



Teaching and Learning Policy

1.0 Rationale

To formulate a policy which promotes achievement in our school by stating an entitlement for all pupils to a broad and balanced curriculum which will provide opportunities for them to develop their full potential. The Teaching and Learning Policy embraces the school's visions and values of 'together, resilient, ambitious, caring'.

2.0 Aims

At Titus Salt School we aim to:

- ensure a common high quality of experience for all pupils to maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning
- ensure that we have clear understanding of pupil starting points so that any gaps can be addressed quickly and students are supported to make good progress
- ensure strong/exceptional teaching and learning practice where our teachers have the pedagogical content knowledge, technical skills and resources to transform learning for all
- ensure through whole school CPD, lesson visits and relevant, personalised training opportunities that all teachers are supported to develop strong/exceptional practice and that good practice is celebrated and disseminated widely.
- ensure that current findings from research and best practice are implemented and embedded in teaching at all key stages
- In order to ensure that these aims are supported and that our pupils receive the highest quality teaching and learning, we have clear expectations for all. We support staff in meeting the Teacher Standards as published by the DfE (2021) and objectives set through the Appraisal and Professional Growth process encourage staff to achieve the highest standards in teaching and learning

3.0 Monitoring

The quality of Teaching and Learning is monitored through:

- lesson observations (for new staff and Early Career Teachers (ECTs))
- faculty curriculum reviews carried out by the DHT Ambition Development and Growth
- lesson visits by Faculty and Subject Leaders for all teachers
- regular lesson walkthroughs from the Senior Leadership Team
- peer observations
- pupil voice surveys
- liaison with Inspection Advisors (e.g. B11)
- work scrutiny by Faculty and Subject Leaders and members of the Leadership Team
- joint Teaching and Learning Collaboration on a Wednesday afternoon
- outcomes as identified on 4Matrix, ALPS Connect and the Attainment and Achievement drive (I:)
- calendared Governors' Quality Assurance weeks
- school-based examination reviews
- parent voice activities

4.0 Characteristics of strong and exceptional teaching and learning (Quality First Teaching) at Titus Salt School

4.1 The agreed core concepts for high quality teaching are based around the school values of:

- **T**ogether
- **R**esilient
- **A**mbitious
- **C**aring

Together

- Teachers set common learning goals for each lesson which identify what the student is learning (core concepts, knowledge and skills) and why they are learning this now (connections to prior learning and wider curriculum)
- Lessons are based clearly on the faculty intent and implementation documents
- Teachers enable students to connect their learning to their wider experience including focusing on careers, personal development and cultural capital

Resilient

- Teachers follow the Ready, Respectful, Safe behaviour policy consistently to support all students in engaging with their learning
- Teachers follow our school 'lesson starts and ends' procedures to set up a calm and purposeful working environment
- Teachers have high expectations of all learners, stressing the positives in work and attitude and setting Positive Behaviour Strategy objectives when needed.
- Teachers use effective strategies to develop independent learning skills such as home learning tasks and activities to support metacognition
- Teachers plan tasks to support retention including effective 'learn now' tasks and high quality questioning to build on the spiral nature of the curriculum

Ambitious

- Teachers use a wide range of assessment strategies, both formative and summative, to check for understanding and to personalise their teaching accordingly
- Teachers regularly use questioning to check understanding, shape next steps in teaching and encourage students to think deeply.
- Teachers support students to reflect on their learning and identify next steps for development through effective feedback and reflection tasks
- Teachers take every opportunity to develop pupils' literacy and numeracy skills through, for example, explicit vocabulary teaching or common numeracy approaches
- Teachers set high expectations for all learners and scaffold tasks to support all to work towards the same learning goals
- Teachers design tasks which stretch and challenge students to reach the highest possible levels of attainment

Caring

- Teachers know their students well and use working seating plans on Class Charts to support them in meeting the needs of all pupils
- Teachers adapt learning carefully for those with EHC plans and SEND needs to ensure that they can access the identified learning goals
- Teachers consider the pastoral needs of those they teach and aim to break down barriers to learning

