



The Tiffin Girls' School

TEACHING AND LEARNING POLICY

REVISED February 2020

RATIONALE

1. This policy sets out the principles of our approach to Teaching and Learning at The Tiffin Girls' School. It also serves to provide guidance to teaching staff to enable them to reflect on and develop their teaching in order to maximise their students' learning. Further practical guidance can be found in the 'policy in practice' document.

The School's Vision and Values

2. To provide 'an intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society'.
3. The school's motto *sapere aude* – dare to be wise – is embodied in its core values of *Community, Love of Learning* and *Character*.

Sapere aude - dare to be wise

Community

Collaboration
Active Citizens
Celebrate

Love of Learning

Inspiration
Embrace knowledge
Creative and Critical thinking

Character

Integrity and Respect
Courage and Resilience
Independence and Initiative

VISION FOR TEACHING AND LEARNING

4. Teaching staff at the Tiffin Girls' School are committed to:
 - Making Teaching and Learning an inspirational, challenging and enriching experience.
 - Being passionate about our subject material and conveying this enthusiasm to our students.
 - Developing learners' resilience, independence, self-motivation and self-awareness.
 - Providing a safe, secure and supportive environment in which all students' contributions are valued.
 - Actively developing students' skills, knowledge and understanding, to ensure that they can engage with the challenges of the curriculum.
 - Consistently providing opportunities for students to stretch and challenge themselves
 - Implementing a curriculum that enables all students to achieve their potential and adapting our planning in response to students' developing needs.
 - Helping students to understand their progression through the curriculum and to make connections across subject areas.
 - Developing students' understanding of the learning process.
 - Enabling students to take increasing ownership of their learning beyond the content of the curriculum, to increase their capacities of metacognition and self-efficacy.

- Engaging in educational research and identifying opportunities for implementation.
- Encouraging wider reading.
- Giving students opportunities that enable them to learn beyond the curriculum and develop their cultural capital.
- Providing wider learning opportunities outside the classroom.
- Promoting equality, diversity and inclusivity through the curriculum.
- Promoting critical and creative thinking.

Teachers' Standards

5. This policy incorporates the Teachers' Standards currently in force in England which are annexed to this policy.

Developing Teachers' Classroom Practice

6. We are committed to continually improving our practice. The school does not prescribe particular styles of pedagogy, recognising that the well-informed teacher is best placed to choose the approach(es) that will drive students' learning.
7. The school is committed to providing staff with continuing professional development to help each teacher develop their practice and approaches to teaching. Our whole-school CPD combines whole-school foci and the opportunity for individual teachers to explore their own areas of interest. The school has a particular focus on educational research and how this can be applied in the classroom. Our CPD provision includes a research-based inquiry project, with which all teaching staff engage as one of their appraisal targets, and an elective Teaching and Learning group, which meets each half term to consider aspects of research in more detail.

IMPLEMENTATION OF THE CURRICULUM

8. The Tiffin Girls' School aims to provide a curriculum that:
 - is rich, ambitious and broad, encompassing academic lessons and enrichment opportunities
 - meets the needs of every learner and is supported by robust tracking systems
 - fosters the school values of Community, Love of Learning and Character.
9. Our curriculum is designed to stretch and challenge our able learners:
 - Teachers establish challenging end points for students' learning.
 - Teachers sequence learning to enable students to draw on prior skills and knowledge.
 - Teachers use key questions or focused objectives to challenge students and to encourage them to engage with high-order thinking about subject content.
 - Verbal and written feedback encourage students to push their thinking further.
 - Teachers use modelling to help students develop learning routines that facilitate progress.
 - Exemplar materials help students understand the expectations for progress and outcomes.
 - Teachers use questioning to push students' thinking.
 - Teachers look for opportunities to make links with learning in other subject areas and with prior learning in their own subject. Students are therefore able to develop their recall ability and transfer knowledge skills and understanding between subject areas.
 - Teachers aim to ensure that students are aware of where their learning sits within the curriculum and what progression looks like.
 - Teachers look for opportunities to extend students' learning beyond the curriculum.
 - Teachers aim to progress quickly to access more complex content at an earlier stage.

