



Grays Convent

HIGH SCHOOL

Teaching & Learning Policy

Policy adopted by the Governing Body Spring 2017

Policy revised Spring 2021

Policy review date Spring 2024

Our Mission Statement

At Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

Introduction

We believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision. We expect all of our staff to deliver high quality, engaging and effective lessons, where all students are supported and challenged to make good progress in their learning.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn.

To be read in conjunction with:

Assessment Policy

Behaviour Policy

Remote Learning Policy

Aims

- To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To make links with the learning that students do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment.

Objectives of Policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson.

Principles of Policy

Staff will:

- support and challenge students to achieve their best
- provide high quality, engaging and effective lessons
- provide high levels of interaction for all pupils
- provide regular and meaningful home learning including opportunities for remote learning using Google Classrooms
- provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- encourage and support
- provide high quality feedback
- work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
- work with Teaching Assistants and other adults in the classroom to ensure that value is added to the teacher's role, and appropriate support for groups of pupils is so that all make at least good progress in the lesson
- develop our range of teaching and learning styles to create an exciting and creative learning culture
- listen to students' views and be open to their opinions
- evaluate and reflect on their practice.

Students will:

- participate fully in lessons and all learning experiences whether in school or online via Google Classrooms
- strive for continual improvement
- support each other (and their teacher) so that all learn effectively
- take an active part in learning within and beyond the classroom
- take pride in developing and applying their literacy and numeracy skills across the curriculum
- be enthusiastic, resilient and responsible in learning and improving skills
- respond positively to feedback and improve their work as a result of effective feedback
- rise to challenges, working collaboratively and supportively.

Procedure

Planning and Preparation:

- All teachers should plan structured lessons that allow all pupils to progress in their learning
- Learning Outcomes should be evident and clear to the students. Success Criteria must be made explicit to all students
- A variety of learning activities should be planned, taking into account the individual needs of the students
- The use of resources, including ICT, must be carefully planned to enhance learning
- A variety of active questioning techniques should be used and, where possible questions should be pre-planned to deepen pupils' understanding
- All teachers should have an in depth knowledge and understanding of the scheme of work / exam specification they are teaching.

Teaching:

- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate department and school policies should be followed for behaviour management.

Assessment & marking:

- Teachers should assess pupils' work regularly, whether in exercise books according to the schools marking and feedback guidelines and Covid 19 guidance, or online using the Google Classroom Gradebook
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies
- Effective use of data is critical to inform students, parents and other staff of pupil progress towards targets.

Tracking student progress:

All staff have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against individual target grades. This is reported to parents in Progress Checks which occur 3 times each year. All teachers will identify students in their class in need of additional support, including vulnerable groups such as pupil premium students, SEN students and the most able.

All subject leaders and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyse data to identify individuals or groups who are making less progress than expected, and to intervene where necessary to ensure students get back on track.

Review of teaching and learning is on-going and regular, and will involve:

- Performance Management
- Lesson observations
- Learning Walks- as part of Line Management with Heads of Department
- Work scrutiny
- Student voice

Monitoring and Evaluation of Teaching and Learning**Aims:**

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn.

At Grays Convent High School, our staff strive to:

- Support and challenge students to achieve their best
- Provide high quality, engaging and effective lessons
- Provide high levels of interaction for all pupils
- Listen to students' views and are open to their opinions
- Evaluate and reflect on their practice
- Provide regular and meaningful homework whether in exercise books or online
- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- Encourage and support
- Provide high quality feedback
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in Teaching and Learning across all areas of the curriculum
- Develop our range of Teaching and Learning styles to create an exciting and creative learning culture.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational landscape and initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.

Reviews of Teaching and Learning will take place on an on-going basis and will involve:

- Performance Management in line with the Teacher Standards, by their Line Manager
- Lesson observations conducted by members of the Senior Leadership Team, Teaching and Learning Team and/or line manager/colleague
- Learning Walks as appropriate
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the marking and assessment framework
- The views of pupils as part of Subject specific evaluations, School Council or pupil interviews or surveys.

Teaching and Learning Team

Our Teaching and Learning Team comprising Deputy Headteacher, Assistant Headteachers and representatives from Middle Leadership both curriculum and pastoral, plays an important part in the monitoring and development of the Quality of Teaching at Grays Convent.

The team oversees a cycle of peer observations, always with a particular focus as part of our wider school development. Twilight CPD sessions provide feedback on findings along with new agreed objectives for the next round of observations.

The observations cycle provides opportunities for meaningful feedback from colleagues or line managers and sharing of best practice across the school.

