SOLIHULL

Teaching & Learning Policy

Senior School

Owner: Deputy Head (Academic)
Reviewer: Deputy Head (Teaching and Learning)
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Purpose

The purpose of this policy is to improve continuously the learning, skills development and achievement of pupils in the school.

Since knowledge about effective teaching and promoting good learning is increasing and being refined continually, this policy does not provide a manual of what should be done. This policy expresses the general principles that should inform good teaching and learning within the school and to promote continuous improvement.

There is considerable overlap between policies which aim to ensure good teaching and those which aim to promote good learning. However, this policy does separate them in order to distinguish between **teaching**, which is directly under the control of teachers and **learning**, which the school promotes but which is done by the pupils.

- *This policy should be read in conjunction with other relevant policies e.g., Assessment Policy; Curriculum Policy; Learning and Curriculum Support Policy.*

1. <u>Learning</u>

Purpose

Pupils should understand how they learn, reflect on their progress and take ownership of their learning. Pupils should be aiming to learn not just knowledge but also skills.

All staff are responsible for creating the conditions for good learning.

Conditions for Good Learning

- A climate in the classroom that is orderly, respectful, challenging and supportive. It should allow pupils to take risks, ask questions and explore ideas and skills.

- A climate of collaboration and mutual support between pupils.

- Trust and respect between pupils and staff, which allows for open and supportive dialogue about the next steps pupils can make.

- Useful, constructive and prompt feedback that allows pupils to understand the next steps they need to take.

- Tasks and feedback that build learning and develop the skills of pupils.

- Accountability.

- Tracking of performance.

- Identification and appropriate communication when a child's learning is not as effective as expected (for example, with the Learning Support Department, Pastoral Team and parents).

- A culture of departmental intervention and support following the identification of a particular learning need.

Responsibilities

Head; Senior Leadership and Management Teams

To create the conditions for good learning throughout their school they will:

- promote approaches that encourage enthusiasm for learning and continuous improvement among pupils
- monitor progress across the school, by subject and by groups of pupils
- evaluate findings and develop approaches to improve attitudes, skills and knowledge
- intervene where the rate of progress is less than expected
- ensure that all staff are appropriately qualified, and are competent to teach in the programmes of study that they are directed to participate in
- implement arrangements for the regular monitoring and review of the policy and strategies

The Executive Headmaster is responsible for ensuring the implementation of the policy and reporting annually on its progress to the Governing Body.

Heads of Department

To create the conditions for good learning within their subject they will:

- be a leader to pupils in order to inspire them to build their skills and knowledge in the subject area
- be a leader to staff in the subject in order to create a thriving learning environment
- monitor the progress of pupils in terms of their attitude to learning, skills and knowledge
- ensure effective interventions take place as appropriate
- employ approaches that develop attitudes to learning, skills and knowledge including creating a culture of pupil reflection on their own work and learning processes
- devise materials to assist pupils to meet coursework and examination requirements
- ensure that all staff are familiar with developments in teaching and learning, and are competent to teach their subject(s)

Pastoral Staff

All staff in their pastoral roles should encourage positive attitudes and aspirations among pupils and help them to develop the skills which will allow them to be excellent learners.

Pastoral staff will:

- encourage enthusiasm for study and learning among their pupils
- monitor achievement and enthusiasm for learning across subjects
- liaise with subject staff where enthusiasm is greater or less than average
- counsel and mentor pupils to encourage confidence and aspiration and good work habits

- liaise with parents to improve attitudes, advise on courses of study and encourage high aspirations

Classroom Staff

Classroom staff are responsible for creating conditions for good learning with the groups for which they are responsible.

2. <u>Teaching</u>

The purpose of this policy is to ensure that teaching in the school is as good as possible and to set out the standards expected and the responsibilities of all members of the school community to meeting them.

Responsibilities

Governors

It is the responsibility of the governing body to monitor this policy and to ensure that it is regularly reviewed.

