



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy 12– Teaching and Learning

The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee. The people in the school who prepare the text of this policy for the Headteacher and the Governors are the Assistant Headteachers (*Developing Teaching* and *Developing Learning*).

This policy was reviewed in February 2019 and is reviewed annually.

Introduction

The school week is divided into 30 lessons of 50 minutes, which are taught to 800 pupils and students by over 60 teaching staff in 14 different academic departments. From the first day in Year 7 until the last day before A Levels in Year 13 it is what happens in those lessons and classrooms which determines the success of a pupil's or student's time in this school. Our first responsibility to each of our pupils and students is to teach them well - with all that involves- so that they can learn well in the fullest sense of the word. In this ambition and aim we are inspired by the example of Christian teaching and learning at the heart of each of the four Gospels in the New Testament and also seen as so significant in an Old Testament book like Deuteronomy. What our pupils learn and what we teach them lays the foundation for the whole of their lives. This is why we have to do it as well as we can.

Rationale for this policy

Archbishop Tenison's is a school community where every individual is valued and where we seek through our teaching approaches to provide the maximum opportunities for all pupils to learn and to fulfil their educational potential. Our teaching and learning policy follows on from the school's aims, is of central importance to the school's purpose and is closely linked to the school's other curriculum policies. Every experience encountered by pupils in school has an impact on their learning and the wider curriculum complements the teaching and learning that occurs within the formal curriculum of lessons. Equally, the teaching and learning that takes place within school supports and complements the learning that takes place outside school. Further, our aim is to provide pupils and students with the skills, confidence and commitment to continue with a 'lifetime of learning'.

Responsibilities

- The Governors have to assure themselves that the teaching and learning in the school is of the highest standard, giving pupils and students the best opportunities to complete their education and schooling well. To this end they agree this policy and review its effectiveness.
- The Headteacher oversees the implementation of this policy and is particularly responsible for the appointment, oversight and development of teaching and learning support staff and for the effective leadership of those staff by senior and departmental colleagues.
- The Deputy Headteacher has a particular role in setting a high standard of professional practice across all subjects and departments, through work with other senior leaders, responsibility for the appraisal of teaching staff and work on the curriculum and timetable.
- The Assistant Headteachers for Developing Teaching and Developing Learning play a critical role in training staff, reviewing and monitoring of the quality of their work as teachers and the development of school policy and practice to achieve the aims of this policy effectively.
- Heads of Department are responsible for the quality of teaching and learning in their areas.
- Subject teachers are responsible for their own planning, teaching, assessment and professional development with respect to their different, timetabled classes and courses.
- Pupils and students have a distinctive and important role to play in their own learning.

- Parents and carers are expected to support the school in its aim to provide the best teaching it can by attending the different parents' evenings and responding to information and assessment provided by the school through the help and encouragement they give at home.

Principles

In our ***approaches to teaching and learning*** we recognise that pupils and students:

- are all of equal worth and so there is a need to have high expectations of them all;
- have a range of aptitudes and abilities and so there is a need for differentiation;
- have different learning styles and so there is a need to provide a variety of learning experiences;
- have different cultural and linguistic heritages and so there is a need to draw on, embrace and celebrate other cultures as well as the English heritage;
- need to make progress in the core skills of literacy, numeracy and use of ICT and so there is a need to develop these skills across the curriculum;
- change as they progress through the school and develop their talents and interests.

Good teaching is most likely to occur when appropriate teaching strategies, organisation of the learning environment, and pupil motivation are all used to maximise pupil achievement.

The ***Tenison's Ten*** (see **APPENDIX A**) is a short summary of the priorities the school sets in its own language. ***The Four Essentials*** (*Purpose, Questioning, Response, Homework*) represent particular areas of interest and development in the school at the moment.

The following is another such summary, adapted from the Ofsted manual of school inspection, and other appropriate sources, stating that teaching will be effective when teachers:

- use detailed schemes of work with clear goals and content, and clear guidance on teaching and learning styles
- co-operate in planning and share resources to contribute to a common vision
- have a secure knowledge and understanding of the subject or areas they teach
- set high expectations so as to challenge pupils and deepen their knowledge and understanding
- plan effectively, setting clear aims and objectives for each lesson, use a clear structure with the necessary resources and equipment ready and waiting
- employ methods and organisational strategies which match curricular objectives and the needs of all pupils (see sections on SEN and gifted pupils in the staff handbook)
- motivate pupils and achieve high standards of discipline
- use time and resources effectively – small steps but rapid pace
- assess pupils' work thoroughly and **constructively** to give regular feedback to students, using these assessments to inform teaching
- use homework effectively to reinforce and/or extend what is learnt in school
 - use the 'three-part lesson' effectively and appropriately - with lesson objectives outlined at the start alongside a mental/thinking task or inspirational idea to engage pupil interest; a main task or focus; and a plenary or summary at the end which relates back to the lesson's objectives.

