

Teaching and Learning Policy

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Declaration of Intent

At Worthing High School, our commitment to fostering a dynamic and inclusive learning environment is encapsulated in our Teaching and Learning Policy. This policy serves as a framework to guide educators, students, and stakeholders in achieving academic excellence, personal growth, and a positive school experience.

We aim to deliver outstanding teaching so that our students are inspired to make outstanding progress.

Academic excellence is at the core of the school, and student achievement and progress are prioritised and celebrated. The school aims to nurture a lifelong love of learning in students within a happy, caring, secure learning community, which promotes excellence.

Our visible consistencies aim to evidence that consistently high-quality teaching engages and motivates students of all ages and abilities, regardless of background.

We aim to:

- place adaptive teaching at the core of what we do
- embed formative assessment (EFA SSAT strategies) to regularly diagnose learning needs, inform teaching, and empower students as active agents in their progress
- use formative assessment to inform students' progress and understanding
- identify and remove barriers to learning
- ensure pupils have access to an appropriately adapted curriculum
- ensure the classroom ethos and environment supports learning
- ensure students are clear about the expected learning outcomes
- ensure lessons are well structured, adaptive, encourage independent learning and provide opportunities to build schema
- lessons will seek to extend and improve learning
- ensure teachers' planning takes account of continuity and progression in learning, and takes account of students' prior attainment
- ensure teachers know how students learn best
- provide opportunities for meaningful homework to further secure knowledge and skills
- provide timely, specific, and actionable feedback aligned with EFA SSAT principles, enabling students to understand their current progress and next steps
- actively promote racial equality, understanding, tolerance, and recognition of the value of diversity

- promote a love of learning
- encourage reading for pleasure

1.1 Quality First Teaching

In order to encourage outstanding student progress, the school recognises the essential role of **quality first teaching** in line with Ofsted criteria. We believe that quality first teaching goes beyond individual lessons; it requires consistent, well-informed planning that takes into account students' prior knowledge and performance, alongside the provision of appropriate challenge. Effective formative assessment and timely, constructive feedback are integral components embedded across the curriculum to ensure high-quality teaching is consistently delivered.

1.2 Quality of Education. Key Areas of Focus

- An outstanding curriculum, tailored to be inclusive, broad, and inspiring
- Outstanding teaching and learning, where no lessons fail to meet the school's minimum expectations, including the effective use of EFA SSAT formative assessment strategies
- Outstanding SEND provision to ensure inclusivity is at the heart of teaching practices and curriculum design
- Outstanding literacy for all
- Outstanding HPA boys progress

1.3 Key Priorities-teaching and learning.

Our classroom Key priorities support those areas of focus. These are shared with staff and students and linked to the School Development plan.

2. Common Expectations-Visible Consistencies

In every lesson, we expect to see the visible consistencies to reduce cognitive load and promote excellent teaching and learning. These are shared and communicated to staff and students. They form our minimum expectation in lessons and are quality assured in a variety of ways. They are a key part of our learning walk feedback.

- Punctual and orderly start to the lesson (Meet and Greet/Starters)
- Lessons start with a silent "Do Now" task that is no more than 5 minutes, generates a written response and has an element of retrieval.
- Register called in silence within 10 minutes of lesson starting
- Seating plan planned and employed taking into account all student needs e.g., SEND/Pastoral

- Uniform policy is adhered to
- Effective use of Behaviour for Learning policy
- Behaviour for Learning supports a positive learning environment
- Adaptive, quality first teaching is evident
- Teaching to the top - challenge is provided at all levels
- Students can articulate a key takeaway from the lesson
- Formative assessment strategies, such as questioning, feedback, and peer/self-assessment, are embedded to check understanding and inform next steps
- Calm and orderly dismissal from lessons

3. Roles and responsibilities

The Assistant Headteacher (AHT) responsible for Teaching and Learning is responsible for monitoring the Teaching and Learning policy. They report annually to the governing body on the effectiveness of the school policy. The AHT is responsible for the organisation and reporting of Teaching and Learning quality assurance Monitoring Reviews.

The Monitoring Reviews include the following:

- Lesson observations / learning walks
- Embedding Formative Assessment (EFA) SSAT Teaching and Learning Communities (TLC) groups and peer observation to share and embed best practice in assessment and feedback
- Student work quality assurance
- Attainment and achievement data
- Student voice
- Visible Consistencies

The Head of School monitors and evaluates the quality of Teaching and Learning throughout the school, within school quality assurance processes, including performance management assessment procedures.

The Senior Leadership Team (SLT) supports the continuing professional development of staff in relation to improving teaching and learning, and addressing any issues arising from student underachievement.

SLT secondees are responsible for delivering strategies to improve standards of teaching and learning working with the DHT Curriculum and AHT Teaching and Learning.