- Learning activities help students to develop higher order skills such as analysis, application and evaluation from an early stage.
- Independent learning tasks, flipped learning and wider reading promote student independence and independent thought.
- Students are encouraged to develop their own perspective on their learning
- Teachers encourage students to engage with the wider context of their learning

10. Further information can be found in the Curriculum Policy.

An Effective Teaching and Learning Environment

11. Classrooms should be tidy and well organised, to create a purposeful learning environment.

12. Relevant resources should be readily available to staff and students, to support learning.

13. Classroom displays provide many opportunities to support learning.

14. Teachers should consider the use of displays *for* learning in addition to displays of learning.

DEVELOPING OUR STUDENTS' POTENTIAL AS LEARNERS.

15. Our aim is to enable students to take increasing ownership of their learning, to increase their capacities of metacognition and self-efficacy, and to ensure that they are able to engage with and benefit from the cognitive challenges of our curriculum.

16. We want to develop students who:

- Are able to take responsibility for their learning and progress.
- Can deploy metacognitive strategies to enable them to understand how they learn and to make adjustments to ensure that their learning is as effective as possible.
- Are confident that they can learn independently.
- Have the self-belief that they can achieve.
- Can engage with thinking deeply and understand the value of struggle and failure on their learning journey.
- Have the language to be able to discuss and evaluate their learning.
- Are resilient.
- Are able to apply their learning in different contexts and situations.
- Are confident to verbalise their opinions and views.
- Have the skills of inquiry that enable them to develop their ability to think creatively and to problem solve on their own and as part of a team.

PROGRESS

17. It is the responsibility of both teachers and students to ensure that students' learning is progressing through the curriculum in each subject.

18. Teachers know how to assess progress in their subject, and do so in accordance with the Assessment and Feedback Policy.

19. Teachers give students opportunities to respond to their feedback.

20. Recognising that progress is rarely linear and that students make progress at different rates, teachers regularly give opportunities to revise, recap or otherwise review previously taught material in response to the developing needs of each class.

Planning to meet the needs of all learners

21. Our aim is to stretch and challenge our high-ability learners.
22. Students have different needs but should aim for the same ambitious goals.
23. Our students are of a very high ability and as such, we aim to teach in a way that maximises their potential in each subject. Whilst recognising that there is a range of abilities among our students, we endeavour to provide an aspirational level of challenge that befits the high ability of the learners we teach.
24. Teachers are aware of whether students fall into any of the following subgroups:
 - Pupil Premium status (PP)
 - English as an additional language (EAL), either fluent (F) or competent (C)
 - Special educational need or disability (SEND), including School Support or EHCP.
 - Literacy Support Group (LSG)
 - Red intervention group
 - Amber intervention group
25. These students may require additional support in different areas. Two students with the same status may not necessarily require the same type of support, and this should be based on the student's own individual needs.
26. Teachers differentiate in their lessons as appropriate to the learning aims at hand and provide appropriate scaffolding.
27. Any intervention may take place inside or outside the classroom.

RESPONSIBILITIES OF TEACHING STAFF

Classroom teachers

28. Classroom teachers are responsible for:
 - Maintaining high standards of Teaching and Learning (see Appendix A)
 - Maintaining high standards of behaviour for learning.
 - Engaging in subject specific research
 - Referring to strategies and examples in the 'Policy in Practice' document where appropriate
 - Demonstrating outstanding subject knowledge
 - Promoting the Teaching and Learning focus for the year
 - Creating a love of learning within and outside of the classroom
 - Using the Assessment and Feedback Policy effectively to monitor the progress of their students and make appropriate adaptations to their teaching in order to support all students.