- Teachers recognise the importance of equal opportunities, taking account of individual needs, background, gender, sexual orientation, religion race and ethnicity and whether they are identified as being disadvantaged or SEND
- Teachers adapt teaching according to this knowledge in order to support all to attain at the highest level through appropriate revisions to tasks and resources and effective use of LSAs so that all are able to access the shared learning goals for the lesson. This may involve curriculum meetings with LSAs to discuss how best to support students in the classroom
- Teachers promote motivation by making pupils feel secure and valued as individuals and by developing their self-esteem and confidence. We do this through building on strengths to promote success and by using our rewards system. This is particularly important for our CIC, PCIC and SEND students

4.2 Learning

- 1 Pupils are entitled to have access to a wide range of learning materials, resources, and experiences
- 2 Learning activities should be pitched accurately in order to maximise progress and to allow pupils to experience success
- 3 Both independent and collaborative work by pupils will be facilitated and encouraged as appropriate to the learning goals of the lesson
- 4 Pupils are expected to ask and answer questions, reflect, and show ambition and resilience
- 5 Pupils are given responsibility for responding to teachers' comments and for planning and evaluating their learning. Pupils should receive feedback which helps them to identify strengths, but more importantly to understand what they need to do to make further progress
- 6 Pupils are encouraged to take responsibility for caring for and organising learning resources in the school environment themes
- 7 Pupils should understand that they and the school are part of a wider learning community, for example learning through projects such as SUSOMAD, BBC Report, STEM projects, Royal Shakespeare Company
- 8 Pupils understand their level of attainment in each subject area in order to work towards challenging targets
- 9 All pupils are supported to involve themselves in the lesson and all contribute in some way. Pupils are encouraged to go out of their way to help each other
- 10 Pupils who experience barriers to learning are supported to find ways to overcome these through personalised teaching and effective pastoral care.

4.3 Remote Learning

In the event of a local or national lockdown or where pupils must self-isolate for a period of time, learning is made available via Oak National Academy, the Continuity Oak website and through Microsoft Teams.

For other absences, in cases where pupils feel well enough to work, pupils are directed immediately to online learning through Oak National Academy (See Remote Learning Policy).

5.0 Quality Assurance

The Governing Body and Senior Leadership Team are committed to ensuring that lesson visits are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity, and courtesy
- evaluate objectively

- report accurately and fairly
- respect the confidentiality of the information gained

5.1 Protocols

Lesson visits and Faculty Reviews:

- The total period for lesson visits arranged for any teacher will not routinely (see below) exceed one hour in total per term, having regard to the individual circumstances of the teacher
- Lesson visits focusing on Faculty-specific and whole school priorities will be coordinated by Faculty Leaders in conjunction with Assistant Heads and Deputy Headteacher. Some will take place as part of annual Faculty Reviews with SLT and others will be related to Faculty level monitoring
- The QA schedule will pay due regard to the demands of exam and NEA preparation
- SLT whole school walkthroughs will take place each half term, focusing on strategic priorities in the School Action Plan
- Early Career Teachers will be observed each half term in accordance with the guidelines for induction
- As part of the school's QA process, colleagues will be observed formally if they meet any of the following criteria:
 - The school holds no data from lesson observations/walkthroughs/lesson visits for the previous two years
 - Lesson observations/walkthroughs/lesson visits show significant areas for development
 - Pupil progress in the teacher's classes is consistently low
- The arrangements for lesson visits will be included in the planning and review statement and will include the number of visits, specify their primary purpose, any particular aspects of the teacher's performance which will be assessed and who will conduct the visit
- Teachers will be given no specific notice about individual lesson visits, but faculties will announce the particular focus of the visits for that term (as identified through priorities in Faculty Action Plans) and the windows for Faculty Review weeks and SLT Walkthroughs will be published in advance
- Lesson visits and Quality Assurance Activities will take place termly (except where specified above).
- Lesson visits will include feedback on:
 - the intent of the curriculum (relation to Schemes of Learning)
 - implementation of pedagogy (including questioning and adaptation) to secure knowledge
 - The impact on all groups of learners (including current outcomes, quality of feedback, behaviour and safety)
 - Lesson visits may also include sampling of student work and student voice

Where evidence emerges about teaching performance which gives rise to concern during the cycle, this must be challenged and supported by the Faculty leader/Subject leader in the first instance as part of the appraisal process. If a subsequent lesson visit shows continued concerns in not meeting the teacher standards, the teacher may have to commence a T&L support plan. The time and duration of the support plan is in accordance with the Teaching and Learning Support Plan protocols.

