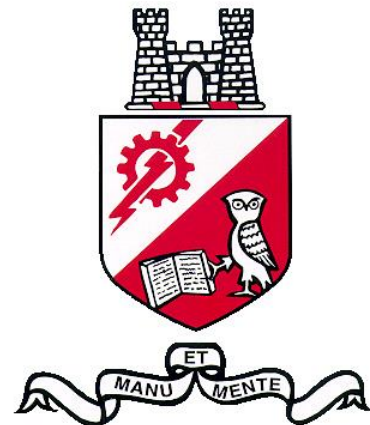


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Teaching & Learning Policy

Policy Date

February 2023

Signed

West Hatch Mission Statement:

“We are a family dedicated to all our students excelling academically and personally, in our school and beyond, by seizing the opportunities we provide.”

Teaching and learning policy links to school mission, aims and values

We recognise that all pupils possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. We aim, through successful teaching and learning, to develop the whole child and to enable our pupils to make exceptional progress and become lifelong learners to be “the best that they can be.”

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality; with the appropriate level of challenge in all lessons; where the learning needs of all pupils are met and where pupils develop the skills, knowledge and attitudes to learning that supports them in being successful in the future.

Statutory Framework:

Teachers’ performance will be assessed against the Teachers’ Standards as part of the appraisal arrangements in school.

Purpose:

The policy is intended to improve outcomes for students in terms of higher standards of attainment and greater levels of progress. For staff it specifies the expectation for high quality teaching and high-level leadership and management. The policy will apply to all staff (teaching and support) directly involved in teaching and learning.

Implementation:

Key elements of the approach to teaching and learning:

Overview:

When it comes to good teaching, we understand there are various approaches and strategies that work. We have articulated the best of these strategies, as indicated by evidence, and want teachers to actively engage with these. We have called this the *WH Lesson Structure*. We want to ensure consistency of the quality of teaching across the school and the behaviours required to achieve this consistency. In doing this, we will ensure the best outcomes for all students.

Our WH Lesson structure framework is a blueprint for excellent teaching and consists of the following:

Reviewing learning: provide a ‘Do Now’ that reviews previously taught knowledge

Explanation: instructions and explanations should be clear, concise, clarify misconceptions head on and reiterate expectations for behaviour and engagement

Independent Practice: the WH teaching culture uses the acronym SLOP or ‘*shed loads of practice*’ to target this area. Independent work should allow students to apply what they have learnt and consolidate understanding

Feedback: live marking should be timely and specific and should focus on providing feedback on misconceptions, the teacher should be actively circulating during this time.

Plenary: a plenary should review what has been learnt whilst sharing & rewarding best practice, at WH we know this as WAGOLL – ‘*what a good one looks like*’

Other Expectations

- Students are actively encouraged to take responsibility for their exercise books and associated learning materials. They should be taken home in order to encourage independent learning and self-regulation

Homework

All homework must be set on *Show my Homework* in accordance with the school policy.

TEAMS

It is expected that all staff and students can operate TEAMS and have their classes activated.

Continuing Professional Development (CPD):

The principles for our CPD are based on the Dylan Williams quote:

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”

Dylan Williams

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. West Hatch High School’s CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity.

These CPD activities include:

Instructional Coaching:

“...we find large positive effects of coaching on teachers’ instructional practice...content-specific coaching programs and those that focused on general pedagogical practices produces strikingly consistent estimates of .58 SD and .63 SD, respectively.” (Kraft, Blazar, Hogan. 2017)

- Face to face feedback from an experienced teacher who will be working with 1 or 2 colleagues per academic year

- An entitlement to coaching each academic year (15 min observations and 15 min feedback throughout the year) with feedback built into directed CPD time
- Classroom teacher owns their own CPD focus, drives the process with records kept on 'Steplab' with concrete actions to take next and deliberate practice opportunities
- No OFSTED lesson judgements given
- Each UPS teacher coaches a colleague on the Main Scale as part of their UPS responsibility. The coaching pairs are generated by the Deputy Head who has an overview of strengths / weaknesses across the staff body. The principles behind pairing up teachers are: existing ECT/ITT mentors/coaches continue to work together; non-specialists given a subject specific mentor for support; UPS/M6 staff to lead where appropriate.
- The expectation of an Instructional Coach is as follows: full time staff should aim for a fortnightly observation / feedback cycle with part-time staff taking part in an observation / feedback cycle every 3 weeks
- Each observation / feedback should be entered on our Steplab software which enhances the feedback by providing the optimal structure for feedback (based on research) and provides examples of recorded 'live' modelling of techniques.

