

Learning and Teaching Policy

Review Date	October 2015	Leader of Policy Review	Mrs P Ellwood
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LEARNING & TEACHING POLICY

Hawarden High School strives to promote inclusive, excellent learning and teaching which should be a rewarding and enjoyable experience for everyone. We aim to provide learners with opportunities to make excellent progress and to equip them with the skills, knowledge and understanding necessary to be able to make informed choices about the important stages in their lives.

This policy represents the core purpose of our school. Over 5500 hours* of learner lesson time is experienced at Hawarden High school every single day. School however constitutes much more than learning and teaching alone; nevertheless, the success of our school and of our learners is determined by the quality of learning and teaching which takes place.

The Principles of the Teaching & Learning Policy

The school believes that;

1. Every learner has the right to a high quality and inspirational learning and teaching.
2. Opportunities for staff to develop personally and improve learning and teaching should underpin continual professional development.
3. Varied learning and teaching strategies should allow every learner to access the curriculum regardless of ability, prior attainment and learning style.
4. Collaboration of staff across curriculum areas should facilitate the sharing of good practice and consistency of approach.
5. Challenge and inspiration are crucial if learners are to achieve their potential.
6. Learning should be active and engaging whilst allowing for rigorous reflection.
7. Self-evaluation and Performance Management procedures are central frameworks to affect excellent learning and teaching practices.

Aims & Intentions

Teachers

1. Ensure that the quality of learning and teaching at Hawarden High School is of the very highest level.
2. Ensure that up to date knowledge of both the curriculum and pedagogy are accessible and used in order to create excellent learning opportunities.
3. Recognise that they are on learning journey and have much to learn from colleagues and other professionals.

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4. Develop a consistent and shared understanding of our key principles for excellent learning and teaching.
5. Foster an understanding of the importance of varied learning and teaching strategies and how to implement these in the classroom.

Learners

1. Recognise that they have the right to access the very best learning and teaching practices.
2. Have access to stretching and challenging learning, regardless of ability, prior attainment and learning style.
3. Be proactive in improving their non-preferred styles of learning
4. Raise standards and assist their own personal development by (supporting learners) becoming more independent and reflective learners.
5. Contribute to Student Voice and enable them to be more active participants in their learning process.

Responsibilities for Learning and Teaching

Learners

1. To engage in and take responsibility for their own learning by become increasingly independent, participating fully in learning activities in the classroom and beyond.
2. To reflect regularly on their learning, understand where they are in their learning, to seek IAG to find out what they need to do to improve and take responsibility for the work required to move forward.
3. To never stop asking 'How' and 'Why?'

The Form Tutor

1. To support learners in setting challenging targets and strategies for meeting these.
2. To encourage learners to reflect upon their own learning style and how they can best engage in their own learning and progress.

Subject Teachers

1. To be committed to learning themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy.
2. Set high expectations of learner's attitude for learning, ensuring that all classrooms are positive, safe and welcoming environments.
3. To ensure that learners are valued and there are clearly defined, fair and consistent classroom management procedures which are shared with learners and foster mutual respect.

Lesson Planning

- a) Takes into account prior attainment, specific learning needs and different learning styles in order to allow all learners to access the curriculum.

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- b) Utilises assessment data and other learner information to provide clear differentiation, pace and challenge with resources tailored to learners' needs.
- c) Provides a clear purpose and ensures that all learners understand learning objectives/outcomes and their link to prior learning.
- d) Applies excellent subject knowledge so that challenge, engagement and imagination are used to enthuse, motivate and inspire learners.
- e) Include tasks to develop deeper understanding (moving from surface to deeper learning).
- f) Provides opportunities for developing skills in writing, literacy, speaking, numeracy and digital literacy as appropriate.
- g) Uses literacy and numeracy language in all lessons, checking that that all learners understand key vocabulary.
- h) Use questions which provide stretch and challenge for all learners.
- i) Targets support for all learners, directing TA's to engage actively with those they work with (and others) to ensure above average progress is made.
- j) Provides reflective opportunities within the lesson in order to allow learners to consolidate their learning and to reflect upon the cognitive process.
- k) Details planned outcomes are used throughout the lesson to focus learning, stretching and challenging all learners.

Assessment for learning

(Helps learners understand where they are in their learning, what they need to do to improve and the steps they should take to move forward.)

- a) Ensures learners make progress during lessons using accurate and appropriate assessment techniques.
- b) Includes regular reviewing and celebrates the progress of learners in meeting the lesson outcomes.
- c) Provides time for feedback, advice and/or guidance on the next steps required by the learners to improve.
- d) Provides purposeful feedback either verbal or within marking to promote learning.
- e) Provides opportunity for the sharing/modelling of assessment criteria with learners and TAs.

Assessment of learning

(Summative in nature and is used to confirm what learners know and can do. The information may be in the form of a rank and can also demonstrate whether learners have achieved the curriculum outcomes.)

