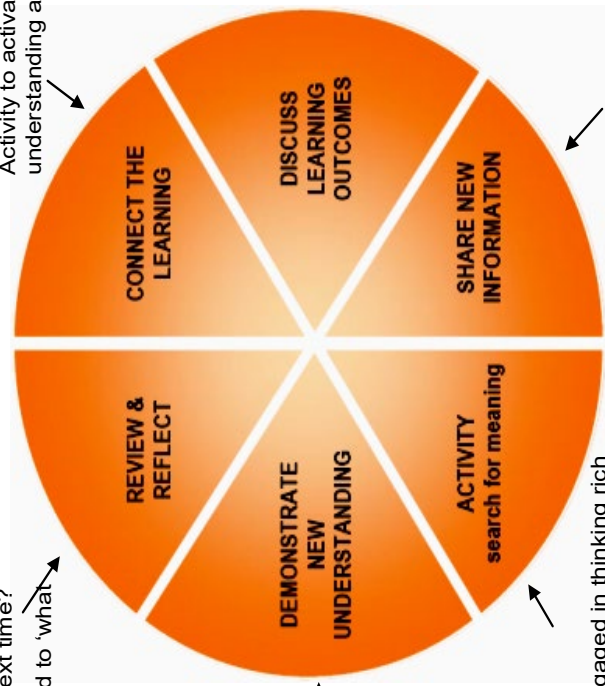
The purpose of this are as follows:

- Identify and share good practice.
- Evaluate the quality of teaching and set targets for improvement.
- Track progress on teaching and learning issues identified in School Development Plan.
- Identify key aspects of teaching for development by departments and for the whole school.
- Identify and support weaker teachers.
- Standardise monitoring procedures including lesson observations.

St David's model of an effective lesson incorporating thinking skills and assessment for learning...

- Learners review their progress against the success criteria and identify what their next steps are...
- Learners engage in metacognition – i.e. thinking about thinking. *How* did they learn, and how might they modify their approach next time?
- Learners are introduced to 'what comes next'

Activity to activate learners prior knowledge, skills and understanding and get all learners on task.



- Activity for students to test out and demonstrate what they have learned and understood. This should contain opportunities for peer and self assessment
- Opportunities for students to explain, summarise, take notes etc...

Clear learning objectives and success criteria are established, shared with learners and displayed clearly. These objectives are set within the 'big picture'.

- Learners are engaged in thinking rich activities which provide opportunities to:
- Create and develop ideas
 - Research and
 - Connect their ideas and thinking with other peoples
 - Think logically and look for patterns/relationships/connections
 - Consider evidence, information and ideas
 - Explore causes and effects. Make inferences.
 - Form opinions and make decisions

Teacher asks more higher order, open questions, with no hands up, allowing time for learners to think