



Teaching and Learning Policy

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AUTHOR	SLT
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This policy complies with our funding agreement and articles of association.

Section 1: Aims of the Policy

1. To ensure high-quality teaching and learning experiences for all students.
2. To support on-going professional development for teachers and support staff.
3. To promote a research-informed and responsive teaching community.
4. To ensure consistency of expectations for teachers and students.
5. To support delivery of the planned curriculum so that the lived experience of all students is as intended.
6. To ensure support, rigour, and challenge for all students, irrespective of starting points.
7. To support the aims of the School Code in promoting positive behaviour for learning.
8. To provide a framework which enables each subject's specificity and distinctness to be considered when establishing appropriate and manageable assessment practices in line with this policy.
9. To consider staff workload and well-being when implementing necessary administrative demands.
10. To ensure that students continue to receive a high-quality education in the event of related remote learning being necessary.
11. To ensure that appropriate home-learning is set which is varied and provides an appropriate intellectual challenge for all students.

Section 2: Teaching and Learning at Park High School

Rationale

Teaching at Park High School focuses on developing students academically, as well as their character, sense of self and an understanding of their place in the world. By instilling Character Virtues, developing cultural capital and exposing students to the best of what has been thought and said, we help our students take their place as rounded, curious citizens who leave us with the tools to imagine change.

The purpose of teaching is to promote deep engagement with the rich, powerful knowledge which allows our students to be increasingly aspirational about their future choices, excel in further academic study and leave us as balanced and informed citizens.

Teaching is carefully sequenced and scaffolded to ensure students gain the fluent core knowledge they require so that they can apply it, in increasingly sophisticated ways, in varied contexts.

Specifically, teaching and learning at Park High School:

1. Is aligned to the Teachers' Standards.
2. Follows the 'Park Way' agreed protocols for effective teaching and learning in our classrooms.
3. Fulfils the requirements of the National Curriculum at Key Stage 3 and the examination specifications at Key Stage 4 and Key Stage 5.
4. Is ambitious and goes beyond course specifications.
5. Prioritises literacy and communication, including subject-specific vocabulary and academic register, carefully scaffolds and develops oracy in lessons- students are taught to talk and through talk.
6. Is aligned with the research-informed recommendations found in the 'Great Teaching Toolkit' (Evidence-Based Education): see Appendix 1

Remote learning

Our ability to deliver lessons remotely now means that all students absent from school, and not debilitated by illness, can access their learning.

- Students are able to access the learning through a blended approach, being invited to lessons via Microsoft Teams.
- The school continues to develop the current provision and enhance staff agility to transition between class and remote learning/ blended learning.
- The effective practice of our classrooms will be incorporated, or adapted where appropriate, to ensure continuity of teaching and learning beyond the classroom.
- The school systematically takes steps to provide access for all students including disadvantaged and SEND, ensuring that all can engage with content and delivery.

Section 3: Assessment and Feedback

Rationale

Teaching is iterative and assessment is at the heart of responsive teaching. As an ongoing process to support teaching and learning, assessment is not simply an event at the end of a teaching sequence. Effective teaching uses assessment and feedback constantly and fluidly in the classroom, with the dominant form of feedback being verbal. (Refer to the Assessment and Feedback Policy).

Section 4: Home-Learning

Home-learning should provide an appropriate intellectual challenge for all students and support their learning. It is important that, as teachers, our approach to home-learning is consistent, co-ordinated, and complementary to the work in the classroom.

Purposes

These include:

- Allowing preparation for future class work to include academic reading.
- Encouraging student ownership and responsibility for their study skills e.g., developing effective habits which include planning, time-management and self-discipline, use of libraries and other resources.
- Showing understanding and progress.
- Allowing practice and consolidation of work done in class.
- Providing opportunities and sustaining the involvement of parent co-operation and support.

Amount and frequency of home-learning

Home-learning will be set frequently, although this will vary depending on curriculum allocation.

Home-Learning may be set via Microsoft Teams or in the classroom by the teacher, but it must be recorded by the students in their contact books.

In the Sixth Form, students will need to complete at least one hour of revision, research or preparation independently for each hour of taught time. This would mean that our students studying three A Levels for 5 hours per week would complete at least 15 hours of independent study.

Expectations

The school has high expectations regarding the quality of students' home-learning. It is the role of the Head of Department and TLR holder to implement and monitor consistent practice.

- Home-learning is checked and marked where appropriate.
- Feedback is given to students.
- Students are supported through attendance at home learning clubs, where appropriate.
- Adequate time is given for students to record their home-learning in contact books.
- There is consistent practice across the department.
- Home-learning is manageable for everyone.

The school expects parents to support their children with home learning tasks in the following ways by:

- Encouraging their child to complete home-learning to the very best of their ability.
- Checking the contact book to ensure home-learning is written down clearly.
- Providing a suitable place and time to complete tasks.
- Monitoring the quality of home-learning produced by their child.
- Expecting that deadlines are met and checking that they are.

Parents are encouraged to contact the school (the subject teacher in the first instance) if they have any concerns about home-learning.

Monitoring and Evaluation

Departments evaluate the quality of home-learning and the contribution it is making to learning. A student's completion of home-learning will be monitored by submission of a grade when Progress Check data is entered.

Section 5: Reporting

We report in the following ways:

1. To Parents:
 - A. Parent/teacher meetings.
 - B. Progress Check Reports.
 - C. Review Days.
2. To Staff:
 - A. Terminal qualification analysis
 - B. Progress Check analysis.
3. To Governors:
 - A. Review and Planning Papers.

