Rationale

‘Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.’

Our vision is one that will take Brentside from good (OFSTED June 2011) to outstanding.

The purpose of the policy is to continuously improve the learning and achievement of our students in the school. This policy should be read in conjunction with other school policies, in particular the assessment, behaviour, gifted and talented, homework, literacy, feedback, special educational needs and quality assurance policies.

This policy clearly sets out the expectations of practice in our school to ensure that the learning and achievement of students is systematically supported, guided and encouraged, so that they can become effective learners; understand how they learn; possess a range of study techniques, and take responsibility for their learning whilst receiving a level of challenge commensurate with their ability.

Principles

This policy is based upon three key drivers:

- All students are treated with unconditional positive regard
- Teachers are leaders of learning and are constantly striving to develop their practice
- The development of teaching and learning is a collaborative enterprise between all stakeholders

The teacher’s role is to:

- Effectively plan lessons
- Set high expectations
- Lead the climate for learning
- Assess students learning and progress
- Use and manage resources effectively
- Provide independent learning opportunities to extend learning and progress over time
- Engage with parents/carers

Planning lessons

Teachers are expected to:

- Use school data to inform planning
- Use diagnostic assessment to inform planning
- Use assessment outcomes from previous lessons to inform planning
- Create lesson objectives which are linked to Bloom’s Revised Taxonomy and clear success criteria
- Ensure the success criteria provide the appropriate level of challenge for all individual abilities
• Plan lessons with a clear structure e.g. Connecting to the learning (do now, starter, sharing of objectives), stretching (main activities) transferring (learning is consolidated) and reflecting (learners consider what they have learnt and how they have been learning)
• Differentiate learning experiences to enable all students to achieve the learning objectives and experience success
• Plan learning experiences (including homework) to provide challenge for all individual abilities
• Plan learning experiences to develop reading, writing, communication and mathematical skills
• Plan learning experiences to develop specific learning habits e.g. reasoning, capitalising, noticing, making links
• Plan questions which use Bloom’s Revised Taxonomy in order to develop higher order thinking skills
• Plan how students’ progress will be assessed against the learning objectives throughout the lesson
• Provide learning opportunities to work as individuals, pairs and groups
• Provide a level of challenge which enables students to gain new knowledge, deepen their understanding and develop their skills

Setting high expectations
Teachers are expected to:

• Meet and greet students at the door at the start of the lesson
• Provide students with a ‘Do now’ activity on entry into the classroom
• Share the learning objectives and outcomes at the beginning of the lesson
• Take the register within the first 10 minutes of the lesson
• Consistently use the 10 step plan to effectively manage behaviour throughout the lesson
• Treat all students with equity– regardless of previous behaviour

Leading the climate for learning
Teachers are expected to:

• Have excellent subject knowledge
• Employ a variety of teaching strategies to ensure continuity of learning and progress for all students e.g. role modelling learning, questioning, explaining
• Demonstrate enthusiasm and positivity for their subject and learning
• Provide a safe and stimulating environment for learning which encourages students to take risks
• Set clear timeframes for students to complete tasks
• Enable students to demonstrate their skill and understanding in a variety of ways e.g. debate, presentations, role play
• Use praise and positive reinforcement and foster self esteem, motivate, build confidence and celebrate student achievement
• Regularly display examples of students’ work to show the process of learning
Assessing students’ learning and progress
Teachers are expected to:

- Use formative and summative assessment to assess students’ progress
- Use a variety of assessment strategies and media to assess students’ progress in lessons
- Use a variety of questioning techniques to deepen students’ understanding and develop higher order thinking
- Provide both oral and written feedback which clearly identifies how students can improve their work and make further progress over time
- Consistently mark work in accordance with the school marking policy
- Provide opportunities for students to peer and self assess their work against the learning objectives and outcomes
- Provide students with opportunities to identify their next steps for improvement and how they will achieve them
- Provide students with regular opportunities to give feedback and reflect on their learning
- Keep up to date and accurate records of students’ attainment in their planner and SIMs workbooks
- Keep parents/carers informed of students’ learning and progress

Using and managing resources effectively
Teachers are expected to:

- Regularly review schemes of work to ensure they are relevant and in line with the national curriculum and course specifications
- Work proactively with learning support assistants with respect to the planning and delivery of lessons
- Utilise students’ digital literacy to maximise their learning and achievement
- Use appropriate resources form the world wide web
- Record homework on the managed learning environment
- Direct students towards appropriate resources to enhance and enrich their learning
- Ensure resources students use are appropriately differentiated to the individual abilities of students

Providing independent learning opportunities to extend learning and progress over time
Teachers are expected to:

- Consistently set and mark homework in accordance with the homework and marking policy
- Set differentiated homework to challenge all individual abilities
- Ensure that homework is given at an appropriate time in the lesson
- Consistently follow up on non-completion of homework
Engaging with Parents/carers

Teachers are expected to:

- Assist parents/carers in supporting their children’s learning and progress by keeping them well informed through letters, phone calls, email, meetings, target review days and consultation evenings

The students’ role is to:

- Be prepared for learning
- Have a positive attitude to learning

Being prepared for learning
Students are expected to:

- Be on time for lessons
- Wear correct uniform
- Have the correct equipment for lessons
- Be aware of their working at grades and target grades in all subjects
- Completed prep work for lesson

Having a positive attitude to learning
Students are expected to:

- Respond positively to learning experiences provided
- Raise questions to deepen their understanding
- Develop their ability to work autonomously and increasingly take the initiative
- Take pride in their work and look after resources
- Show levels of courtesy, collaboration and cooperation in lesson
- Allow the lessons to proceed without interruption
- Value the contributions of their peers
- Consistently review their work to consolidate their learning
- Demonstrate in assessments and tests that they are performing to the standard of their ability
- Respond and action teacher feedback to improve their work
- Meet deadlines

Parents/carers’ role is to:

Engage with their children’s learning and progress
Parents/carers are expected to:

- Encourage their child to do classwork and homework to the best of his/her ability
- Encourage their child to adhere to the Code of Conduct and obey the school rules
- Attend parents/carers consultation and information evenings/meetings/events
- Take an active interest their child’s work and progress and support the school in providing extra support if their child is having difficulties
Implementation of the policy—responsibilities

All staff
• To be aware of the principles of the policy and the contribution they make to its implementation

Teaching staff:
• To implement the policy by ensuring the planning and delivery of good and outstanding lessons

Subject leaders:
• To be responsible for the coordination of long term and medium term planning of schemes of work and programmes of study
• Quality assure teaching and learning in their departments
• To provide appropriate support to team members through training, materials and/or coaching
• To consistently monitor the adherence to the policy

Senior leaders:
• To provide the appropriate support through training and resources for departments and individuals
• Quality assure teaching and learning
• To consistently monitor and evaluate the impact of the teaching and learning policy
• To update the policy in response to the changing needs of the school

Governors:
• To ensure the effective and rigorous implementation and monitoring of the policy

Students:
• To be prepared for learning and have a positive attitude to learning to enable teachers to effectively implement the policy

Parents/carers:
• To support the teaching and learning policy in line with the Home–School Agreement