Rosebery School
Excellence. Endeavour. Opportunity.

Teaching and Learning Policy

Rationale:

At Rosebery we seek to develop students who are inspired, life-long learners, demonstrating the qualities of a growth mind-set. High quality teaching and learning underpins this core purpose, promoting in students an enthusiasm, resilience and independence for learning. This policy sets out clear expectations for classroom practice and the roles and responsibilities in ensuring that Rosebery is a creative and purposeful learning environment.

Aims of the Policy

- To ensure high standards of teaching and learning through guidance which empowers teachers.
- To develop in students a growth mind-set to learning, in which they develop as confident and successful learners, through high quality teaching and learning.
- To enable school leaders to monitor, assess and reflect on developments in teaching and learning over time as part of the process of school improvement.

Classroom Practice:

As a school we ensure that our students make best progress in every lesson through providing high quality teaching and learning. For this to take place, we are committed to the principles laid out in the *Student Learning Charter* and *Learning and Teaching Charter* (see appendices). These charters encourage students and teachers to strive for excellence; endeavouring to take all opportunities to learn. In this teachers premise their practice on the following:

Subject knowledge

We understand that students learn best when teachers have well-informed subject knowledge, which they impart with clarity. Teachers understand the different ways in which students learn and so adapt the application of their subject knowledge. We believe that what secures this is in the opportunity for staff to continually develop their practice and expertise, embracing a growth-mind to learning. This ethos to learning is promoted through the approach taken to professional development, which offers staff personalised progression routes – please see below.

Planning

Lessons are well planned and informed through students' prior knowledge. They are constructed with the aim of promoting positive outcomes for all learners, through careful consideration of the learning needs of all students and potential the rates of learning. Routines are planned, so that students have clarity in teachers' expectations. Whilst lesson plans are carefully designed, they are adaptive in lessons, flexibly responding to the progress made by students. Once a lesson has taken place, staff reflect on their practice and use this process to inform future planning.

WILF

In lessons teachers make transparent the expected learning outcomes and these are referred to as WILF (what I am looking for). Students having clarity on expected outcomes and how to realise these, is fundamental to successful learning.

Active Learning and Behaviour for Learning

All lessons are planned on the premise of active learning. By active learning we refer to the engagement of all students in activities which foster higher-order thinking skills, such as: analysis, synthesis and evaluation. Active learning promotes positive behaviour for learning, in which students are fully immersed in the classroom, learning experience. To support this, teachers have the highest expectations of all students' attitude to learning and are determined that students will achieve well. Teachers build relationships with students by expressing mutual respect and through using positive language. Good student behaviour and achievement is acknowledged and rewarded. Students in this way feel valued and so more able to engage with learning – see the *Behaviour for Learning Policy* for further information.

Differentiation

Differentiation is present in all lessons and scaffolds learning, so that all students are challenged and in doing so make best progress. Teachers have a good understanding of the specific learning needs of students (PHA, SEND, PP, LAC and EAL) and use this information when planning lessons. Differentiation can take place through some of the following:

- Providing a range of alternative tasks, including extension tasks.
- Adapting resources.
- Organisation of paired and group work (Jigsaw grouping, peer teaching etc.)
- Activities which promote opportunities for student leadership in learning, assigning specific roles for example: leader, scribe, questioners, spokesperson etc.
- Modes of questioning
- Support from a Teaching Assistant

Reading, Writing, Communication and Mathematics

All teachers are teachers of literacy and numeracy, and so students across every subject develop strong knowledge and skills in: reading, writing, communication and where appropriate Mathematics. Teachers assess students' literacy and numeracy and feedback is provided. In this way student have a good command of both and utilise this knowledge well in their lessons, assessments and examinations. See the Assessment Policy for guidance on how to assess literacy.

Assessment and feedback

Students receive personalised, regular and timely feedback which helps them understand how to make progress. In-line with the guidance specified in the *Assessment Policy*, feedback can take the form of both formative and summative assessment and in this, feedback could be written or verbal, with time built-in to lessons for different modes of assessment, including the use of DIRT (Directed Improvement and Reflection Time), in which students demonstrate an eagerness to improve through effectively engaging with feedback.

Homework

Homework forms an important means through which a teacher can assess and feedback on a student's progress. It provides students with the opportunity to both consolidate their learning and develop independent study skills, something integral to them developing as confident, life-long learners. Homework tasks are directly linked to learning in lessons and/or are preparation for an assessment. Open-ended tasks set are always accompanied with clear instructions. Once submitted, students receive feedback on their work within two weeks. See the *Assessment Policy* for further information.

Classroom environment

The classroom environment is used as a learning tool. In light of this, all classrooms are well presented and used interactively with students. Each room displays important subject and policy information.