The EFA Implementation team is responsible for the 2-year SSAT Embedding Formative

Assessment programme and TLC groups/sessions, ensuring that formative assessment and feedback strategies are fully embedded and impactful across the school.

Subject Leaders are responsible for driving up the standards of Teaching and Learning in their subject areas. By working collaboratively with teachers, they seek to promote innovation in teaching methodology and to drive up students' engagement and progress, including the effective use of formative assessment and feedback to inform teaching and learning cycles.

Subject Leaders are also responsible for ensuring that their subject policy, curriculum intent, implementation and programmes of study keep teaching and learning as an ongoing developmental focus. They are responsible for the quality of teaching in their faculties. Teaching and Learning is the focus of our Subject Leader meeting cycle which informs department meetings.

All members of the teaching staff ensure that students are:

- following classroom consistencies
- challenged, inspired, and stimulated;
- supported and inspired by their environment;
- actively involved in the learning process;
- given opportunities to ask questions and express opinions;
- given the opportunity to answer open-ended questions;
- taught how to learn-metacognitive strategies and study skills
- given opportunities to review and improve their learning through high-quality, formative feedback aligned with EFA SSAT principles

Teaching staff should also ensure they demonstrate the Visible Consistencies, remain up to date with their subject specialism appropriate to role model literacy, actively engage in collaborative planning and Continuing Professional Development (CPD), and embed EFA SSAT strategies in assessment and feedback.

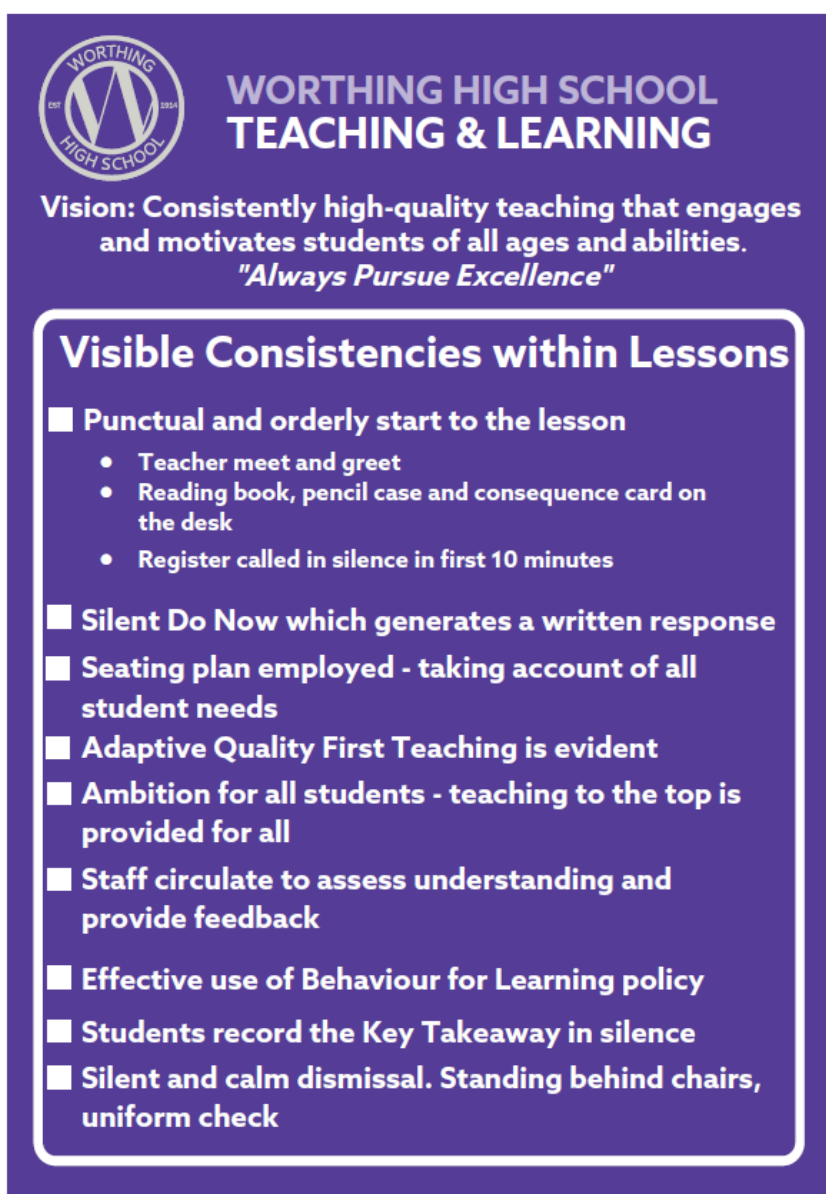
All members of the teaching staff are responsible for ensuring that they uphold the Teaching and Learning Policy and maintain Best practice, Best Planning teaching and learning as their principal focus throughout the academic year.

