



'Excellence Together'



Wyvern St Edmund's
Learning Campus

**Teaching and Learning
Policy and Procedure
2019**

Teaching and Learning Policy and Procedure

Our vision

At Wyvern St Edmund's, every student becomes the best version of themselves that they can be.

This vision is enacted by fully embracing the pursuit of academic excellence to maximise the progress of every student. We champion a vision of personal growth in character that is relentlessly celebrated at every turn. Our students develop discipline and confidence in seeking wisdom and knowledge, and developing their passions and God-given talents in all areas of life. Every member of our school is treated with dignity and respect and is shown care and consideration. We educate with a focus on relationships, participation in communities and the qualities of character that enable people to flourish together. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness'.

1. Policy statement

- 1.1 Teaching and learning is the foundation of all our work at Wyvern St Edmund's: it is central to all that we do and our approach is rooted in the vision, values and moral purpose of the school.
- 1.2 Our expectation is that all staff will consistently deliver high quality, stimulating and dynamic learning experiences.
- 1.3 We will ensure that all teaching and learning is subject to high levels of accountability through regular developmental monitoring, evaluation and review that will inform training, strategic planning and decision-making.
- 1.4 Our purpose is to create a learning environment that fosters motivation and allows all students to flourish. We strive not to simply teach knowledge, but to develop in our students a love of learning and a desire to exceed their potential.
- 1.5 As a Church of England school, we take seriously our moral duty as educators to provide a holistic education that ensures our students leave with a sense of their responsibility as global citizens who can contribute positively to society along with excellent qualifications.

2. Rationale

- 2.1 At Wyvern and St Edmund's we define learning as the process by which students acquire and assimilate knowledge, concepts, skills and attitudes to enable them to make greater sense of the world and to maximise their life chances through attaining good qualifications.
- 2.2 We aim to provide quality first teaching for students every day, in every lesson that they attend. We recognise that what happens in classrooms has a fundamental impact on students' futures: both in relation to their academic learning and in their holistic and spiritual development. All students will be supported and challenged to ensure they make excellent progress in their learning over time.
- 2.3 We aim to provide students of all ability levels and learning needs with equal opportunities to learn in order to achieve their full potential. We expect students to leave us fully prepared for the next stage of their education and/or training.
- 2.4 Our values and Christian principles ensure that the social, moral, spiritual and cultural development of students are key features of lesson planning in all subject areas.

3. Aims

This policy exists to clarify what we see as best practice and to make clear the expectations the schools have for staff and students to ensure that all our students learn well in every lesson.

3.1. In order to ensure that all students achieve their potential through challenging learning experiences we aim to:

- Provide a personalised learning experience for every student, accounting fully for individual needs, interests and aspirations.
- Ensure that students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- Ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, in order to achieve well in school and beyond.
- Continually raise standards of teaching and learning in the schools, in order that we continually inspire and motivate all students and staff.
- Identify and share good practice in teaching and learning across both schools.
- Provide guidelines for teaching and learning and support departments to establish department 'standards' regarding best practice and consistency.

- Maintain the highest expectations of every student and ensure that they know what to do in order to improve and how to do so.
- Instil the knowledge in students that there is no ceiling to achievement; and accept that as educators, it is our responsibility to develop learners and challenge aspirations.
- Recognise that every student has the ability to achieve and holds the right to be successful.
- Challenge our students, with regard to the curriculum provided and the attitude to learning expected, to ensure that their progress and attainment is maximised.

3.2 In order to meet the aims of this policy, we will:

- Recognise all students as individuals.
- Ensure all students know how to learn and how to reflect and improve on their learning.
- Promote positive attitudes and behaviours for learning and challenge these when they fall below expectations.
- Promote high quality learning through a first-rate curriculum delivered in clear, structured lessons.
- Creation of a positive learning environment with clear routines and expectations.
- Provide a variety of purposeful activities to meet the needs of and stretch all students.
- Recognise and reward achievement and challenge underachievement.
- Use prior attainment, assessment data and pastoral knowledge of students to inform lesson, curriculum and assessment planning.
- Use a range of strategies to constantly check for understanding in order to adapt to the emerging needs of learners.
- Foster independence in learning.
- Employ the whole school feedback policy in order to accelerate progress.
- Share good practice and retain an on-going dialogue focussed on pedagogy and on outstanding learning.
- Provide high-quality, varied professional development opportunities which are tailored to teachers' individual needs.

