

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## Teaching and Learning Policy

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Consultations/Training	SLT, Governors, Area Leaders, Subject Teachers

# Policy Statement

## General Statement

- This policy aims to build upon the best practice identified in the school to further develop “outstanding” teaching and learning across all faculties. To achieve this there needs to be consistency, coherence and continuity in developing a shared understanding of the quality and type of teaching and learning expected at Healing. The policy will be used to aid the monitoring and evaluation of the quality of teaching and learning carried out by middle and senior managers in the school. It will be of particular significance to both qualified teachers who are new to the school, ECTs and to student teachers in articulating our “sense of purpose”.

## Scope

- The policy informs:
  - lesson planning and the development of schemes of work and curriculum intent
  - lesson observation and feedback
  - Faculty Teaching and Learning Policies that are based on a response to this policy but reflects the special characteristics of the subject/group of subjects
  - the process of Faculty self-review
  - the School Improvement Plans and Area Improvement Plans
  - individual professional development plans and hence the priorities for CPD in the school.

## Expectations

The Policy sets out the expectations of teaching and learning at two levels

- That would be judged at OFSTED level 2 (Good)
- That would be judged at OFSTED level 1 (Outstanding)

Allowance will be made for student teachers, developing their skills in the classroom. Students tend to be judged using slightly different criteria and they should view our expectations as “aspirational”.

## **All teachers must aim to (Good Practice):**

- Be involved in the construction of schemes of work or lesson sequences and their subsequent evaluation, and be able to provide evidence that lessons are well-prepared and informed by the use of up to date student data
- Be explicit about the learning objectives. These should be clearly displayed in all lesson and referred to throughout the lesson. The learning objectives should indicate the appropriate level or examination grade that the pupil will be working towards and should be sufficiently challenging
- Make a prompt start to lessons and use time effectively. Meeting pupils in the corridor and getting them settled before they enter the room helps create a purposeful working environment. Communicate high expectations and insist on the highest standards of behaviour at all times, low level disruption is not tolerated
- Use planned starts to lessons that actively engage pupil interest and help them to settle into their work. Explain to pupils that lessons are interconnected; refer them back to prior learning and explain what comes next

Use a variety of teaching styles, including Metacognition and Retrieval Practice, that sustains pupils' concentration, motivation, application and extends and deepens their learning and skills.

- Be willing to adjust teaching to suit the emerging evidence about the pace and depth of pupil learning. This means that pupils must be given the opportunity for independent work and creative thought.
- Use a range of resources, including new technology and target support by TAs to maximise learning outcomes. It is expected that, where TAs are present, their deployment is planned in advance of the lesson.
- Pay attention to the physical environment that pupils are working in. Are they seated in a way that supports learning? Actively guiding who sits where for a particular activity can make a huge difference to learning outcomes. Stimulating displays of pupils' work shows that what they produce is valued. Examples of "levelled" work help to guide pupils in their own endeavours.
- Differentiate the learning to challenge ALL pupils, whatever their ability. The breaking down of learning objectives into  
"by the end of the lesson  
All pupils should be able to...  
Most pupils should be able to...  
Some pupils should be able to..."  
works well in most lessons. Give consideration to "challenge" activities for most able pupils and how TAs and Faculty Support teachers can be effectively deployed to support the learning of individual pupils
- Set homework in line with school and faculty policy. Think about the best time to set homework – the end of the lesson is best avoided (particularly for less able pupils). Make sure that homework is marked and returned to pupils promptly. As well as a grade or score (linked to a grade or level) there should always be a suggestion to pupils about how their work could be improved. Make time in lessons to go over homework and encourage pupils to review their learning via DIRT or retrieval practice

Teachers are secure in their subject knowledge and use questioning skilfully to probe pupils' responses and reshape tasks and explanations appropriately to build on pupils strengths

- Ensure pupils commit to improving their work both in content and presentation to show a pride in what they produce at all times
- Use Teachers Standards to evaluate lesson planning and delivery and ensure impact is made on pupil progress over time

## **Most teachers could, in addition to good practice (Outstanding practice)**

- **Demonstrate a deep knowledge and understanding of the subject area and use highly effective questioning to address any pupil misconceptions**
- Increase the pace of a lesson so that all / almost all pupils make progress well above the level expected
- Accurately judge the effect their teaching is having on pupils and be able to exploit opportunities to challenge them out of their “comfort zone”. The teachers who do this most effectively know their pupils strengths and weaknesses, and have developed strategies to engage and motivate even the most reluctant of learners
- Be prepared to take risks by trialling new lessons and activities to give pupils the opportunity for independent and creative work. It is acknowledged that not every new idea will be a success but outstanding teachers learn from what does and doesn't work
- Inspire, provoke and challenge their pupils. They encourage pupils to express their opinions and to respect that others may have views that are different to their own
- Act as facilitators, giving pupils choices about the route they might take in their work. They should then guide the pupil through the process of devising personal learning plans and then carrying them out independently.
- Embed reading, writing, communication and problem solving skills equipping pupils with skills to make progress
- Resources and teaching strategies reflect and value the diversity of people and communities beyond their immediate experience and love the challenge of learning about new cultures and traditions.

### **Additional guidance**

The School has devised programmes to help teachers improve their performance (Newly Employed Teacher, Recently Qualified Teacher). Peer to peer observation has proved to be vital in all programmes and the school makes extensive use of the expertise of its own staff and consultants brought in to support this expertise.

**Appendix 1** Teacher Standards, these are the building blocks for all Teaching and Learning

### **Relationship with other school policies:**

Homework

SEN

Gifted & Talented

Spiritual, Moral, Social & Cultural

Community Cohesion

Performance Management

Assessment, recording and reporting

### **Monitoring & Review:**

### **The Governing Body**

The Governing Body, supported by the Principal, will review the policy annually

### **Senior and Area Leaders:**

- Schemes of work, including assessment approaches
- Lesson observations

### **External support**

External moderation and validation of standards

### **SENCO:**

- IEP reviews with parents/carers

# Appendix 1

## PART ONE: TEACHING

### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.