Paulet High School	School Policy Document		PAULET HIGH SCHOOL & 6th FORM COLLEGE
Document Title	Teaching and Learning Policy		
Document Status	Approved	Approved Date	July 2019
Document Owner	AHT – Teaching and Learning	Review	Annually
Audience:	Staff ☑ Students ☑ Governors ☑ Parents ☑		

Our Vision

Our vision is to ensure that our students experience consistently effective teaching to enable them to learn and progress to their full potential. Our approach should be learner-centred not teacher- centred and we strive to equip our students with skills for life. Teachers at all levels must be reflective in order to fully develop their practice.

Method

To achieve our vision we will do the following:

- Create a culture of learning walks in a supportive environment
- Follow the whole-school policies on diagnostic feedback, homework and behaviour
- Encourage collaboration and sharing of good practice by focussing directed time meetings on teaching wherever possible
- Encourage and support the use of a personalised skills matrix to monitor personalised professional development
- Promote the involvement in the termly tuning cycles as an innovative and creative source for teachers
- Fully engage with the governing body to deepen their understanding of teaching and learning within the school; and to take advantage of their position as a supportive yet critical friend
- Promote our vision within the classroom and around the school using our 5 golden rules which aims to promote:

    - Adaptive Teaching / Assessment for Learning
    - Pace and Progress
    - Engagement, challenge, active learning
    - Independent Learning
    - Relationships
    - Leaving your 'Comfort Zone'
    - Risk taking.

* Paulet High School defines 'risk taking' as:

Planning activities which ensure teachers and students work beyond their comfort zone. Allowing teachers to 'change course' and 'be adaptive' within a lesson if required.

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Teaching & Learning Expectations

We have the highest expectations for our students and as such their work should be presented to demonstrate the pride they have in it. Student's books will demonstrate this by:

- All work having a title and a date
- All headings and titles will be underlined
- Writing will be in pen and drawing will be in pencil
- There will be a target sticker on the front that is completed at relevant points in the year

The quality of teaching and learning at Paulet High School is centred around our five golden rules, the details of these are as follows:

All students are involved
o All students are engaged o PLP strategies are identified and followed to support those with potential to disengage o The Teaching Assistant is used effectively o Any group work should be planned effectively

High aspirations for all
o All students are challenged by the work set o Passivity is challenged and addressed o Behaviour is exemplary and the behaviour for learning system is used effectively o Formative feedback is provided and acted upon (upgrade work should be evident) o Students show pride in their work (Books should be neat and tidy)

Effective directed questioning
o Core questions are planned in advance of the lesson o A balance of open and closed questions asked o Students answers are developed o Thinking time is given

Differentiation is evident
o PLPs outline strategies to support those with specific needs o Appropriate scaffolding is provided to enable all students to progress o All students are challenged and stretched

Progress is checked throughout
o Questions are directed to assess understanding o The department diagnostic feedback policy must be followed o Good circulation with intervention where necessary

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Support & Monitoring structure

The teaching and learning taking place will be monitored via regular learning walks, these are carried out by members of SLT as well as subject leaders. Generally speaking learning walks will be unannounced visits, although at key points staff will be made aware of the focus of upcoming walks.

In addition subject leaders carry out quality assurance of their department at calendared points in the year and a review of teaching and learning is also included as part of the subject check cycle. Written and verbal feedback is provided to the member of staff following a learning walk, this outlines strengths and things to consider as well as agreeing any next steps in terms of CPPD for the individual. A skills matrix is kept centrally to monitor the skills evidenced across the school, this tool can then be used by leaders to plan meaningful and relevant CPPD.

We are committed to developing teachers at all levels and opportunities will be provided for even our typical and effective teachers to develop themselves further. They will have opportunity to lead CPPD training in order to share and develop their skills. They will be used as development mentors as and when appropriate and required. Finally they will be invited to participate in tuning cycles throughout the year which will involve the enhancement and development of a particular thread of their practice.

In the event that a lesson visited is inadequate or shows significant cause for concern feedback will be provided and a re-visit will be arranged with the classroom teacher. If an improvement is not seen the individual will be recommended for the securing typical and effective practice (STEP) cycle.

Securing Typical and Effective Practice (STEP)

The aim of this cycle is to provide support and professional development to enable to teacher to develop their practice to a level that ensures consistently effective teaching. During this cycle:

- An appropriate development mentor will be assigned to work with the individual, this work may involve some team teaching and some coaching
- An action plan will be formulated (See appendix 1)
- Lesson observations will involve a judgement being made

The intention is for this to be a one-term intervention; the cycle may continue beyond one term provided improvements are being evidenced. If, towards the end of this cycle, lessons are consistently judged to be effective the individual will return to the general support and monitoring structure. If significant improvement has not been seen and lesson observations continue to be judged to not yet be typical and effective the individual will be recommended for the next stage of intervention, the securing effective practice cycle (SEP).