Section 6: Quality Assurance

The quality of curriculum, teaching, assessment and standards will be reviewed on a regular basis in a variety of ways, for example:

	Senior Leaders	Middle Leaders	Subject Teams	Pastoral Teams
Curriculum reviews: content, sequencing, delivery	√	√	√	
Assessment reviews: validity, reliability, value	√	√	√	
Lesson visits and learning walks	√	√	√	√
Students' written work	√	√	√	
Student feedback	√	√		
Departmental reviews	√	√		
Whole school themed reviews	√	√	√	√
Examination results and tracking data: IDSR, FFT, ALPS, PC data	√	√	√	√

Section 7: Professional Development

Staff are entitled to robust and knowledgeable Professional Development opportunities to develop their own expertise in the science of learning, teaching practice, classroom management, curriculum thinking and assessment design. This takes place through:

1. Whole school INSET.
2. CPD-focused Department meetings.
3. Middle Leaders meetings.
4. In-house optional CPD sessions.
5. Expert external training programmes.

This provision is aligned with the School Development Plan, the Teachers' Standards, the 'Park Way' of Teaching and Learning and the Continuing Professional Development Policy.

Section 8: Review and Evaluation of the Policy

This policy is to be reviewed annually.

Section 9: Related policies and documentation

1. Assessment and Feedback Policy
2. School and department curriculum statements.
3. Behaviour Policy.
4. CPD Policy.
5. Literacy Policy.
6. SEN Policy.
7. Equality Policy.
8. Exams Policy.
9. EAL Policy.
10. Digital Safety Policy.
11. Parent Code of Conduct.
12. Remote Education Provision.

Key Responsibilities

Senior Leadership Team

- Ensure that this policy is implemented across the school through effective Line Management of subject areas.
- Ensure that good practice is shared through CPD opportunities.
- Support Subject Leaders where appropriate in the implementation of the policy.
- Monitor and evaluate the impact of the Teaching and Learning Policy and adapt/develop the policy when relevant.

Subject Leaders

- Ensure the whole department is following the school's Teaching and Learning Policy through regular walk throughs, book looks and student voice surveys.
- Coordinate the development of exemplars of the quality of work expected at a range of grade/levels which can be shared with both students and staff within the department.
- Share exemplar materials such as student work and feedback.
- Support individual teachers where appropriate and allow reasonable deadlines (ensuring that teachers can return work to students within two weeks) for moderation of work where it is deemed necessary.
- Ensure that all students in the subject area are aware of their progress and areas for development.
- Monitor the department tracker and use this to inform intervention.

Teachers

- Follow the Teaching and Learning Policy in conjunction with department guidance.
- Are not expected to feedback upon work that is incomplete or has not reached minimum identified standards.
- Are not expected to mark every piece of work in a student's book/folder.
- Ensure high standards of presentation and give attention to handwriting, spelling, punctuation and grammar.
- Complete written feedback in a colour that contrasts with students' work.
- Inform HOD/HOY/parent/carer of concerns when necessary.
- Log student assessment results using the department tracker.
- Return work to students within two weeks.
- Support students in responding to feedback effectively to make progress.
- Model peer and self-assessment tasks where appropriate.
- Support behaviour for learning by utilising the School Code and the Behaviour Policy.

Students

- Take responsibility for engaging in all lessons, completing all learning tasks on time and to the best of their ability.
- Act on feedback which consolidates and extends their understanding.
- Catch up on missed work to ensure that timely feedback can be provided.
- To own and make improvements/redraft work using a green pen.
- Complete work in blue or black ink.

Parents / Carers

- Ensure their child is equipped to learn in school.
- Encourage academic reading and reading for pleasure.
- Monitor, support and encourage their children to complete all learning tasks to the best of their ability.



The 'Park Way' of teaching and learning

At the start:

- Start the lesson on time.
- Be ready to meet and greet the students on entry to the classroom.
- Ensure an orderly entrance and check students' uniform.
- Have an engaging 'do now' activity to promote curiosity or to recap previous learning.
- Take the register within 5 minutes of the lesson.
- Sit students according to a seating plan - based on data/information about the class (ensure that this is also saved centrally).
- Equipment for the lesson should be out on the desk, including contact books.
- When relevant, set home learning. This should be recorded in contact books and where relevant shared on Teams.
- Share the key question to answer by the end of the lesson (this does not have to be shared at the start of the lesson).
- Students are to write down the date and key question and underline them.
- Ensure students write in blue or black pen, draw with a pencil and underline with a ruler.

During the lesson:

- Promote the Park High Character Virtues: Integrity, Resilience, Curiosity, Compassion & Teamwork.
- Ensure a clear system of routines including whole school rewards and sanctions, managing resources, and adhering to the school code.
- New knowledge should be delivered with clarity and in manageable chunks.
- Lessons should be planned to impart new knowledge, stimulate the student's intellectual curiosity, and create a lifelong love for learning.
- Actively use effective formative assessment to encourage all students to think; demonstrate knowledge and understanding; and inform teaching. For example, cold calling, whole class and higher order targeted questioning.
- Ensure that students' literacy is addressed, whether in written responses or developing their oracy.
- Ensure students have a clear understanding of what success looks like through modelling strategies, e.g. I do - We do - You do.
- Lessons should be inclusive and accessible to all students, taking into consideration individual learner needs, e.g. work is scaffolded appropriately.
- Set a range of challenging (not extension) tasks which extend and deepen learning.
- Students receive effective specific feedback that promotes progress and to which they respond in green pen.
- Effective deployment of support staff to support students' progress.

At the end:

- Students stand behind their desks before leaving the room.
- Review the key question.
- Check understanding of home learning.
- Check uniform before students leave.
- Praise students and dismiss them quietly and calmly.