Tuesday CPD sessions:

Weekly after school sessions (1 hour +) are used to focus on SDP priorities at whole school and department level.

Foci for each half term are sent in advance to enable HODs to prepare subject specific training. One session each half term is dedicated to: safeguarding training; non-specialist subject training, middle leaders meeting (academic and pastoral) to share best practice at Leadership Forum.

T&L Group:

WH has an active T&L group of teachers who read and disseminate research which teachers may find useful. They take part in delivering whole school CPD, preparing ideas for *Monday Morsel* – a quick e-mail on a Monday to share best practice - as well as modelling and sharing best practice. We also have a staff library stocked with seminal CPD books to support pedagogy.

Middle-Leaders Programme:

We have an extensive in-house leadership development programme for middle leaders which is run by SLT.

External CPD

We often provide staff with external training courses which help secure assessment (exam board training) or subject knowledge or have external trainers to provide whole-school CPD. Teachers also access a range of external courses such as PIXL conferences, Middle Leaders Programmes, Masters degrees or the suite of NPQ qualifications.

Monitoring and Evaluation

At West Hatch High School, we ensure consistently high-quality lessons are provided across the curriculum through rigorous quality assurance, monitoring and evaluation. The following summary outlines the quality assurance procedures that will take place each academic year:

MONITORING OVERVIEW: How do we monitor within school?

Classroom Teachers / Form Tutors

Key Levers for monitoring and evaluation	Monitored by:	How Often?
Laser-Sharp Learning Walks	SLT & Middle Leaders	1 per half term
'Drop-ins'	SLT & Middle Leaders (Steplab)	Regularly (one a week)
Deep Dive model (work scrutiny & pupil voice)	SLT & Middle Leaders	1 per half term
Appraisal / PMR	SLT & Middle Leaders	Oct/Feb
ECT Programme	Mentors / ECT Lead / VS	Weekly / Half-Termly
Instructional Coaching	Middle Leaders / VS	Every 2-3 weeks

Middle Leaders

Key Levers for monitoring and evaluation	Monitored by:	How Often?
Paired (SLT/ML) Learning Walk and Deep Dive	SLT & Middle Leader (VS)	Sept/Oct (then as required)
Exam Review, reflection and forward planning	SLT	September
SLT Link Meetings to triangulate levers	SLT Link	Bi-weekly
Action Plan Completion & Review	SLT Link	Half-Termly & Bi-weekly
Leadership Forum attendance	VS	Half-termly
Instructional Coaching & Steplab Completion	VS	Every 2 weeks
Appraisal / PMR	SLT / VS/ A Miles	Oct/Feb
Subject Reviews	SLT	Proportionate to need

SLT

Key Levers for monitoring and evaluation	Monitored by:	How Often?
Monitoring and evaluation meetings	VS	Bi-weekly
Action Plan Department updates	VS	Half-termly
Instructional Coaching & Steplab Completion	VS	Every 2 weeks
Learning Walk / Work Scrutiny / Pupil Voice	VS	X1 each half term
Attendance at Dept. Tuesday CPD sessions	SLT / VS	X1 per dept. each half term
Appraisal / PMR	DL / A Miles	Oct/Feb
Subject Audit Evaluations	VS	Jan & July

Our definitions:

Learning walks: these evaluate the curriculum, standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. They are evaluative and triangulated between leaders.

Drop ins: a shorter style classroom visit which is a temperature check – it may focus on BFL or standards or monitoring department / whole school policies

Deep Dive: a selection of pupils discuss their learning whilst showing leaders their exercise book. This is based on the OFSTED deep dive model to evaluate pupil voice and learning. This is used to triangulate the intent, implementation and impact of a curriculum area with evidence from learning walks and drop ins.

In addition:

The Headteacher will observe every new teacher to the school within the first half term of the new academic year. This hour-long observation will be completed jointly with the Head of Department and will be part of their probation period.

Governors are also part of our monitoring to ensure the effective and rigorous implementation of policies

Supporting Teachers

Where it is identified that pupils are not making sufficient progress over time as a result of the teaching they are receiving, the school will act swiftly to support staff and put in place CPD activities that ensure pupils are able to make rapid progress within their lessons. The diagram in Appendix A outlines the processes that will be put in place should support be required at any point.