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Securing Effective Practice (SEP)

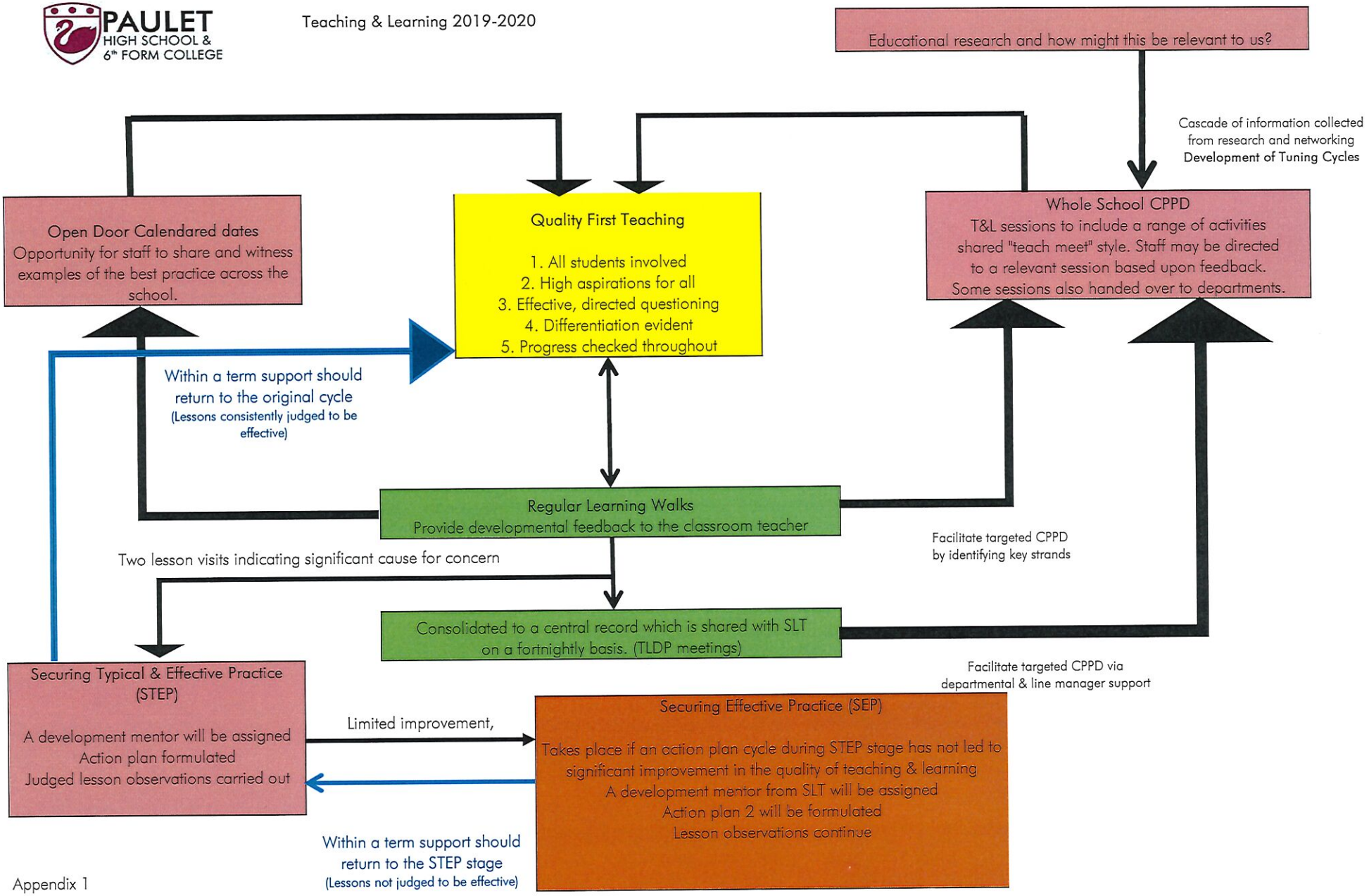
The aim of this cycle is to provide intensive support and professional development to enable the teacher to develop their practice to a level that ensures effective teaching. During this cycle:

- Lesson observations will continue to involve a judgement being made
- A member of the SLT will be assigned as mentor
- An action plan will be formulated (See appendix 2)
- Time will be allocated to allow the individual to visit colleagues and undertake relevant CPPD

The intention is for this to be a one-term intervention, significant improvements need to be seen during this time in order to avoid the formal stages of capability. A decision will be made at the end of this cycle as to whether the individual is recommended to return to the general development cycle (consistently lessons judged to be effective) or, in some cases, it may be appropriate for support to remain in place and they will move back to the STEP cycle.

PAULET HIGH SCHOOL & 6th FORM COLLEGE

Teaching & Learning 2019-2020



Appendix 1

PAULET
HIGH SCHOOL &
6th FORM COLLEGE

Securing Typical & Effective Practice

Member of Staff:	Mentor:	S T E P	
Target	Success criteria	Support needed	Evidenced by:
To ensure that student progress can be seen throughout the lesson	• Use of peer/self-assessment • Lesson objectives linked to student progress • Using assessment to refine teaching	• CPD on peer/self-assessment • Observing good practice • Use of critical friend to model and plan assessments	• Student voice on assessment • Lesson drop-in • Work scrutiny • Scrutiny of lesson planning
Dates: 14th January 2020 to 15th February 2020 Observation w/b 25th February	Next steps:		

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PAULET HIGH SCHOOL & 6th FORM COLLEGE

Securing Effective Practice

Member of Staff:	Mentor:	S E P	
Target	Success criteria	Support needed	Evidenced by:
To ensure that student progress can be seen throughout the lesson	• Use of peer/self-assessment • Lesson objectives linked to student progress • Using assessment to refine teaching	• CPD on peer/self-assessment • Observing good practice • Use of critical friend to model and plan assessments	• Student voice on assessment • Lesson drop-in • Work scrutiny • Scrutiny of lesson planning
Dates: 14th January 2020 to 15th February 2020 Observation w/b 25th February	Next steps:		

Appendix 2