



**To nurture each individual's aspirations and talent**  
**To provide outstanding learning experiences and opportunities**  
**To promote respect for one another and the environment**  
**To encourage collaboration and partnership**

## **TEACHING AND LEARNING POLICY**

<b>Author:</b>	<b>Matthew Evans</b>
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## 1. PURPOSE

Teaching and learning is the core business of our school. This policy sets out the principles which should guide the leadership of improvements to teaching and learning, in particular the intention to make the continuous improvement of teaching and learning the highest priority. It is not the purpose of this policy to prescribe a particular method of teaching.

## 2. RELATIONSHIP TO OTHER POLICIES AND DOCUMENTS

This policy should be read in conjunction with the following policies:

- Curriculum
- Staff development and training
- Appraisal (teaching staff)
- Pay Policy
- Literacy
- Numeracy
- Reporting
- Controlled Assessment

Also relevant are the national Teachers' Standards and the responsibilities of teachers as set out by the School Teachers' Pay and Conditions Document, both of which can be found on the Department for education website ( <https://www.gov.uk/government/organisations/department-for-education> ).

## 3. SCOPE, PRINCIPLES AND DEFINITIONS

### Scope

This policy is primarily in relation to activities within scheduled lessons, although also refers to work completed by students outside of lesson time. The activities covered by the policy include, although not exclusively, the planning and delivery of lessons, the assessment of learning by teachers, the use of targets for students and the monitoring of standards of teaching and learning by the relevant staff in management positions.

### Definitions

*Learning*: the acquisition of knowledge, skills and attitudes.

*Teaching*: a deliberate process by which students are engaged in learning an agreed curriculum.

*Assessment*: the process of evaluating and approximating the extent of a student's learning.

*Homework*: a specific task set by a teacher which is to be completed by students outside of lesson time.

*Private study*: self-directed activity by students related to learning and consolidating the curriculum content.

*Assessment data*: codified records which reflect the assessment performance over time of students.

*Grade targets*: a specified grade which a student is given to aim towards in formal examinations or assessments.

*Minimum expected grade*: the lowest grade deemed acceptable for a student given their past attainment and assessment of their capabilities in a subject domain or qualification.

## Principles

- It is the responsibility of every teacher to ensure the students in their classes learn and make progress, meeting our high expectations of them, as a result of the effective teaching they receive.
- It is the responsibility of every teacher to develop their teaching practice, reflecting on the evidence of their performance and seeking out appropriate professional development opportunities.
- It is the responsibility of the senior leadership team and relevant middle managers to set out the highest expectations for teaching standards and student progress, and to continuously monitor and evaluate whether these expectations are being met.
- It is the responsibility of the senior leadership team and relevant middle managers to create the optimum conditions for standards to improve, including the provision of high quality professional development opportunities and appropriate challenge and support for teachers.
- Effective assessment practice should be embedded in teaching so that teachers are well informed about students' learning and the impact of their teaching, and teachers are therefore able to provide regular and constructive feedback to students on their learning.
- Homework and private study are important for supporting learning and to help students prepare for further and higher education.
- Homework should be set regularly by the class teacher. Homework should complement the learning in lessons and enhance learning. Teachers must be mindful of the need for students to balance the demands of school with their outside interests and family life.
- Class teachers should clearly set out their expectations for private study over and above the completion of set homework tasks. These expectations should be appropriate to the students' age and in line with any school expectations.
- Students should complete private study over and above the homework set as recommended by the class teacher.
- Evaluations of the standards of teaching and learning should take account of a range of evidence (including pupil performance data, lesson observations, and samples of students' work).
- There should be clear expectations for the performance of students in external examinations and formal assessments which make appropriate use of a range of national data-sets. These expectations should underpin a shared understanding by students, parents and teachers of the minimum grade/level students should achieve in different subjects (Minimum Expected Grade) and a target which reflects an ambition for a student's attainment in each of their subjects (Grade Targets).
- Teachers should ensure they monitor student progress against expectations of their performance through the recording of assessment data so that they can provide accurate assessments of student progress and their predicted performance in external examinations when required (e.g. for reporting to parents).
- Teachers should act to provide intervention and support where students do not make the expected progress.

## 4. CONSULTATION

The expectations for teachers which underpin the principles above are largely laid down in the national Teachers' Standards and the responsibilities of teachers as set out by the School Teachers' Pay and Conditions Document and are subject to consultation at a national level.

At a local level, consultation will be undertaken, as appropriate, when any changes to the protocols and practices linked to this policy are proposed, in particular changes to:

- Lesson observations, work sampling and other monitoring activities by managers
- Assessment expectations and protocols, for example the frequency of marking expected or prescribed methods
- Reporting practices
- Homework expectations
- Target setting and the use of national data to set expectations for student performance

## **5. MONITORING, REPORTING AND EVALUATION**

It is the responsibility of the senior leadership team to monitor and evaluate the standards of teaching and learning, and to report to governors. As a result, governors will be equipped to challenge and support the school in raising standards of teaching and learning.

- The senior leadership team will report at least annually to governors on the standards of teaching and learning
- Governors shall consider evidence of the achievement of students in national examinations annually, particularly with reference to the official national dataset and RaiseOnline as an indicator of the impact of teaching standards
- Governors will regularly consider evidence of the progress of current cohorts of students and expectations of future examination performance
- The governors' Pay Committee will consider evidence of the performance of teachers annually through sampled, anonymised information presented by the Headteacher.