Form tutors

- 29.** Form tutors are responsible for the general day-to-day wellbeing of their tutees within the school. They also have a key role in Teaching and Learning and are responsible for:
- Maintaining high standards of behaviour for learning.
 - Teaching pastoral lessons
 - Providing pastoral care
 - Signing planners on a weekly basis to ensure that students are recording and completing homework
 - Discussing intervention opportunities with individual students
 - Monitoring students who are underachieving, in conjunction with the Head of Year
 - Supporting students with their organisation and time management
 - Helping students plan revision timetables and develop their revision techniques
 - Mentoring students identified by the Head of Year (Amber group)
 - Referring any pastoral concerns that may impact on Teaching and Learning to the Head of Year and/or subject teachers.
 - Liaising with students, parents/carers and staff as appropriate on issues relating to student progress

Heads of Department

- 30.** Heads of Department are responsible for:
- Maintaining high standards of behaviour for learning.
 - Ensuring consistency of high standards of Teaching and Learning across their departments (see teaching standards)
 - Sharing relevant Teaching and Learning resources
 - Providing opportunities in department time to share best practice
 - Referring to strategies and examples in 'the Policy in Practice' document where appropriate
 - Completing the Quality Assurance process and feeding back appropriately to their team and SLT link
 - Ensuring that staff are clear on curriculum and assessment requirements and are preparing students effectively for these
 - Ensuring that staff receive any support required in behaviour for learning, to enable effective Teaching and Learning to take place
 - Using all aspects of the Quality Assurance process to ensure that the curriculum, Teaching and Learning materials and teaching strategies are supporting student learning, and plan for change where appropriate
 - Supporting their team in engaging in subject specific research
 - Ensuring opportunities to expand students' cultural capital are built into the curriculum

Heads of Year

- 31.** Heads of Year are responsible for:
- Maintaining high standards of behaviour for learning.
 - Tracking student involvement in extracurricular activities.
 - Ensuring that staff are clear on the requirements of the pastoral curriculum and have the skills and knowledge to be able to deliver it effectively.
 - Using learning walks and feedback from staff and students to ensure consistency of high standards of Teaching and Learning in pastoral lessons across their year group.
 - Providing opportunities in Year meetings to share best practice

- Ensuring opportunities to expand students' cultural capital are built into the pastoral curriculum
- Completing the Quality Assurance process and feeding back appropriately to their team and SLT link
- Ensuring that staff receive any support required with behaviour for learning, to enable effective Teaching and Learning to take place
- Identifying students of concern from the analysis of data and feedback from staff, and putting strategies in place to support student learning and progress
- Liaising with parents/carers, students and staff where appropriate on issues relating to student progress.
- Monitoring the progress of key groups of students, Pupil Premium, EAL, those with literacy concerns and ensure effective intervention strategies are in place.

Senior Leadership Team (SLT)

32. The SLT is responsible for:

- Communicating the school's vision for Teaching and Learning and for the curriculum to all staff and to other stakeholders.
- Setting appropriate whole-school targets for Teaching and Learning on an annual basis.
- Ensuring that these targets are reflected in department development plans
- Ensuring that middle leaders have the training, support and understanding effectively to fulfil their role in supporting Teaching and Learning and progress.
- Meeting regularly with Heads of Department and Heads of Year.
- Promoting strategies that ensure consistency of high standards of Teaching and Learning across departments and year groups
- Completing the Quality Assurance process with middle leaders and support them in identifying areas of strength and areas for development
- Ensuring that middle leaders are clear on curriculum and assessment requirements and have communicated these to their staff
- Ensuring that staff receive effective CPD to support effective Teaching and Learning and implementation of the curriculum.
- Supporting whole-school Teaching and Learning initiatives
- Reviewing Quality Assurance documentation on a regular basis to ensure it is effective and is being used appropriately
- Ensuring opportunities to expand students' cultural capital are discussed with middle leaders and built into the curriculum
- Supporting opportunities for students to learn outside the curriculum