4. Implementation

4.1 Teachers' Standards

Teachers are expected to be aware of their ongoing responsibility with regard to the National Teacher's Standards and these form part of the appraisal process and ongoing teacher development.

4.2 Learning Walks

It is the culture at Wyvern St Edmund's that staff and students expect to see and welcome, visitors to their classroom. Both staff and students readily talk to visitors about the learning that is taking place.

Learning walks are conducted by senior and subject leaders. The purpose of these learning walks is to quality assure expectations are met and policies are adhered to. During a learning walk, a teacher can expect that student books will be looked at and students will be asked questions about their learning, progress and the feedback they receive.

4.3 Wyvern St Edmund's Way for Learning

We have highly trained, experienced subject specialists who are the experts in the delivery of their curriculum. Providing a high quality education drives ongoing development and review of our curriculum in each subject area. As subject specialists, our teachers are best placed to decide how they deliver the curriculum in the classroom and so we have no prescribed method of teaching. We do have some expectations of each lesson for example, the quality of the learning environment, expectations of student behaviour and attitude, established classroom routines and most importantly; positive, mutually respectful relationships that support learning and progress. In addition, we ask staff to engage with continual professional development in their subject and around 5 key areas we believe are best practice; the quality of instruction, questioning, modelling, support and challenge for all learners and responsive teaching.

4.4 Blue Sky

Observations relating to the Teachers' Standards are recorded Blue Sky. This information is used in appraisal reviews with the teacher to celebrate areas of strength, feedback on areas for development and to inform professional development planning. It is the responsibility of the teacher to self-review, monitor and build their individual profile on Blue Sky to ensure it reflects their current professional development with regards to teaching and learning. It is the responsibility of the line manager to ensure that the teacher has regular recorded feedback on Blue Sky.

Teachers are encouraged to observe colleagues as part of their own ongoing professional development.

Senior and middle leaders will conduct QA (quality assurance) walks on a rota that covers every lesson every day.

4.5 Planned observations

At Wyvern St Edmund's we do not have formal planned lesson observations. The quality of classroom practice is frequently monitored and reviewed, and is a responsibility recognised to be shared by all teachers. It is acknowledged that a planned observation does not provide a useful assessment of the consistency of teaching and how students are making progress over time.

There is no prescribed method of teaching that is expected; the focus is on the impact of the teaching on the quality of the learning that is happening and the effectiveness in the delivery of the curriculum. We recognise the most valid methods of capturing this is through student voice and book looks during and outside of learning walks.

A planned observation may take place in these circumstances:

- Teachers are encouraged to invite other teachers into their lesson to observe them for the purposes of professional development, for example, when trialling a new strategy or when seeking to self-evaluate an area for development.
- Where there is a concern with the learning, progress or behaviour, an agreed observation to support and provide developmental coaching for the teacher will take place.
- If a teacher has been judged to not be consistently meeting any aspect of the Teacher's Standards

4.6 Book Looks

These are conducted during learning walks and other targeted book looks, which are conducted and recorded by the Teaching and Learning Team, occur in subject meetings three times per year and in subject leader line management meetings. Books are primary evidence of how a student is making progress in the subject and how their responses to feedback are contributing to this progress.

There is also a minimum expectation of presentation within books, this is displayed in every teaching room and students are expected to take pride in the presentation and quality of their work.

4.7 Written Feedback

Students receive regular, ongoing verbal feedback during lessons, either as a whole class or on an individual basis. Students will receive written feedback every six lessons in each subject. The lesson in which they receive feedback will be a DIRT (Dedicated Improvement and Reflection Lesson) in which they will have time to correct and improve work as directed by their feedback.

Please refer to the Written Feedback Policy for the expectations regarding this.

4.8 Home Learning

Home Learning at Wyvern St Edmund's is viewed as essential element of ensuring student progress. Home learning is designed to allow students the opportunity to develop independence and autonomy in their learning. Home learning is set for student's using the software 'Show My Homework'. Parents have access to their child's account to support and monitor the completion of home learning. Teachers are expected to set and give feedback on regular home learning that must focus on consolidating or extending the learning in the classroom or home learning that introduces new knowledge or concepts that will be explored in the next lesson.