- Information gathered during lesson visits will be used, as appropriate, for a variety of purposes including informing school self-evaluation further whole school training opportunities, evidence to support appraisal objectives and school improvement strategies in accordance with the school's commitment to

streamlining data collection and minimising bureaucracy and workload burdens on staff

- Lesson visits will only be undertaken by named persons with QTS. In addition, lesson visits will only be undertaken by those who have had adequate preparation and the appropriate professional training to undertake visits and to provide constructive verbal and written feedback and support, in the context of professional dialogue between colleagues
- During Governors' Quality Assurance Week, the designated member of staff undertaking lesson visits may be accompanied by a governor
- Verbal feedback will be given as soon as possible after the lesson visit and no later than the end of the following working day (i.e., within 24 hours). It will be given during directed time in a suitable, private environment
- Written feedback will be provided within five working days of the lesson visit having taken place. If issues emerged from a lesson visit that were not part of the focus of the observation, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance
- The written record of feedback also includes the date on which the lesson visit took place, the lesson visited and the length of the visit. The teacher has the right to append written comments on the feedback document
- A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads and designated staff such as Faculty Leaders have a right to 'drop in' to support the staff in the teaching and learning process
- Heads and designated staff such as Faculty Leaders have a right to undertake work scrutiny of other groups of pupils at any point. Work Scrutiny will not just be subject specific but be asked for on a group basis, e.g., Year 8 disadvantaged pupils: Year 10 High Attaining pupils
- Each Faculty/Subject Leader has produced an Assessment and Marking overview to help staff know expectations on what to mark, in what way to mark and frequency, thereby creating a more bespoke system within the established and agreed framework. Work scrutiny should reflect these expectations
- The Wednesday T&L Collaboration allows the opportunity for more focused collaboration with greater consistency in lesson planning through the use of the implementation planning grids which support collaboration on best practice as well as subject specific CPD. This time also allows for standardisation, review of marking and tracking pupil progress to identify target groups and plan intervention strategies.
- Some T&L time will be dedicated to the introduction of whole school T&L strategies followed up within Faculty/Subject areas. Whole school strategies will be informed by Faculty Reviews and the School Action Plan in order to determine priorities.
- All teachers are expected to follow the Faculty/Subject schemes of learning and implementation plans but individual lessons activities may be adapted to suit the teacher and the specific needs of the group.
- The whole school lesson visit proforma will be used in each Faculty to ensure consistency and a rigorous focus on areas for further development
- Lesson visits will only inform the Appraisal review process where evidence arises which merits the revision of the Appraisal planning statement, in accordance with the provisions of the regulations, but may be used by the teacher as evidence to support their objectives
- Findings from lesson visits and other QA activities are collated by Faculty Leaders and direct planning for T&L collaboration meetings. Findings from

Faculty Reviews are collated by the DHT Ambition, Development and Growth and a Faculty review report produced with actions to be followed up in Faculty areas.

5.3 Monitoring and Evaluation

Monitoring (which is coordinated by the DHT Ambition, Development and Growth and AHT Ambitious Outcomes) of the following is required:

- implementation of the whole school policy
- lesson visit and Faculty Review overview
- lesson visit, QA activity and Faculty Review outcome scrutiny on a termly and yearly basis for SLT and Quality of Education Committee
- intervention strategies to promote good/outstanding Teaching and Learning
- whole school training needs based on Faculty Review, QA and lesson visit outcomes
- strengths and areas for development for all teaching staff
- staff/pupil surveys (in conjunction with Assistant Headteacher – Enrichment and Growth)
- new staff and Early Career Teachers (in conjunction with Assistant Headteacher – Ambitious Learners)
- support plans for teachers

Evaluation will take place termly.