

Teaching & Learning Policy

The policy for teaching and learning reflects the aims and objectives of Edgbaston High School for Girls and supports its vision as stated in the Staff Handbook. We recognise that teaching and learning is the central activity of the school and that the overall success of our pupils is dependent on its quality.

Rationale for a Whole School Response

- To provide opportunities to articulate best practice to which the school aspires.
- To share strategies for improvement.
- To maintain a whole school culture of high expectations that teaching is good and learning effective.
- To promote a whole school ethos which enables everyone to work collaboratively, share knowledge and celebrate success.

Objectives

This policy will clarify expectations and suggest strategies to develop effective Teaching and Learning (T&L) in terms of:

1. Expectations of all teachers, pupils and parents.
2. Expectations of Heads of Department.
3. Key Policies Linked to T&L Policy.
4. Essential Characteristics of Effective Schemes of Work.
5. The Role of Assessment in Successful T&L.
6. Monitoring and Evaluating T&L in Subject Areas.
7. Monitoring Activities for Departments and/or Whole School/Key Stage/Year Group.

1. Expectations of All

a. Teachers

Teaching should be differentiated, sequenced, paced and balanced in order to meet the needs of all pupils. The planning of lessons should take into account whole class, group and individual teaching methods in order that pupils experience a range of effective learning experiences. Lessons need to allow pupils to practise the skills and techniques they may employ to become independent and resilient learners. Teachers should direct pupils in ways that will encourage them to take an active role in their own learning so empowering them to think for themselves. Thorough planning of lessons and the use of effective questioning to deepen knowledge and understanding are essential to ensure good teaching and learning practice. Pupils should experience continuity and progression throughout their learning, building on previous experiences.

At EHS we aim to create a supportive and stimulating learning environment where all pupils are motivated by a desire to learn and make progress. Pupils are given

learning outcomes and targets which are appropriate to their level of development. They are given praise where appropriate and their progress is acknowledged.

The effective and efficient organisation of classroom resources will contribute significantly to the quality of teaching and learning. As part of a general policy of encouraging initiative and responsibility for their own learning, pupils should be encouraged to make regular, independent use of the available school resources.

Classroom observation, as part of a self-review process or performance management strategy, is an important aspect of each teacher's professional development. We also recognise the importance of peer observation and informal observation of a colleague forms part of the annual appraisal process.

Fundamental British Values are actively promoted throughout our curriculum both in lessons and extra-curricular activities and discriminatory or extremist opinions or behaviours are challenged as a matter of routine. Teachers should be alert to possible indicators of risk and give due consideration to 'Prevent' radicalisation strategies.

b. Pupils

Through their experience of the school as a learning environment, pupils are expected to develop their skills as independent, self managing learners, developing resilience and taking increasing responsibility for their learning as they progress through the school. They should learn the importance of respecting – and also contributing towards – the values and aims of the school and in turn feel valued as individuals and enjoy their learning.

c. Parents

Parental support and partnership are essential in achieving the aims of this policy. The vital expectation of parents is in their role of support and encouragement for their daughters in and out of school and in communicating effectively with the school. Specific, direct means of support include ensuring full attendance and the meeting of deadlines, regular checking of the student planner, providing the necessary equipment and responding to communications from school, e.g. reports and letters home.

2. **Expectations of Heads of Department**

Heads of Department must ensure that the principles of normal and best practice in teaching and learning, as set out in the Departmental Handbook, are used as the basis for their departmental policies on teaching and learning and their ongoing development plans. They are key staff in ensuring that what is set out in policy is applied effectively on a day-to-day, lesson-by-lesson basis. The sharing of good practice should be a regular agenda item at both staff, departmental and MMT meetings. All should be encouraged to contribute to the Teaching and Learning bulletin. Subject staff should be encouraged to review and reflect on their practice on a regular basis and to attend appropriate INSET to enhance their professional skills and to participate in cluster groups.

3. **Key Policies Linked to Teaching and Learning Policy**

- Assessment and Reporting
- Able, Gifted and Talented

- ICT
- Library
- Performance Management
- Rewards and Sanctions
- Special Educational Needs
- Curriculum Policy
- Prevent Policy

4. **Essential Characteristics of Effective Schemes of Work**

Schemes of Work should contain:

- Opportunities for pupils to develop and use their literacy and numeracy skills.
- Opportunities for pupils to develop their thinking and problem solving skills.
- Opportunities for independent learning.
- Opportunities for pupils to develop their interpersonal skills.
- Effective and relevant use of ICT and new technologies in lessons to enhance subject learning and skill development.
- Guidance on differentiation, including provision for Gifted and Talented pupils as well as students with learning difficulties.
- Sufficient variety of activities to access and develop the various learning styles that pupils bring to the lessons.
- Opportunities to review progress through a variety of assessment techniques.

5. **The Role of Assessment in Successful T&L**

Formative assessment (assessment for learning) should play a central role in the planning of schemes, lessons, topics or lesson sequences. Feedback should both acknowledge what the pupil has done well and give advice to improve further. Pupils are expected to respond to feedback and involved in their target setting. At its most fundamental level, assessment is the only way that a teacher knows whether or not learning objectives have been achieved.

Summative assessment, **including reporting**, must be frequent and rigorous enough to ensure sufficient systematically recorded evidence exists to monitor progress and make predictions/set targets, based on National data such as Access Reading Comprehension Data/ MIDYIS/ALIS/ PIPS/ INCAS etc., to ensure we are providing Stretch and Challenge and to identify those girls needing additional support.

6. **Monitoring and Evaluating T&L in Subject Areas**

The Head of Department has a duty both to the Senior Management Team (SMT) and to teaching staff in their area, to monitor learning and teaching in order to ensure standards are high, and to facilitate the ongoing progress of their teams.

7. **Monitoring Activities for Departments and/or Whole School/Key Stage/Year Group**

When monitoring the quality of learning there should be evidence that pupils:

- acquire new knowledge or skills, develop ideas and increase their understanding.
- apply intellectual, physical or creative effort to their work.
- are productive and work at a good pace.

- show interest in their work, and are able to sustain concentration and think and learn for themselves.
- understand what they are doing, how well they have done, and how they can improve.

These criteria form the basis of any evaluation of the quality of learning at Edgbaston High School for Girls. Teaching is monitored on a whole school basis in the following ways:

- The SMT: through classroom observation, attendance at Middle Management Team (MMT) meetings, perusal of schemes of work, reading of reports from staff, monitoring of student work, line management meetings and discussion with staff and students.
- Line Managers (in the context of performance management): through observation, and analysis of any presented data in connection with performance management.
- Heads of Department (HoDs): through observation, checking schemes of work, talking to pupils, work sampling and scrutiny, analysing database assessments and determining appropriate intervention strategies, sharing good practice between Senior School and Prep.
- Governors: through presentations by and discussions with HoDs, individual staff and the SMT.

As a guide, a Head of Department should prioritise the following monitoring activities:

- Lesson observation of all teachers in their subject area.
- Work sampling from a cross section of a key stage.
- Discussion of pupil progress through a key stage using assessment data from teachers in the subject area.
- Feeding back to the SMT on the outcomes of this monitoring process.
- Feedback from a cross section of pupils with a focus on, for example, a key stage or a pedagogical issue on an informal basis.

The frequency of these processes will depend on the size of the department, the range of courses taught within the department, and the proportion of the school population taught by that department.

All monitoring of teaching and learning is to be done in a supportive way designed to reflect mutual respect that is vital between collegiate professionals. The aim of monitoring is to encourage the sharing of good practice, individual professional development and overall school improvement.