



Teaching and Learning Policy

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Distribution			
Essential reading for:		Teaching staff	
Information for:		Parents, staff and students	

1. Principles

At Queen Mary's High School, we:

- Provide a safe, supportive, stimulating learning environment
- Are a school community of respectful, tolerant, open minded citizens who value and respect all cultures and characteristics
- Foster self-esteem, personal responsibility to develop confident, disciplined, enquiring and resilient lifelong learners
- Facilitate considerate and positive relationships between all members of the school community

We support young people in becoming:

- Successful and inquisitive individuals who have a thirst for learning, make superb progress and achieve excellence
- Confident, resilient individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a significant positive contribution to our community and society

Our aim is to enable our students to be resilient, responsible and resourceful learners who have the attitudes, skills and motivation required to be successful independent, life-long learners. We aim to promote the enjoyment of learning and to raise pupil achievement. We have an ethos of high achievement in which both staff and pupils have a responsibility to:

- Listen
- Respect each other
- Have high expectations of themselves and others
- Persevere with work and face difficulties positively

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that every student is provided with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

2. The Learning Environment

Learning is effective where students:

- Feel safe and supported to take on challenges
- Take an active interest in and have a positive attitude towards their learning, displaying a high level of concentration and motivation
- Participate and contribute positively to each learning opportunity
- Work independently and collaboratively to make progress and achieve
- Are resilient and persevere, acquiring a range of coping strategies to address challenges

Learning is effective where teachers:

- Create a safe, calm, supportive and inclusive learning environment
- Are enthusiastic and passionate about the subject they are teaching
- Share aims and objectives with learners
- Ensure that students understand the curriculum context (what, how and why they are learning - the bigger picture)
- Plan purposeful learning through carefully planned, structured and resourced lessons

- Have high expectations for all learners and are consistent in their approach to each student
- Allow for spontaneity and useful digression from their planned learning activity
- Are creative, imaginative and adaptable in planning and preparing teaching and learning materials and strategies
- Use ICT appropriately to enhance learning
- Assess progress and provide written and /or verbal feedback regularly that supports each student in making progress
- Develop positive and productive working relationships with students, recognising and praising effort as well as success
- Prepare students to meet the requirements of external exams
- Ensure support and provision for students with particular requirements, paying regard to Special Educational Needs and access for pupils with disability, English as an additional language and disadvantaged students
- Make frequent and explicit contributions to the wider, formal and informal curriculum of the school
- Evaluate the reasons for pupil under-performance and take appropriate supportive action;
- Develop partnerships between teachers'/teachers, teachers/students, teachers/parents, students/parents and school/local community
- Encourage and support continuous and collaborative evaluation of the teaching process

3. The Curriculum

The breadth and richness of the curriculum, both formal and informal, supports our students. The design and implementation of the curriculum supports and prepares the students for the next stage in their education.

Our Curriculum Intent

We aim to:

- Create an aspirational and highly successful culture
- Enable students to be creative and inquisitive
- Provide opportunities for innovation, risk taking and academic excellence in the formal and informal curriculum
- Enable success for all

Our Curriculum Principles

- We support induction into secondary school for all Year 7 students
- Progressive in knowledge and skills over 7 years accelerating student progress
- We use targeted support and additional challenge to ensure all students make excellent progress
- We ensure all students' progress is in line with national expectations
- We engage students through curricular enrichment sessions to address the wider curriculum, including SMSC, PSHCE, Careers Information Advice and Guidance
- We offer a complementary extended schools extra-curricular programme to enhance learning and participation for sports, arts, academia, catch-up and master classes

Teachers are responsible for maintaining and developing their subject and pedagogical knowledge, and for ensuring the best possible learning opportunities are planned, delivered, and evaluated. All adults are expected to be leaders of learning, to develop their professional

expertise, to participate in continuing professional development, and to share and observe good practice, thereby building and disseminating knowledge and best practice.

Subject teams should have curriculum overviews for each year group and shared schemes of work as a starting point for their lesson planning. Teachers are expected to adapt learning plans appropriately based on assessment of student progress. Links should be made to real life experiences and work related contexts to support the development of cultural capital and careers related learning of our students. We aim to ensure that the curriculum is reflective of and responsive to the cultural background of our school population.

Educating young people to ensure they grow up to lead safe, happy, fulfilling and successful lives is at the heart of what we do at Queen Mary's High School. Through the formal and enrichment curriculum we aim to integrate these ideals so that all students can:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We provide opportunities for learning in these areas across the whole curriculum, but in addition through visits, external speakers, charity events and participation in community support.

4. Pedagogy

The present learning experience is explicitly sited between what has been learned previously and what learning is to come. Learning is incremental, effectively connecting the elements of a learning journey enables students to see and make progress. The way that schemes of work and lessons are structured should reflect our shared understanding of the learning process.

- New Learning should be introduced by sharing the big picture, this orientates the learner by giving them an overview of how the learning will be organised
- Link the learning to previous and future learning (put it in context)
- Teachers should ensure that students should know what they need to learn and practice over time
- The outcomes of learning should be explicit
- Pose questions and engage curiosity
- Make the meaning memorable, use props, stimulating resources, music images
- Use thinking time
- Ensure tasks are clearly understood by using questioning and recall
- Teach specific skills required to access the learning in the lesson/ unit of work
- Provide opportunities for students to practice, demonstrate and transfer their skills
- Provide opportunities for collaborative, collective and independent learning activities

Teachers are responsible for ensuring that feedback leads to improvements in learning. It should build self-esteem, encourage and motivate. It should be relevant to the aims of the lesson and should lead to progress.

- Planned reviews should happen during and at the conclusion of learning experiences (i.e. plenaries)

- Opportunities for feedback, peer and self-assessment and evaluation should be built into all lessons as appropriate
- Students should be taught how to reflect on and evaluate their own learning, their progress towards targets and the aims of a learning experience, using success criteria and feedback. This should enable them to plan next steps in their learning
- Teachers should ensure time is planned for reflection and improvement (green pen time)
- Teachers should give written and verbal feedback in line with the assessment and feedback policy

5. Assessment for Learning

Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives may be set and children's progress regularly reviewed. This should be done in partnership with the learner. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and map progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the student changes year group
- comply with statutory requirements

6. The Physical Classroom Environment

There are significant positive impacts on motivation and quality of outcomes associated with the physical classroom environment. This includes the use of display, music, ICT resources and the consideration of layout and student groupings Teachers are responsible for ensuring the classrooms are stimulating and welcoming learning spaces by ensuring that classrooms are tidy and free from clutter to promote a calm productive learning environment.

Learning displays in classrooms should support and reinforce learning. They are an important tool to be used to enhance and potentially accelerate learning, they should aid recall and stimulate further thinking. Displays may include (but do not need to be limited to):

- Esteem raising well- presented displays of high quality work
- Interactive displays to promote curiosity and enquiry
- Subject learning journeys and student friendly assessment and curriculum maps
- Learning tools in the form of key word banks, definitions, assessment objectives or success criteria for the subject
- Information about enrichment and out of lesson learning opportunities

This policy should be read in conjunction with:

Teacher Assessment and Feedback Policy

Assessment, Data and Reporting Policy

Homework Policy

Rewards, Behaviour and Consequences Policy