

SOUTHBOROUGH HIGH SCHOOL LEARNING AND TEACHING POLICY

PHILOSOPHY & PURPOSE

Learning is the top priority for all of us at Southborough High School. It is our top priority because it is the principal way in which we achieve our purpose, which is to *make the difference for all of our students*.

VISION

Our vision for our students and staff is:

- *Aspiration* – everyone should be aiming high
- *Commitment* – everyone should be working hard
- *Excellence* – everyone should achieve their best

VALUES

Our values express how we work together at Southborough. They shape the culture we want to see in the classroom:

- *Support*
- *Challenge*
- *Respect*
- *Responsibility*
- *Relationships*
- *Resilience*

CULTURE

Support

- Students should support their teachers and each other: we are a team
- Teachers and Teaching Assistants should support each other: we are a team
- Heads of Faculty, supported by the Senior Leadership Team, should support their teams with clear curriculum intent and direction
- We value partnerships with other organisations and seek to share best practice
- Teachers should be familiar with their students' SEN, EAL, PPG and other Inclusion needs and plan their lessons accordingly, challenging high, mid and low attainers
- We are committed to ongoing professional development
- Parents should support their sons' or wards' learning and the vision and values of the school

Challenge

- All members of the Southborough community should have high expectations of what we can achieve
- We aim to stretch all students academically
- We aspire to a "high challenge" culture, where we are comfortable taking academic and pedagogical risks
- Teachers should challenge each other to be the best they can be
- We welcome feedback from parents, carers, students, the community and other stakeholders

Respect

- All members of the Southborough community should treat each other with respect in lessons and beyond
- We treat our local and wider community with care and respect

Responsibility

- Students are encouraged to take ownership of their own learning via their lessons, homework, exercise books, text books, e-learning etc
- Teachers are expected to generate a culture of responsibility and trust in their classes

Relationships

- We aspire to an inclusive, caring culture for all members of our community
- We know our students and plan our lessons accordingly
- We use a restorative approach to behaviour

Resilience

- Learning can be difficult: we don't give up
- Teaching can be difficult: we don't give up

THE SOUTHBOROUGH SEVEN

These techniques are based on *Rosenshine's Principles of Instruction* and have been selected as particularly suitable for Southborough High School:

1. Daily review/weekly and monthly review
2. New material in small steps
3. Ask questions
4. Provide models/scaffold for difficult tasks
5. Guide student practice
6. Check student understanding
7. Independent practice

All lessons should be thoroughly planned to include at least three of these techniques.

PROCEDURE

Planning and Preparation:

- All teachers should plan lessons that allow all students to progress in their learning
- Learning tasks and outcomes should be evident and clear to the students
- Success criteria should be made clear to all students
- The lesson should have a structure which will typically involve key elements of the Southborough Seven
- A variety of learning activities should be planned, taking into account the individual needs of the students
- The use of resources, including ICT, must be carefully planned to enhance learning.
- A variety of active questioning techniques should be used and some questions could be pre-planned
- All teachers should have an in depth knowledge and understanding of the scheme of work / exam syllabus they are teaching

Teaching:

- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement.
- Appropriate school policies should be followed for behaviour management

Assessment & Marking:

- Teachers should assess students' work regularly, according to the schools marking and feedback policy
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies
- Effective use of data is critical to inform students, parents and other staff of pupil progress towards targets

Tracking student progress:

Teachers are responsible for regularly and accurately assessing each student's achievement. This is organised via three formal, calendared, Exam Weeks. Assessment data must be kept in the teacher's planner and logged onto the school data management system (SIMS); faculties will also often maintain progress tracking sheets.

This assessment data is then reported to parents.

All teachers will identify students in their class in need of additional support, including vulnerable groups such as pupil premium students, SEN students and

the most able. Interventions put in place will be noted and will be used to inform planning.

All Heads of Faculty and Heads of Year are responsible for monitoring assessment across their Faculty or Year Group, analysing data appropriately and identifying individuals or groups who are making less progress than expected, and to intervene where necessary to ensure students get back on track.

Review of teaching and learning is undertaken by our regular Quality of Learning Reviews and will involve:

- Lesson observations
- Learning Walks
- Work scrutiny
- Student voice

ROUTINES

Heads of Faculty should ensure coherent, values-driven, routines are implemented consistently by the teachers in their faculty

IMPLEMENTATION OF POLICY

The implementation of this policy is supported by the following frameworks and documents:

- Appraisal Policy
- Professional standards for teachers – DFE
- Continuing Professional Development
- Homework Policy
- Assessment and Marking Policy
- The Southborough Seven
- Behaviour Policy
- The 4 Rs

RESPONSIBILITIES

The Headteacher is responsible, in consultation with the Senior Leadership Team for establishing the policy for the promotion of high quality lessons and for reviewing it with the Governors at the appointed review date.

The Deputy Headteacher (Quality Assurance) is responsible for quality assuring teaching and learning across the school.

The Lead Practitioner and the Learning & Teaching Group are responsible for the development of teaching and learning across the school.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of

teaching and learning in the whole school and offer support and training to maintain high standards.

Heads of Faculty are responsible for ensuring the curriculum meets student needs, standard operating procedures are implemented across the faculty, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

All staff are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.

EVALUATION AND DEVELOPMENT OF POLICY

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

CONNECTED POLICIES

- Curriculum Policy
- Assessment & Marking Policy
- Homework Policy
- Behaviour Policy

REVIEW

This policy will be reviewed by the Governors every two years in accordance with the school's review cycle.

Version 7

NSM

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