

Teaching and Learning Policy

At SSSfN we seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our students.

Aims

Teachers should ensure that they always meet Teachers Standards lessons by:

- Continuously refreshing subject knowledge, understanding the courses they are delivering and using current teaching and learning initiatives so that their expertise can be shared confidently with students in order to enthuse them, challenge and secure their progress.
- Ensuring that they use prior attainment and other data, ongoing progress tracking via learning ladders alongside I.L.P.s to be aware of the capabilities and specific learning needs of all pupils in their classes so that they plan lessons, differentiate activities and deploy support appropriately in order that all students can access the curriculum, make good progress and be challenged regardless of their ability or specific barriers to learning.
- Planning structured and well-paced lessons which employ a wide variety of interesting and imaginative activities and resources, including the use of new technology where appropriate, in order to sustain student engagement, concentration, motivation and application.
- Setting clear and appropriately challenging learning objectives and ensuring that these objectives and clear success criteria are shared with students and reviewed throughout the lesson
- Effectively checking students' understanding throughout the lesson using a wide variety of formative assessment techniques, anticipating where they may need to intervene and doing so with a striking and significant impact on the quality of learning.
- Facilitating students to take responsibility for their own learning, providing opportunities for them to work both independently and collaboratively with peers.
- Establishing a positive and productive climate for learning in which the students demonstrate good attitudes to their work and have mutual respect for both teachers and peers alike.
- Managing incidents of indiscipline calmly, consistently applying the SSSfN Rewards and Relationships policy where appropriate, providing praise and positive reinforcement to foster self-esteem, motivation and confidence.
- Providing learners with regular detailed feedback, both orally and through marking, so that they know how well they have done and are aware of what they need to do next to sustain good progress.

- Recording clearly the progress students have made over time (verbally, in books and via Learning Ladders) and using this when working with the students to motivate and build self esteem

Continuing Professional Development

We aim to support colleagues to achieve these aims by:

- Providing quality school-based training focusing on whole school priorities but also ensuring that personalised professional development pathways are available in order to enable all staff to successfully complete their appraisal targets.
- Organising opportunities for colleagues to work collaboratively to share good practice, both within our own school and where appropriate with staff in other local schools.
- Allowing colleagues to attend external training where it is specifically linked to their appraisal targets or Subject Improvement Priorities.
- Providing coaching and mentoring where appropriate.

Quality Assurance

In order to ensure high quality teaching and learning the Executive Leadership Team aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school. To support this process of self- evaluation and self-challenge we will devise a robust monitoring schedule:

- Subject and Primary Leads will meet regularly with their Line Manager working towards an agreed agenda.
- Subject and Primary Leads will conduct a paired lesson observation with another member of the Executive Leadership Team to assure consistency and accuracy of judgement, at least once every year.
- Teachers and Instructors will be formally observed at least once per year using the school's lesson observation format by their Subject or Primary Leader. Other observations will be conducted by the Headteacher, Deputy Headteacher and other senior staff as part of the quality assurance system.
- Ongoing tracking of progress will be monitored via Learning Ladders
- The Executive Head and Heads of School will conduct an on-going audit of all lesson observations and recommend specific colleagues / departments for targeted support. Where such targeted support is put in place it will be recorded on a formal support plan overseen by a

specified member of XLT and reviewed after 6 weeks to ensure that it is having the necessary effect in developing the member of staff's skill set.

- Executive Leadership Team members are encouraged to include the staff team in the quality assurance process.
- Executive Leadership Team members will conduct work scrutiny analysis and lesson plan monitoring at least once per term.
- The Executive Leadership Team will devise a programme of Learning Walks, calendared to take place every half-term, focusing on a specific aspect of teaching and learning.
- The Executive Leadership Team will conduct an in-house inspection of all subject areas at least once every year as part of their quality assurance routines.
- Governors will provide scrutiny regarding the impact of this policy via regular reports and the whole school review cycle.

Autumn 2016

Date to review Dec 2018