- a) Provides evidence of summative assessment, formative assessment, peer and self-assessment being used as appropriate.
- b) Evidence of consistency within subject teams (in line with departmental/ curriculum area procedures) about the frequency and types of marking and feedback.
- c) Provides feedback and information on learners' progress for data returns, for learner feedback and periodically, for parents.

See also 'Homework Policy' information.

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The Faculty

1. To identify the learning and teaching strategies which would be best suited to delivery of curriculum content and material.
2. To plan schemes of work which incorporate opportunities for learners to access the curriculum through the planned use of varied questioning techniques, different learning styles and reflective opportunities.
3. To use display to promote, reinforce and support learning and teaching strategies

Subject Leaders & Curriculum Leaders

1. To ensure that the school/faculty policy is in everyday practice through lesson observations, book trawl, work monitoring and learner interviews.
2. To ensure that whole school priorities are shared through subject planning.
3. To encourage cooperation in planning and opportunities for peer observation in order to share best practice.
4. To encourage and make time for necessary training for existing and newly appointed staff and to promote the sharing of good practice in faculty time.

The Leadership Team

1. To provide and evaluate the provision of staff training through a planned comprehensive professional development programme within the school to enhance knowledge of and practice in employing appropriate and effective learning and teaching strategies.
2. To support and provide resources to meet demands of learning and teaching training needs outlined in individual performance management documents.
3. To encourage the sharing and dissemination of resources and good practice across different curriculum areas; share and evaluate the evidence that shows impact on learning and progress.
4. To gather the views of learners about the quality of education they receive as well as the support, advice and guidance they are offered.
5. To analyse and consider the results of this feedback to inform some of the learning and teaching developments.
6. To ensure that parents are kept informed of how they might support their children in developing their learning skills.
7. To support liaison between feeder primary schools and Hawarden High School to support progression in learning from year 6 to year 7, KS3 to 4 and KS4 to 5.

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1. To research, trial and develop good practice and new innovation in varied strategies for learning and teaching
2. To develop additional resources, as required and disseminate good practice amongst colleagues both formally and informally at faculty meetings and through delivery of staff training as part of the comprehensive professional development programme.

Sharing Good Practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its professional development programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school.

Effective practice is shared in a number of ways which includes:

- Commitment to the 'Olevi' project.
- In house delivery of the 'Olevi' approaches.
- Observations – formal and informal.
- Professional development during training days, (faculty and cross faculty training).
- Learning and Teaching focus in designated faculty/department meetings.
- Peer observations.

Differentiation

Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress. We recognise that:

1. Different learners have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals.
2. Teachers will be aware of the needs of specific groups such as ALN, LAC, and FSM and provide the appropriate support.

Differentiation can take many forms and can often be grouped into differentiation by process (how learners learn), and/or differentiation by content (what learners learn).

Differentiation by process includes:

1. Providing a range of alternative tasks.
2. Deliberate grouping of learners according to tasks (e.g. grouping all of the most able learners together to work on a particularly challenging task; using 'jigsaw' grouping; mixed ability grouping for peer teaching etc.).
3. Assigning roles to individual learners (e.g. leader, scribe, questioner, spokesperson etc.).
4. Using support appropriately provided by a TA.
5. Provide varying degrees of challenge within teacher questioning and response.

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Differentiation by content includes

1. The qualification/tier learners are studying for.
2. Developing and adapting resources to both support and extend learning, taking into account all learners' needs.
3. Use of intervention strategies to help learners to make greater progress:
 - i. Teachers should be aware of learners who are making less than expected progress and plan for intervention.
 - ii. Teachers should work alongside departmental strategies for addressing underachievement.
 - iii. Where lack of progress is sustained despite intervention, Subject Leaders/Curriculum Leaders/HoH should be informed and work with teachers and learners.

Working with Teaching Assistants

TAs are most effectively deployed in the classroom when they are informed of, and involved in, the learning.

1. Teachers should give TAs the scheme of work in advance and give appropriate guidance on their role within the lesson or sequence of lessons.
2. TAs should share their in-depth knowledge of the learner being supported, particularly if progress differs significantly in other lessons.
3. Teachers should engage in regular discussion of learner progress and wellbeing with TA's.

Quality Assurance & Evaluation

1. Learning & Teaching, as a school priority, will be regularly evaluated by the Senior Leadership Team, with progress and outcomes being disseminated.
2. The School Self Evaluation Form (SEF) and Departmental Self Evaluation Form (DSEF) will provide evidence of strengths and areas for development.
3. Performance Management Reviews will be informed by two mid-year review meetings which focus on pedagogy and practice.
4. Analysis of lesson observation outcomes will be used to support the ongoing improvement in all subject areas; opportunities to share best practice will be facilitated across all staff.
5. SLT in liaison with curriculum areas and Heads of House will identify learners at risk of underachieving, to enable specific forms of intervention to be implemented alongside ongoing analysis of internal and external data such as Fischer Family Trust (FFT) and ALPs.
6. Underperformance will be challenged and SLT will work with teachers and other adults to support improvement, underpinned by whole school policies and procedures.