

Samuel Cody School

Teaching and Learning Policy 2023 - 2025

The process of teaching and learning is the most important activity that takes place in our school. Compelling evidence links consistently good teaching and learning to educational standards. In order to reflect the aims and values of the school, we seek in our teaching to help each student achieve the highest standard of which they are capable. As experts in our field we do this within a sensitive and supportive environment. Successful learning depends on high quality teaching.

In each lesson there needs to be an agreed minimum entitlement. A well planned lesson includes the use of carefully planned learning objectives that define the learning outcomes and focus teaching to fulfil the requirements of a broader curriculum. They help to clarify, organise and prioritise learning. They help you and your students evaluate progress and encourage them to take responsibility for their learning.

Minimum Entitlement

Every piece of work must have:

- Date
- A Title
- A Learning Objective or a 'Big Question' linked to the title.

Learning that is delivered outside of a classroom setting needs to have additional field notes or a commentary made on it focussing on the following: (D of E, Forest School, Offsite Enrichment sessions etc.)

- The approach used
- The level of support
- Level of engagement
- What thinking processes/additional learning points were witnessed

Different subject areas will need to use learning objectives in different ways. Here are some examples:

PE Practical lesson – Learning Objectives should be displayed on the white board in the hall where the lesson is taking place and referred to throughout the lesson. PE practical lessons taking part outside need to use a portable whiteboard to record learning objectives in the same way as lessons delivered inside.

Music Practical lesson – Learning Objectives should be displayed in the classroom and referred to throughout the lesson. If work is done in exercise books, then learning objectives need to be transferred into them.

Some areas of the curriculum lend themselves to the 'Big Question' approach such as science, RE, History, PSHE, Technology, and Maths. In these areas, teachers could use enquiry based questioning starting with 'why, and how'. It is up to each teacher to choose the approach to effect the best focus and engagement in learning.

If writing is an issue for the student, it is acceptable to provide students with learning objectives or a 'Big Question' in a format that can be stuck into books.

Good quality teaching encompasses the following:

- Lessons will be consistently good in all curriculum areas.
- Well prepared lessons which are clearly linked to a curriculum long term plan
- New learning builds systematically onto previous learning and is logically placed within the curriculum learning and assessment cycle.
- Lesson content is suitably differentiated and the use of exciting and good quality resources is appropriate to the group and expected outcomes. Work needs to be varied both in the way that it is delivered, recorded and assessed. The use of worksheet only tasks should be avoided.
- All lessons have clear and attainable learning objectives. These are clearly explained and displayed to the students and their attainment assessed and celebrated at the end of the lesson.
- The teacher shows an enthusiasm and passion for their subject.
- The teacher is confident in their knowledge of the subject matter and can link it to related topics, both in the subject and in other curriculum areas.
- The teacher is the expert in their field but seeks opportunities to grow that knowledge to create elevated curiosity amongst learners. Students' interest is aroused and motivation levels are high.
- Students are challenged and the teacher's expectations of students are high.
- Relationships in the classroom are professional but nurturing and the teacher shows an interest in each individual student.
- The teacher is sensitive to the needs of all students. They plan for these needs and work is suitably differentiated to include all students
- Students work is regularly assessed and marked with students receiving verbal or written feedback.
- Students are given time to reflect on feedback given.
- The teacher maintains accurate records of students' work so that data is available on which to base assessments and measure attainment and progress. This is used to inform future planning, guide teaching approaches and monitor engagement in learning. This is imperative in instances where national emergencies prevent regular matriculation from taking place in YR 11, and teachers are asked to provide evidence of predicted grades in place of examinations. It is essential that good solid evidence is available to back up decisions made about grades in these instances.
- The teacher demonstrates and develops literacy and numeracy strands throughout all lessons where appropriate.
- Learning which takes place outside of the classroom and in "real life" situations is highly valued and is part of the school's offer through which to develop the whole person and prepare them for the next stage in their education and for them to take their place in the world in the 21st century, regardless of ability, or social or ethnic background.
- Whilst the setting of homework is not an expectation in KS3, there is an expectation in KS4 that students will have access to quality home learning provision via Sam Learning where appropriate. It is important that students undertaking GCSE's are encouraged to undertake 'learning from home' opportunities so that they may be supported to reach their full potential.

The Monitoring of Teaching and Learning

The standards of teaching and learning within the school will be monitored by the Headteacher and Senior leadership team. It will take place in the following ways:

- Learning Walks
- Formal classroom observations (only when there is a cause for concern)
- Informal classroom observations
- Feedback from LA inspectors
- Discussions with teachers
- Analysis of curriculum assessment results which track progress of both groups and individuals

- Reading of annual review reports and documents.
- Book scrutiny by SLT

Quality of Teaching

Learning Walks by the Headteacher and the Senior Leadership Team will take place across the year. Common themes relating to performance management targets are a focus for observations.

Where the quality of teaching is satisfactory or above feedback will be given to all staff. Strengths will be identified and areas for development discussed. The school seeks to constantly improve teaching towards excellence and professional discussion and observation serve to work towards this goal. The outcomes of Learning Walks are important to the successful completion of Performance Management Targets where standards of teaching and learning are always to the fore.

Where there are concerns expressed a member of staff will have a confidential meeting with the senior member of staff. Advice and informal support is given in order to rectify any problems. In service training opportunities will be increased if appropriate.

Where this has no effect the member of staff will meet with the Headteacher where support strategies for improvement are discussed. Short term targets and monitoring procedures are agreed. In some cases, external support is enlisted from subject Inspectors and if this fails to rectify a problem official support procedures found in the Manual of Personnel Practice are instigated.

Where there are periods of National Lockdown and the school is not in a position to have all students in full-time, teachers will be expected to implement the setting and monitoring of quality remote learning as set out in the school's Remote Learning Plan for those students working from home.

Responsibilities for High Standards of Teaching

The Headteacher and senior team will:

- Monitor teaching via Learning Walks and feedback from others
- Feedback to teachers where improvements need to take place
- Support the development of Teaching Standards by ensuring all training opportunities are available to staff
- Enable staff to highlight their own areas for development and then suggest methods for improvement
- Use Performance Management to develop teaching and learning through the school

Heads of Department will:

- Monitor the teaching and learning in their departments
- Provide support in subject specific teaching.

All staff will:

- Share good practice across all curriculum areas.
- Use this teaching and learning policy to deliver high standards of teaching and learning to students
- Work together in the school to share expertise and support colleagues in making high levels of teaching and learning a priority in the school.