

Policy on Teaching & Learning

Principle

Birchwood Community High School strives to promote inclusive, outstanding teaching and learning in order to give learners opportunities to make excellent progress. This policy represents the core purpose of our school and college. Over 5000 hours of learner lesson time is experienced at Birchwood Community High School every single day. School constitutes much more than teaching and learning alone; nevertheless, the success of our school and of our learners/students is determined by the quality of teaching and learning which takes place.

The Purposes of the Teaching & Learning Policy:

1. To develop a consistent and shared understanding of our key principles for outstanding teaching and Learning.
2. To recognise that all learners/students have the right to access the very best teaching and learning that we are able to offer and that we strive to provide stretch and challenge for each individual.
3. To promote positive spiritual, moral, social and cultural values.
4. To promote key skills including literacy, numeracy and ICT.
5. To recognise that staff are on a learning journey and have much to learn from colleagues and other professionals.

Accordingly the school will:

1. Ensure the following principles for teaching and learning are promoted strategically;
 - a. Teachers set high expectations of learners'/students' attitude for learning, ensuring that all classrooms are positive, safe and welcoming places. Teachers 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
 - b. All lessons begin with clear purpose. Teachers ensure that all learners/students understand the learning objectives/outcomes and their link to prior learning. When learning tasks or activities begin, all learners/students are clear about what they have to do
 - c. All learners/students are encouraged to be confident and to participate in all lessons
 - d. Teachers regularly review and celebrate the progress of learners/students in meeting the learning outcomes. Outcomes are planned and used throughout the lesson to focus learning, stretching and challenging all learners/students. Teachers systematically and effectively check learners/students understanding and intervene with impact
 - e. Support is well targeted for all learners/students with teachers leading other adults in the classroom so as they participate strategically and engage actively to ensure above average progress for those they work with
 - f. The key purpose of feedback and marking is to promote learning. Feedback and marking provide information on learners'/students' progress for the school (progress data), for learners/students (feedback) and periodically, for parents
 - g. Feedback on next steps must lead to some kind of action by the learners/students if it is to lead to learning
 - h. The criteria for assessment are shared and understood by all (teachers, TAs, learners/students). Where necessary, the criteria will be modelled
 - i. Summative assessment, formative assessment, and peer- and self-assessment will be used as appropriate to secure progress
 - j. The frequency and types of marking and feedback will be consistent within subject teams and in line with departmental procedures
2. Ensure that teachers plan all lessons;
 - a. using assessment data and other learner/student information to produce pace & challenge
 - b. applying excellent subject knowledge so that challenge, engagement and imagination are used to enthuse, motivate and inspire learners/students
 - c. ensuring that tasks develop deeper understanding (moving from surface to deeper learning).
 - d. Providing clear differentiation, pace and challenge with resources tailored to learners'/students' needs
 - e. Basing all tasks and activities on accurate knowledge of prior and current attainment

- f. Differentiating outcomes using the progress arrow linked to levels or grades, with activities than tailored to meet the needs of all learners/students in the class
3. Ensure that every opportunity is taken to identify and promote positive spiritual, moral, social and cultural values.
 4. Ensure that teachers promote key skills through:
 - a. developing skills such as writing, speaking, numeracy and ICT as appropriate
 - b. using literacy and language in all lessons, checking that that all learners/students understand key vocabulary
 5. Promote continuous professional development which:
 - a. develops collaboration and builds teams working together to develop a consistent and shared understanding and approach to teaching and learning
 - b. enables staff to collectively share and evaluate the evidence that shows impact on learning and progress
 - c. encourages cooperation in planning and critiquing lessons in order to share best practice
 - d. prioritises time for the development of classroom practice and effective professional learning

Evaluation

1. Teaching and Learning, as an annual school priority, will be regularly evaluated by the Senior Leadership Team, with progress and outcomes being disseminated to the Headteacher AP&Q committee and full governors;
2. The School Self Evaluation Form (SEF) and Departmental Self Evaluation Form (DSEF), underpinned by the schools' scheduled Quality Assurance framework, will provide evidence of strengths and areas for development;
3. An 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;
4. Planned data reviews 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 Raise online, Fischer Family Trust (FFT) and ALPs;
5. Annual line manager Performance Management Reviews will be informed by two mid-year review meetings which focus on pedagogy and practice.
6. Underperformance will be challenged and SLT will work with teachers and other adults to support improvement, underpinned by whole school policies and procedures.

Reviewed at AP&Q Governors 13 May 2014