



Teaching and Learning Policy

Section 1: Introduction

The purpose of this policy is to provide the whole school community with the vision of Teaching and Learning at Upper Shirley High that promotes excellent achievement for all.

Our school is an educational community in which all members share a common commitment. We believe our school has an environment where all individuals are challenged to achieve; where we are distinguished as leaders of learning and the passion of our people transforms futures.

In our community, we learn how to think reflectively, critically and creatively to share and shape a meaningful curriculum. As a result, we will all feel truly connected to the learning experience; will be the best we can be; and be inspired to be a life-long learner.

Wider school aims/ethos:

This policy underpins our school vision and associated strategic intents as part of USH's Blueprint for change.

Consultation:

This policy was created by the Leadership Team. Further consultation took place with International Thinking Schools, staff and students. Further discussion has taken place with our Local Governing Body and parents through our Parent Action group (PAG).

Section 2: Procedures and practice

Teaching:

Planning:

- Planning should focus upon ensuring a high level of challenge that expects all students to achieve.
- It must be intrinsically linked to the learning journey alongside a detailed knowledge of what each student must do to reach their potential.
- Activities must be planned with an explicit focus upon the required cognition to achieve the learning objectives e.g. teachers and students should articulate explicitly the thinking process.
- The Habits of Mind, more specifically the three selected by department areas, should be integrated into schemes of learning to grow the thinking of our students.

- Opportunities to promote the use of whole school literacy, numeracy and SMSC should be created.

Classroom practice:

- Teachers will facilitate and promote a nurturing, collaborative sensitive and responsible environment, involving rich tasks that explicitly encourage cognition.

This will include:

- Positive, professional relationships between staff and students that promotes dialogue
- Clear use of different Assessment for Learning strategies to ensure rapid progress
- Collaboration through active discussion
- Explicit discussions about the thinking process
- Enquiry through reflective questioning
- Independence demonstrated through self-management and decision making
- Self-assessment to encourage students to seek the next step in their learning
- The use of the Thinking Tools and Habits of Mind to explore key concepts and information
- The use of guided learning so that teachers intervene in a sustained and proactive way at the point of learning; as pupils read, write, talk, design, make, practise etc.
- The use of the working wall to promote current and future learning as well as celebrate excellent examples of pupil's work.
- The repetition of key vocabulary following the mantra of speak/spell/repeat
- The expectation that when pupils use exercise books, every page matters.
- The effective use of additional adults to promote rapid progress and excellent achievement for all

Independent learning:

- Independence will be fostered through guided learning
- Homework must be planned in accordance with the Homework Policy and in all instances, put onto google classroom. This will enrich and extend the learning from within school.

Professional development:

- Teachers are expected to actively pursue a detailed understanding of highly effective pedagogy that challenges students to achieve. This will enable them to address their areas for development as well as supporting and nurturing colleagues across the school to promote best practice.

Roles and Responsibilities:

It is every member of teaching staff's responsibility to ensure consistent approaches to teaching and learning across the school. If consistencies are identified by members of staff, these should be fed back through line management at the earliest opportunity. Where appropriate, action plans will be created to support individuals whose practice has been identified and 'Requires Improvement' or 'Inadequate' (please refer to the Monitoring and Evaluation section).

Resources:

- Thinking Tools
- Habits of Mind
- Schemes of work and department resources
- Evidence Forms (EFs)

Assessment:

- The processes and procedures for Assessment are outlined in the Feedback and Assessment policy (October 2015).

Monitoring and Evaluation:

- The processes and procedures for Monitoring and Evaluation are outlined in the 'Monitoring, Evaluation and Review' policy (November 2015).
- If the practice of a member of the teaching staff is identified as 'Requires Improvement' or 'Inadequate', their line manager will complete an action plan that focuses on key targets for improvement. Information regarding this can also be found in the 'Monitoring, Evaluation and Review' policy (November 2015).

Section 3: Concluding notes**Appendices:**

- Appendix 1: Literacy and Numeracy policy and action plan
- Appendix 2: Homework policy

Other linked documents

- Consultation evidence
- Monitoring Evaluation and Review policy
- Feedback and Assessment Policy
- Teaching and Learning action plan as part of the whole School Personal Development Plan
- Resources from Thinking Schools International including Thinking Tools and Habits of Mind
- EFs and the Rhythm of self-evaluation
- CPD resources – Guided Learning
- National Teaching Standards (2012)