Please refer to the Home Learning Policy for the expectations regarding this.

4.9 Student and Parent Voice

We value highly what students and parents tell us about the experience of teaching and learning at Wyvern and St Edmund's. In every learning walk, where appropriate, students are questioned about their learning. At subject consultation evenings, we invite parent feedback on their child's experience.

More formally, three times a year four groups of students in each year group, meet with a member of staff to discuss their views on teaching and learning. Similarly, three times a year a parent forum group meets to do the same. We record the findings from these meetings and actions disseminated to all teaching staff to inform future planning. Please refer to the student and parent voice procedure documents for further detail.

4.10 Appraisal Reviews

Classroom practice is an appraisal objective for every member of teaching staff. Teachers are expected to consistently meet the National Teacher's Standards. Progress towards this is reviewed in a mid-year appraisal meeting. The review is conducted by the line manager and the purpose of the meeting is to examine the teaching profile of a member of staff in order to celebrate excellent practice and to set development points. The second part to this is objective is to demonstrate an ongoing commitment to professional development.

5. Teacher Professional Development

At Wyvern St Edmund's we pride ourselves on the passion our teachers demonstrate for their subject and the desire they have to share it with students. It is an expectation that all teachers will be responsible for ensuring their subject knowledge is current and relevant. As part of their responsibility, teachers are expected to be reflective about their

pedagogy and seek to innovate to ensure they are providing engaging, challenging and stimulating learning experiences.

We are committed to providing teachers and teaching assistants with the time and space to continue to develop within their specialism for the benefit of our students. We are also committed to providing regular, specific and high quality professional development opportunities and activities to support this. Visits to other schools both within MLP and beyond are encouraged and facilitated. We regularly create opportunities to participate in research and to pilot new strategies and ideas through collaborative working groups both physical and virtual.

We monitor the needs of staff, the impact of the professional development they receive, and its impact through the software, Blue Sky.

6. Further support

If it is recognised that a member of staff requires additional assistance with teaching and learning, a programme of support is actioned. A member of the leadership team will work with the member of staff and their line manager to create a plan for improvement. This may include joint planning, team-teaching and formal lesson observations. If, over time and with much support, a teacher does not engage with the plan or fails to make improvements, capability procedures will be started.

7. Responsibilities

- 7.1 The Headteacher is responsible for leading the strategic vision of the MLP Trust.
- 7.2 All leaders across Wyvern and St Edmund's are responsible for ensuring the principles of this policy consistently underpin the implementation and practice to ensure all teachers maintain the highest standards.
- 7.3 Senior leaders with accountability for the quality of education, specifically the implementation of the curriculum, are responsible for the strategic oversight of the quality of delivery in the classroom
- 7.4 Senior leaders with responsibility for teacher development are accountable for ensuring that an appropriate and high quality CPL programme supports this.
- 7.5 The SEND/PPD/Most Able Teams are responsible for advocating the needs of these groups of students and for providing appropriate strategies and support to meet these needs.
- 7.6 Heads of Departments are responsible for ensuring that: curriculum and planning meets learners' needs; standard operating procedures are implemented across the department; the quality of classroom practice is monitored and evaluated, support and training to develop teaching and learning across their department is provided and that the progress of students is tracked so that underachievement can be mitigated.

- 7.7 Pastoral leaders are responsible for sharing information that helps to remove any barriers to learning for students.
- 7.8 Teachers will take an active interest in, and responsibility for, developing their teaching practice, subject knowledge and will be supported by the school to do this.
- 7.9 All staff are responsible for applying the schools' teaching and learning policy and procedures to provide high quality learning experiences for all students.
- 7.10 The Local Governing Body has the responsibility of holding the school leadership to account for ensuring the vision for the quality of education is implemented and results in positive outcomes for all students.

Evaluation and development of policy

The policy is developed through consultation with staff, students and governors.

Review cycle of policy

This policy will be reviewed by the Local Governing Board every three years in accordance with the school's review cycle or sooner if required.

Policy author: Caroline Smith **Policy reviewed:** September 2019

Documents linked to this policy:

National Teacher's Standards
Wyvern St Edmund's Way for Learning
Written Feedback Policy
Home learning Policy
Department Handbooks
Behaviour Policy
Parent and Student Voice Procedures