In particular, the governing body will monitor:

- the outcomes of the policy in terms of results and added value in examinations and the numbers of pupils continuing to pursue their education
- the outcomes of observations conducted by team leaders and others
- the comments of inspectors

Note: Governors are not required personally to inspect or monitor directly, that is the function of senior staff, but they should ensure, by receiving reports, visiting the school/college and asking appropriate questions, that these functions are being carried out.

Executive Headmaster, Senior Leadership and Management Teams

The responsibilities of the Executive Headmaster and the Senior Teams are to set the objectives for teaching; to ensure that a system is in place to support and improve teaching and learning; and to inspire teachers to improve teaching continuously.

They will:

- ensure that teaching can take place within an ordered environment
- ensure that team leaders are fulfilling their role in improving teaching and leading their teams in that improvement
- ensure that a system is in place to develop teachers' skills, knowledge and understanding of teaching, through external courses or otherwise
- facilitate the spreading of good practice across the school
- ensure that the organisation of the school day and year support good teaching
- ensure that other school policies and systems support this policy (e.g., Professional Development Reviews; resource management; homework,

assessment policies and procedures; and staff competency procedures)
- monitor the effectiveness of teaching
- intervene where teaching falls below the standard expected

Heads of Department

The responsibility of Heads of Departments is to lead and inspire their team to improve their teaching; to ensure that the systems within the subject/group of subjects promote good teaching; and to be responsible for the quality of teaching in the subject.

They will:

- oversee provision of schemes of work and recommendations for teaching approaches that reflect best practice
- organise teaching materials and resources, the timetable for the subject and the deployment of staff to best effect
- ensure that support staff and cover staff are able to play a full part in ensuring high quality teaching of the subject
- monitor and evaluate teaching in the subject
- intervene where teaching falls below the standard required
- ensure that good practice is spread between teachers of the subject
- use the Professional Development Reviews to promote the development of teachers in the subject
- ensure that cover staff are fully aware of their responsibilities and the work they are expected to cover with the class and to ensure that they are informed, supported and fulfil the requirements of the class

Classroom Teachers

The expectation is that all teachers will fulfil the minimum teaching standards as set out in the Government Document 'Teaching Standards' [Teaching Standards Document](#)

In addition, Solihull teachers are expected to:

- improve continuously their knowledge, skills and understanding of teaching and apply these consistently and conscientiously
- make a significant contribution to the co-curricular life of the school
- provide a safe, caring and constructive environment for pupils
- uphold the values of the school in their dealing with all members of the school community

Pastoral Staff

The responsibility of pastoral staff in regard to teaching is to monitor the progress of pupils for whom they are responsible and to liaise on their progress with other staff and parents.

They will:
- monitor pupils' results across all subjects to see whether there are any anomalies and bring to the attention of other staff
- work with pupils and their parents to ensure that subject choices are made

that will maximise pupil achievement
- Share key information with teachers that might impact on a child's learning (e.g., pastoral or welfare concerns)
- share in devising a study-skills programme that will enable pupils to plan and schedule work effectively and in particular prepare for examinations and coursework

Schemes of Work

Good teaching starts with good schemes of work. Heads of Departments will ensure that schemes of work:

- specify content and methodology in accordance with best practice
- describe the resources needed and available for each topic
- describe appropriate approaches to topics
- give guidance on lesson-planning consistent with this policy and other school guidance
- specify approaches to assessment and reporting to pupils and parents
- Ensure that areas specified by SLT are addressed.

Lesson Planning

The exact approach to lesson planning will vary from subject to subject and it is impractical to lay down precise rules that will cover every possibility. However, it is expected that lessons will include planning that will cover:

- ensuring pace and shape in the lesson
- ensuring that there are opportunities for pupils to make both academic and personal progress
- ensuring that lessons are appropriately challenging to all pupils
- identifying work that is suitable for the pupil's age, abilities, learning needs and personality types. This is not only a matter of making adjustments for pupils with disabilities but also covers pupils with no disability but whose learning needs differs from that of others in the group or that of the teacher.
- arrangements for assessment of learning, formal or informal that can lead into effective feedback to pupils and shape the teacher's planning for ensuing lessons in accordance with the school's assessment policy