It is also often said that there are other factors which significantly affect how well a student learns, such as ***a good learning environment*** - both the physical environment where the lesson is located and the emotional environment generated by the teacher and pupils. Both should be as attractive and welcoming as possible.

- The physical environment, ideally, should be safe and secure, clean and appropriately equipped e.g. have sufficient tables and chairs, arranged appropriately. Rooms, ideally, should be spacious, sound proof, temperate, aesthetically pleasing and decorated with current wall displays and controllable in terms of lighting. However, we recognise that this is not always within the teacher's control.
- The teacher can make a major contribution to the emotional environment, aiming to create one which is open and questioning, well managed and disciplined, enthusiastic, positive, fair and supportive, encouraging respect for both teacher and other pupils, making students aware of the benefits of independent learning, allowing students to feel confident enough to take on new challenges and risk failure and leading to students expecting to work and behave well.

Multiple Intelligences and Learning Styles - We are aware that not all pupils learn in the same way and that we need to cater to the variety of intelligences in the classroom. We recognise that we may have to adapt to different learning styles if we are to enable all our pupils to develop.

The following types of intelligence are generally accepted: linguistic, musical, logical-mathematical, visual-spatial, bodily-kinaesthetic, inter-personal or social and intra-personal or intuitive. Children value a challenge and security, autonomy and support, respect and fairness. If they get this, they develop a sense of themselves as learners and have an improved status within the school, overall purpose in their learning, control over their own lives and a focus for their future.

Rewards - Pupils work best when there are regular, clear and achievable goals, which are acknowledged and publicly rewarded. Teachers should use the agreed school reward systems.

Review, Monitoring and Evaluation

1. A programme of formal lesson observations supports Teacher Appraisal and School Self-Review.
2. The Senior Leadership Team monitors and evaluates teaching and learning across the school through: informal visits to lessons; informal and formal work scrutiny; formal lesson observations; formal meetings with Heads of linked Departments to review the work of these departments (pupil and student progress, development plans, examination results); informal monitoring of lessons through walking round the school, reflection, discussion and action on practical ways of improving the teaching and learning of individuals and of groups of pupils and more substantial work over a period of time on particular aspects of the school's practice as identified through processes of self-review and development planning.
3. Heads of Department monitor and evaluate the teaching and learning in their subject areas: formal lesson observations; use of meeting and INSET time to review and improve the work of the Departmental team; informal monitoring and support of colleagues in their department; identification of key issues in subjects and reflective action to resolve these as required; reporting on the work of their department to the relevant member of the SLT.
4. This is supported by: annual analysis of examination results and formal data, involvement of all staff in the school's self-review through a programme of review days, the work of the Governors through their Committees, Visits and Links with Departments
5. Other indicators of success come from pupil and student performance in extra-curricular events, staff comments in reports, pupil response to staff action taken to improve their work.
6. The accuracy of internal, formative assessment is a particularly important indicator.
7. An external perspective on the quality of both teaching and learning is also vital for keeping the school's own self-review both robust and reliable.

APPENDIX A: THE TENISON'S TEN – Strategies to Enable Outstanding Learning

1. **Meet and greet**
 - Be punctual and greet the class at the door
2. **Connect to the big picture and the learning aims**
 - Connect with their previous learning
 - Set out clear aims for learning – “By the end of this lesson we shall have learned...”
3. **Set high expectations of self and students**
 - Teacher expectation leads to high performance
 - Always have high expectations
4. **Establish a positive tone**
 - Describe the behaviour you want, not the behaviour you do not want.
 - Use positive language and emphasise the positive
 - Use rewards and sanctions in a ratio of 3:1
5. **Make the best use of time**
 - Time bond activities
 - Remember to keep the pace high
6. **Make the lesson personal**
 - Use each pupil's name
 - Relate the lesson to their lives
 - Aim for independent learning
7. **Differentiate**
 - Ensure the lessons are high challenge
 - Consider SEN and G&T
8. **Assess the learning**
 - Teacher, peer or self-assessment
 - Feedback can be written or verbal
9. **Review the progress**
 - Review what they learned
 - Review how they learned
 - Link to the lesson aims
10. **Finish the lesson well**
 - Finish on time
 - Check uniform
 - Dismiss calmly