Mentors

33. Individual student mentors are responsible for:

- Meeting regularly with students
- Liaising with parents/carers and other staff where necessary
- Using data, plus feedback from staff and students, to identify areas of focus
- Working strategically with students to support their learning and progress

LEARNING OUTSIDE THE CLASSROOM

34. The school recognises that much learning can take place outside of the classroom, and seeks to support students' learning in its broader sense through a wide range of opportunities that include the following:
- Enrichment opportunities
 - Extra-curricular activities and clubs
 - Young Enterprise and Mini Enterprise
 - The promotion of student leadership opportunities
 - Student-run clubs
 - Fundraising initiatives
 - Roles of responsibility, for example mentoring.
 - Pastoral Projects
 - Trips

QUALITY ASSURANCE PROCESSES

35. During the autumn and summer terms teachers take part in the Quality Assurance process in order to monitor effective Teaching and Learning. This is completed in a number of ways:

Lesson observations

36. Lesson observations are valuable because they help teachers to improve the quality of Teaching and Learning by questioning and developing their current practice. They are an important part of a teacher's professional development and a coaching approach should be applied to the way in which they are conducted where possible. To facilitate this coaching approach, time must be put aside for important discussions to take place between the observers and the observed, *the tone of which must be developmental*.
37. Lessons can be observed in a number of ways including learning walks, shorter part-lesson observations and more in-depth observations where the whole lesson is watched. All of these are important opportunities to share practice and are encouraged within school. However, to ensure that all teachers are able to hold meaningful conversations about Teaching and Learning at key points in the appraisal cycle, two full-length lesson observations need to take place for each member of staff throughout the course of the year (the SLT link will attend one of these). Peer and joint observations are encouraged within departments, although the Head of Department must ensure that every member of their team is observed by their line manager at least once in the year.

Feedback and Progress Checks

38. The purpose of this Feedback and Progress Check is to ensure that all students are receiving diagnostic feedback, acting on it and making progress as a result.
39. A sample of students (highest, middle, and lowest attainers, EAL/PP, Literacy support group/intervention) are selected from one of the teacher's classes from a certain year group, as decided by the Head of Department.
40. The teacher provides their classwork and in discussion with either the Head of Department or other member of the team, they will check that feedback is diagnostic, regular and uses school-wide terminology (e.g. what went well/what next). There is evidence of Dedicated Improvement and Reflection Time and students respond to spelling, punctuation and grammar corrections for

themselves. There is evidence that feedback (teacher, peer and self-assessment) leads to student progression over time. During this discussion, areas for development are decided together.

SLT and Departmental Learning Walks

41. These provide an additional opportunity to focus on Teaching and Learning.
42. Middle leaders and SLT visit a number of lessons, spending a maximum of ten minutes in each. They observe student learning, may ask students about their learning, and look at students' work as part of that discussion. These learning walks allow staff to identify good practice that can be shared across the department, is an opportunity to recognise and celebrate effective Teaching and Learning, and supports the Quality Assurance process.

Peer learning walks

43. Learning walks help to build positive relationships amongst staff, allowing people to see things in different departments, and share best practice. Peer learning walks will take place during the autumn and summer terms for a two-week period. Teaching staff can choose which of their lessons they will make available for other staff to visit. Staff are free to go to any of the lessons (maximum of three members of staff at a time) for 15 minutes, after which they should complete the feedback form, highlighting something they found effective within the lesson, and something they will take away to implement into their own teaching. These informal learning walks should always focus on the positive aspects of the Teaching and Learning taking place in the lesson.

Student Voice

44. Senior leaders meet with small groups of students to gather feedback on their experience of Teaching and Learning at the school. This can then be disseminated where appropriate and can inform future planning.
45. Teaching and Learning issues that are raised through the student survey or by form captains are addressed at School Council. Students receive feedback the school on the outcomes of these discussions.