NOTE: Due to Covid-19 constraints it has not been possible to provide CPD for teaching and support staff in the usual way. During times of school closure due to Lockdowns teachers have taken responsibility for their own personal development attending relevant online training and we have delivered some whole school e-learning opportunities in Behaviour Management and specific safeguarding issues . We will resume the Teaching and Learning Team CPD sessions as soon as it is safe to do so

Protocols for Lesson Observations (including joint observations)

During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons may be graded where an observation lasts for at least 25 minutes.
2. The observer may need to talk to student or look at their work as part of the self-evaluation process.

Feedback:

1. Feedback will be given as soon as possible, usually within 24 hours. Written feedback will be given on the lesson observation form.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Lesson observation forms will be stored centrally, by Line Managers to inform the Teaching and Learning planning process and management of performance. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support.
4. Measuring pupil progress in the lesson and overtime – use of student work scrutiny, tracking data, student voice. Lesson grading will take into account progress over time.
5. Judgements made about the quality of the teaching and learning will be based on the lesson expectations document and Ofsted criteria for lesson observation which has been adapted for use in Grays Convent Lesson Observation Form – see Appendix 2.
6. Lesson observation grades will be recorded in the PM overview folder and will be shared with the relevant senior and middle leaders.

Learning Walks:

Learning walks may take place as part of monitoring teaching and learning at Grays Convent.

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific Teaching and Learning focus. Learning walks are a powerful tool to observe and develop common trends in classrooms.

- Senior and middle leaders may conduct learning walks as part of the line management or self-evaluation process.
- Learning walks will be used to quality assure school and department policies and may be recorded in self-evaluation documents (SEFs).
- Learning walks will not result in lessons being graded; appropriate feedback will be given to the teacher/HOD/Line Manager.
- Where possible learning walks will have a focus which will be given in advance.

Work Scrutiny:

Protocol for work scrutiny (including classwork and homework)

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment and feedback.

During work scrutiny:

- Senior and middle leaders will conduct work scrutiny as part of the self-evaluation process. This may occur within lessons or as a sample requested for monitoring.
- Work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded in self-evaluation documents (SEFs).
- Written or verbal feedback will be given.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the work scrutiny form.
2. Feedback will be honest and clear, setting out strengths and areas for development.

Evidence will be:

- Feedback – formative comments and advice/targets on each substantial work assessed with grades/levels where appropriate
- Literacy/Numeracy: Use of whole school literacy framework/numeracy framework
- Pupil Response Progress: Do students learn from their mistakes and modify their work? Fix it Five
- Challenge and expectation – books are orderly with work completed
- Presentation - high expectations of handwriting and presentation
- Variety of activities/ resources to support learning.

Student Voice

We value the views of pupils and at key points in their learning journey pupils will be asked to reflect on their progress and enjoyment of topics studied.

This information is used to inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at Grays Convent High School.

Pupils are asked as part of our work scrutinies to comment on and show evidence of feedback that helps them to improve their learning.

Continuous Professional Development

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar.

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- Discuss learning and teaching in Department Development time in order to share good practice;

- Plan their own CPD programme in conjunction with their Line Manager as a result of the self-evaluation process and by reflecting on the Teacher's Standards document;
- Participate in CPD opportunities as part of the Thurrock Teaching School Alliance.

Implementation of Policy

The implementation of this policy is supported by the following frameworks and documents:

Professional standards for teachers – DFE.
Performance Management documentation.

Responsibilities

The Governors Curriculum Safeguarding Committee are responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of high quality lessons and for reviewing it at the appointed review date.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

The Teaching and Learning Team is responsible for the development of teaching and learning across the school.

Subject Leaders are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.

Evaluation and development of policy

The policy will be developed through consultation with staff, students and governors.

Review cycle of policy

This policy will be reviewed by the Governors (Teaching and Learning Committee) every three years in accordance with the school's review cycle.

Spiritual, Moral, Social and Cultural Development of Students

Rationale

School is about far more than learning the 'taught' curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace the broader dimension of learning. It ranges from teaching in religious education lessons and citizenship (PSHE) through to sex and relationship education and a

wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote students' self-esteem by valuing and rewarding their achievements;
- encourage students to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek to develop their own faith, or find out more about the beliefs of others.

Moral development

In order for teaching and learning to be effective, students at Grays Convent High School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Education Citizenship (PSHEC).

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Students are encouraged to take on responsibility for their own learning and for that of others through peer support. An example is the role of the prefects assisting the younger students when they join the school in Year 7.

Social development

As part of engaging lessons and activities, students are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance.

Cultural development

As a diverse community, Grays Convent pupils should have opportunities to appreciate their own culture and the traditions of others. It is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutor time pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place in extra-curricular activities and school trips, many of which are arranged through the Creative Arts Department.

Monitoring of spiritual, moral, social and cultural development of pupils (SMSC)

SMSC will be considered along with all other aspects of teaching and learning as part of our self-evaluation processes. SMSC is set out in our Lesson Planning Document and our regularly used Lesson Observation form – See Appendix 1.