



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 (*Quality of Teaching, Teacher Education and Staff Development and Learning, Assessment, Data and Progress*).

This policy was reviewed in November 2021 and is reviewed annually.

Introduction

The school week is divided into 30 lessons of 50 minutes (morning lessons) or 45 minutes (afternoon lessons), 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 (Curriculum) 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 Quality of Teaching, Teacher Education and Staff Development and Learning, Assessment, Data and Progress 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 preferences 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.
- Learn best when teaching is of the highest quality

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.

Learning is defined as a permanent alteration in long term memory and **good learning** ensures that overtime pupils know more, understand more and can do more with the knowledge they acquire.

The Archbishop Tenison's ***PRINCIPLES OF TEACHING (see APPENDIX A)*** is a an overview of how lessons are being structured at Tenison's and Appendix A also gives an overview of the content of each section of each lesson taught at Tenison's. ***APPENDIX B*** details our ***STANDARD CLASSROOM PRACTICE*** which are a set of routines embedded in each lesson.

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:

- Have good knowledge of the subject(s) and courses they teach and leaders provide effective support, including for those teaching outside their main areas of expertise.
- present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the

limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

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.

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 system as detailed in the **School Discipline Policy (Policy 4)**

Review, Monitoring and Evaluation

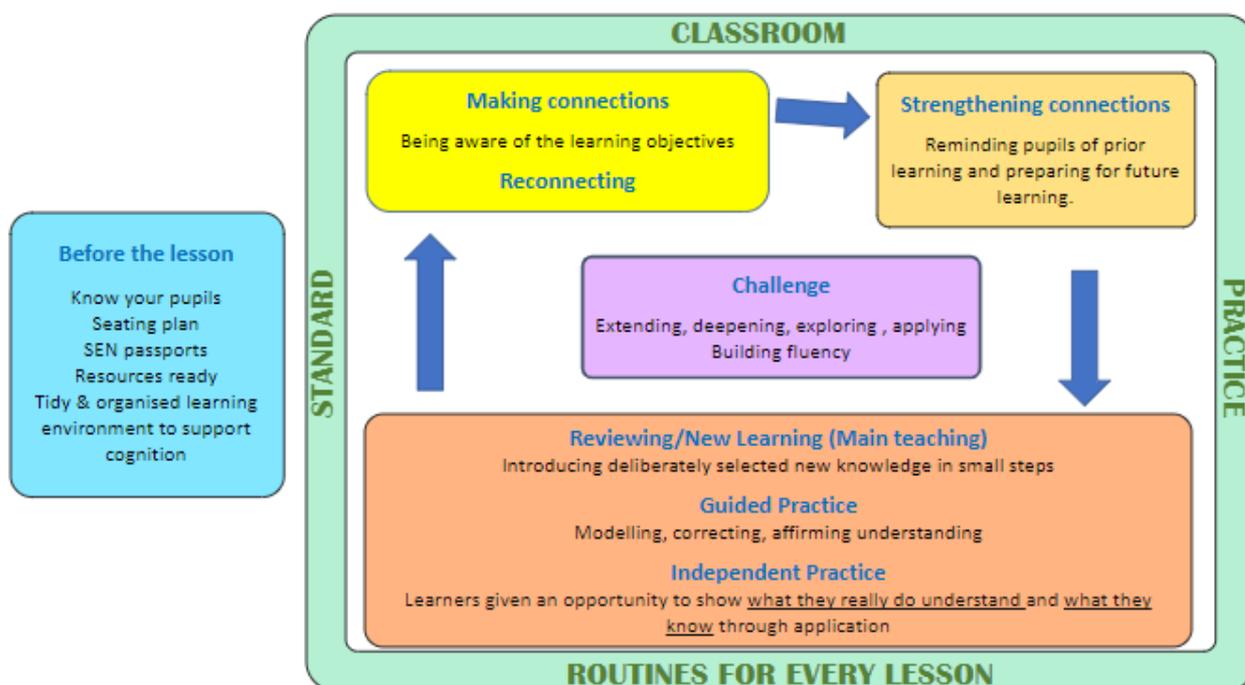
1. A programme of formal lesson observations supports Teacher Appraisal and School Self-Review.
2. The Senior Leadership Team monitors and evaluates teaching and learning across the school through: informal visits to lessons; informal and formal work scrutiny; formal lesson observations; formal meetings 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 Staff Development Day 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 PRINCIPLES OF TEACHING

At Archbishop Tenison's we are blessed with a hard-working teaching team in a very good school. Pupils and students that demand high standards of teaching and staff with a determination to live up to our motto: 'Academic Excellence in a Christian Community'.



<p>CHALLENGE</p> <p>Extending and deepening knowledge and learning</p> <p>Exploring subject specific literacy, concepts, ways of thinking</p> <p>Relating the learning to a new context or applying it in a more challenging or different context/format</p> <p>Building fluency</p> <p>Reinforcing retrieval</p>	<p>Making Connections</p>	<ul style="list-style-type: none"> • How is the learning connected to the topic/scheme/wider context? • What is the hook that will engage the learners? • Are all the learners (and the adults) clear what the intentions and context for the lesson and learning are? <i>This must be explicit!</i>
	<p>Strengthening Connections</p>	<p>Formative assessment that considers:</p> <ul style="list-style-type: none"> • Reactivating and reviewing knowledge and concepts • Retrieving and applying information • Addressing common misconceptions
	<p>Reviewing/new learning</p>	<p>Presenting new knowledge</p> <ul style="list-style-type: none"> • Teacher led knowledge giving • Small steps to avoid cognitive overload • New literature, reading, sharing, grappling and thinking
		<p>Guided practice</p> <ul style="list-style-type: none"> • Teacher led activities to repeat new knowledge and to construct the meaning of new knowledge • Short questions and simple tasks • Modelling, correcting, affirming understanding and transforming new learning
		<p>Independent practice – the ultimate goal</p> <ul style="list-style-type: none"> • Learners given an opportunity to show <u>what they really do understand</u> and <u>what they know</u> through application
	<p>Reconnecting</p>	<p>Reconnecting with the planned outcomes: Assessing the learning formatively</p> <ul style="list-style-type: none"> • How did the teaching and learning meet the planned outcomes? • Are all the learners (and the adults) clear what the objectives for the lesson were? How will this lesson connect with future lessons? • Which concepts/knowledge have been reviewed or gained today? • What do pupils now know that they did not know at the start of this lesson?

APPENDIX b: STANDARD CLASSROOM PRACTICE

On our way in:

We will be greeted on our way into our classroom as we go to our designated seats, informed by the seating plan.

At the start of our lesson:

We will have our planners, pencil cases, books and any other needed equipment on the desk at the start of our lesson.

We will have our blazers on.

Our bags will be away from our workspace.

We will remain standing as we have a moment of prayer.

We will sit straight down and get on with our starter task.

During our lesson:

We will have a period of silent work in most lessons.

At the end of our lesson:

When asked to do so, we will stand behind chairs, in silence, after our equipment is packed away; we will check the room is clear and tidy.

We will be dismissed in an orderly manner; if we are in a classroom, we will leave row-by-row or by table.