Analysis of data including subgroups

46. Heads of Department should complete the Progress Tracking Sheet (PTS) documents at the end of each assessment point for each year group (see Assessment calendar) working closely with their team to identify strengths and areas for development.

Link meetings

47. Heads of Department meet with their Line Manager once every fortnight during a timetabled period. During this time the Line Manager will discuss and support the needs of the department, and complete the Department Reflection and Planning Document, PTS, Quality Assurance documents when necessary.

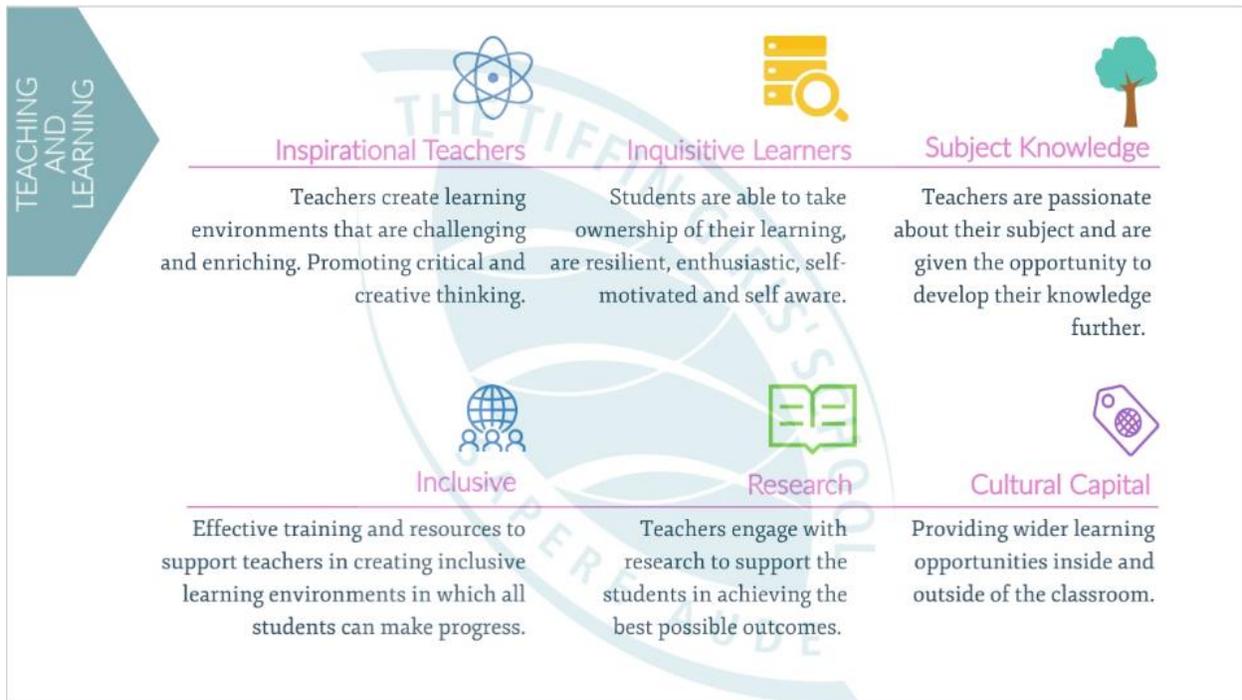
Curriculum outlines and overviews

48. During the summer term, Heads of Department should evaluate the impact of their curriculum over the year and decide if any, which changes need to be made in their curriculums. Heads of

Department are expected to complete their Curriculum outlines and overviews for the forthcoming year, considering their curriculum vision and intent.

Department Reflection and Planning Document

49. At the end of the Quality Assurance process in both the autumn and summer terms, Heads of Department should assess the progress of the department against the objectives in this document. They should also highlight strengths and areas for development, based on the outcomes of the lesson observations, learning walks, and feedback and progress checks, and set any new objectives where required.



APPENDIX A

Pages 10-14 of the Department for Education Teachers' Standards are copied below. The full document can be read [here](#).