Professional Learning:

High quality professional learning opportunities are present at Rosebery and staff have autonomy in the areas they wish to develop. The components of the Professional Learning Programme are informed by collectively agreed, whole school priorities and in this way all staff make a significant contribution to the development of the school. The Professional Learning Programme includes the following:

- Teaching and Learning Communities
- Twilight CPD
- Coaching
- Teach meets
- Action research projects
- Student/Teacher teaching and learning programmes
- External training
- Partnerships and collaborations with other schools, institutions and networks

Quality Assurance:

At Rosebery quality assurance is both evaluative and developmental. A systematic approach to quality assurance is adopted. Quality assurance is undertaken by all leaders and takes the form of: learning walks, book scrutinies, Drop-In Weeks and student voice meetings. This process ensures clarity in the school's understanding of strengths and weaknesses and so informs school improvement.

Roles and Responsibilities:

Teachers

Teachers set high expectations which inspire, motivate and challenge students. Teachers have strong subject knowledge and utilise this effectively in the planning of lessons, to ensure positive learning outcomes and progression for students. In lessons teachers adapt teaching to respond to the learning needs of students, through differentiation, which is informed through accurate and timely assessment. Students receive regular and purposeful feedback on both the work completed in class, for homework and assessments – see the *Assessment Policy* for guidance.

Teaching Assistants

Teaching Assistants are effectively used in the classroom as joint facilitators of learning. They work closely with class teachers to ensure the learning needs of students are met. Teaching Assistants and teachers carefully plan lessons and in lessons, Teaching Assistants play an active role in supporting student learning. Teaching Assistants review the progress made by students and consider appropriate in-class support and further intervention, if appropriate.

Heads of Department

Heads of Department secure high standards of teaching and learning through their leadership and classroom practice.

Heads of Department ensure that all teachers within their subject have a deep understanding of the subject they teach through professional development opportunities and through this they encourage teachers to continually develop their practice and expertise.

Heads of Department lead in the careful planning of curriculums, schemes of work and assessments. In this way, high expectations and practice inform the planning of lessons.

Heads of Department monitor the quality of classroom practice through quality assurance. This is both an evaluative and developmental tool, which is used to develop of teaching and learning over time.

Leadership Team

The Leadership Team strategically lead the development of teaching and learning in the school. The priorities for teaching and learning are clearly communicated and resonate in all aspects of school planning.

As Line Managers, the Leadership Team work with Heads of Department, to quality assure classroom practice and support opportunities for departments to develop their pedagogy.

Governors

The Governing Body review standards of teaching and learning in the school through the Teaching and Learning Committee. The Committee acts as a critical friend, keenly focused on assessing developments in teaching and learning over time. The Governing Body ratify this policy and systematically review its implementation and effectiveness.

Policy Review

This policy will be reviewed on an annual basis by the Governing Body, Leadership Team and relevant members of staff.
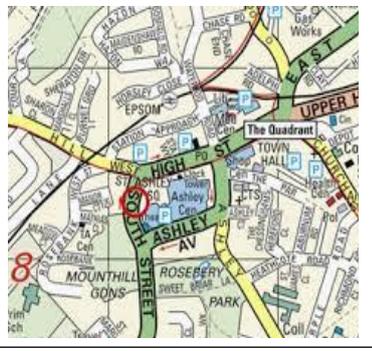
Rosebery's Student Learning Charter

Strive for excellence by…	Endeavour to…	Take the opportunity to…
Being on time, ready to learn. Take the time to reflect on your learning at every opportunity	Remember the equipment you need for learning every day.	Listen carefully to your teacher and to your peers when asked to do so.
Setting yourself the highest expectations; we believe you can!	Be positive, kind and empathetic to everyone you meet.	Collaborate and cooperate responsibly with everyone in the school community.

Making the right choices to complete all work to the very best of your ability, even when it is hard to do so.	Show respect to everyone in the school community and to the school environment.	Take learning challenges, even though you might not succeed at first.

Rosebery's Learning and Teaching Charter

Strive for excellence by…	Endeavour to…	Take the opportunity to…
Having the highest expectations of every student and helping them to believe they can.	Plan every lesson carefully to ensure activities take account of the different learning needs of your students.	Outline specifically to all students what you are looking for in their behaviour and in their work during each lesson.
	D.I.R.T	
Acknowledging and rewarding good behaviour whenever you can. Seek it out!	Provide time for Dedicated Improvement and Reflection Time so that students can respond to your feedback.	Build relationships with your students by demonstrating interest, mutual respect and by using positive language. Show them you like being with them!
Working hard to achieve good behaviour by establishing clear routines, setting acceptable 'work noise' levels and by enforcing the 'one voice' rule as appropriate.	Apply the behaviour policy consistently and fairly; only if we all do this together, will we be successful.	Give meaningful, formative verbal and written feedback which clearly signposts how they can improve.