Links with other policy areas

- Marking and feedback policy

Communication

Teaching staff and all stakeholders will be kept informed and up to date through regular reporting of events and activities published through:

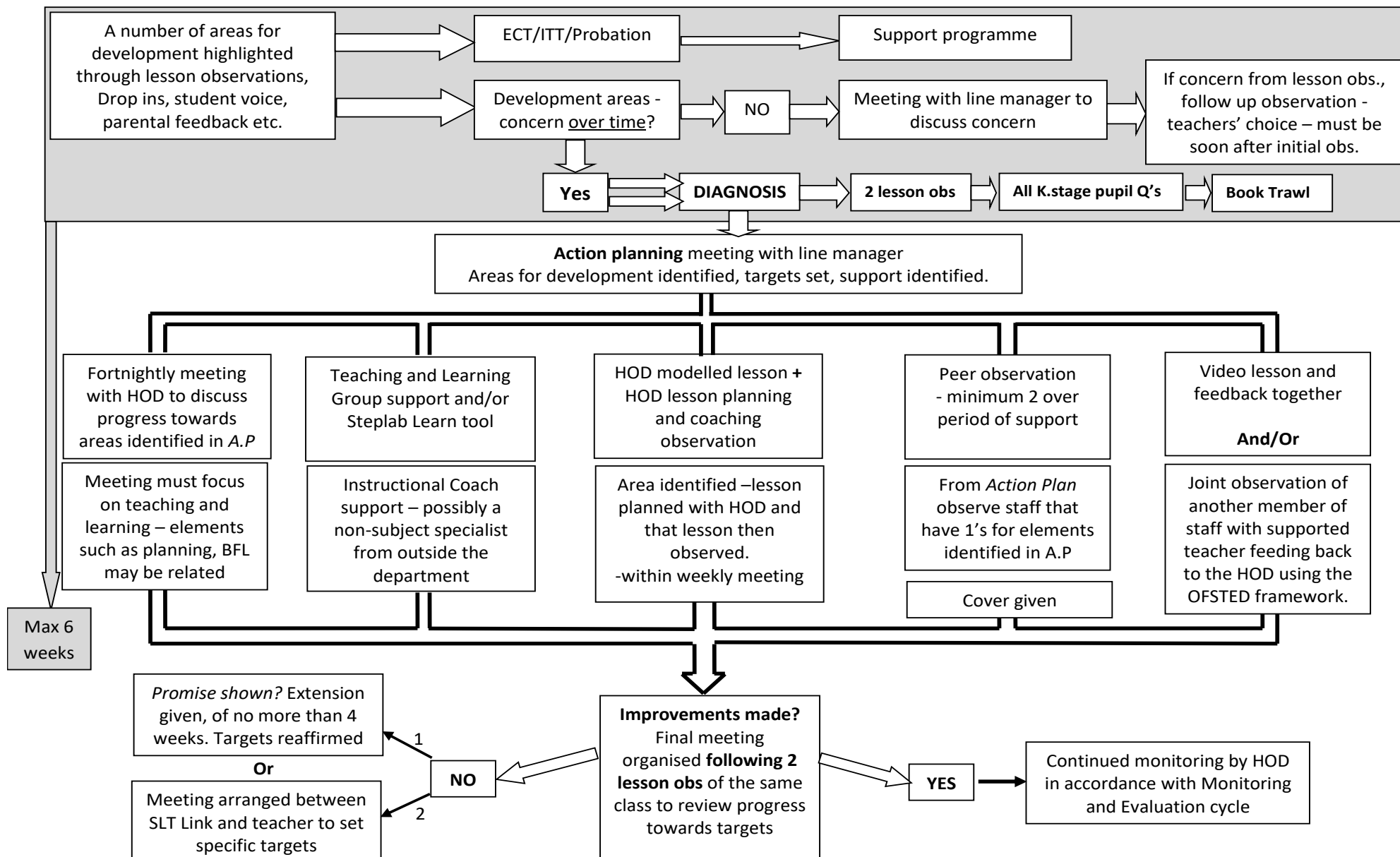
- Staff meetings, training and INSET
- Line management meetings
- E mail communications
- Relevant sections of the school's website

Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with Saffron Teaching Hub, Leaders and Initial Teacher Training providers e.g. TES, Essex School Direct

WEST HATCH HIGH SCHOOL

SUPPORTING TEACHING PROGRAMME





PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships, and work with parents in the best interests of their pupils.

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, articulation 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.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix B – Teaching Standards