Attendance at twilight sessions, department implementation meetings, and INSET sessions focused on Teaching and Learning ensure that outstanding practice is aspired to and that the Teaching and Learning Policy is embedded. In addition, other opportunities are provided for staff to share good practice in a variety of forums, department meetings, and collaborative work with Subject Leaders.

Learning Support Assistants provide targeted additional learning support, which is delivered within the classroom to extend learning and enhance curriculum access.

4. Principles of Strong Practice.

Underpinning quality assurance of teaching and learning beyond the visible consistencies are the Worthing High Principles of Strong Practice. These form the basis of lesson observation, quality assurance, and curriculum implementation, which incorporate the EFA SSAT framework for formative assessment and feedback to ensure continual student progress and engagement.



The poster features the Worthing High School logo (a stylized 'W' in a circle with 'WORTHING HIGH SCHOOL' text) in the top left. To its right, the text reads 'WORTHING HIGH SCHOOL TEACHING & LEARNING'. Below this is the school's vision statement: 'Vision: Consistently high-quality teaching that engages and motivates students of all ages and abilities. "Always Pursue Excellence"'. The main content is enclosed in a white-bordered box with the title 'Visible Consistencies within Lessons'. It lists ten bullet points, each starting with a square icon, detailing classroom expectations such as punctual starts, silent 'Do Now' activities, seating plans, and staff circulation.

WORTHING HIGH SCHOOL
TEACHING & LEARNING

Vision: Consistently high-quality teaching that engages and motivates students of all ages and abilities.
"Always Pursue Excellence"

Visible Consistencies within Lessons

- **Punctual and orderly start to the lesson**
 - Teacher meet and greet
 - Reading book, pencil case and consequence card on the desk
 - Register called in silence in first 10 minutes
- **Silent Do Now which generates a written response**
- **Seating plan employed - taking account of all student needs**
- **Adaptive Quality First Teaching is evident**
- **Ambition for all students - teaching to the top is provided for all**
- **Staff circulate to assess understanding and provide feedback**
- **Effective use of Behaviour for Learning policy**
- **Students record the Key Takeaway in silence**
- **Silent and calm dismissal. Standing behind chairs, uniform check**

5. Provision and Resources

ICT and multimedia learning resources are available to support and extend students' learning. The school library and learning resource centre are also available for use before and after school, providing students with a quiet space to work independently and access

additional support from teaching staff.

A wide range of extra-curricular learning activities are run to enhance and extend pupils' learning experiences, develop cultural capital, further promoting engagement and deepening understanding beyond the classroom.

6. Assessment

Assessment is an integral part of the teaching and learning process. All students are entitled to have their learning achievements and progression recognised. Worthing High School maintains a clear policy for assessment, recording, and reporting, which is consistently followed by all staff. Departments develop their own specific assessment policies that align with and support the whole-school approach and Feedback and Assessment Policy.

The school is committed to embedding EFA SSAT formative assessment strategies to ensure assessment is continuous, diagnostic, and actively informs teaching and learning. This approach empowers students to take ownership of their progress through self-assessment and reflection.

7. Feedback

Regular assessment and feedback, especially in the form of formative feedback, are crucial elements of outstanding teaching and inspire students to improve their work and accelerate their progress.

Worthing High School has a comprehensive feedback policy that outlines a consistent approach promoting best practice, including:

- Feedback comments should be written in purple pen by the teacher.
- Student responses to feedback comments should be written in green pen.
- Each student workbook should have a tracker displayed inside the front cover, kept up to date with relevant assessment results.
- Summative and formative assessments should be regularly carried out in lessons, at a frequency of no less than once per term.
- Literacy marking should take place on at least one piece of work per term.

Each department maintains its own feedback policy, offering flexibility for subject-specific needs while adhering to whole-school expectations. The Assistant Headteacher (AHT) Teaching and Learning regularly audits departmental policies and leads feedback monitoring periods to evaluate and improve the effectiveness of feedback.

The **Embedding Formative Assessment (EFA) programme** is instrumental in developing feedback quality through its two-year implementation plan, ensuring feedback is timely, specific, and actionable to maximise student progress.

8. Professional Development

Worthing High School recognises that ongoing professional development is vital for all staff to successfully implement the Teaching and Learning policy and improve student outcomes. Our approach to CPD is tailored to meet the specific roles and needs of different staff groups:

Teaching Staff:

Teachers engage in a comprehensive CPD programme focused on enhancing classroom practice. This includes personal CPD that is career stage specific, core twilight sessions covering Teaching and Learning, Behaviour, SEND, and the Embedding Formative Assessment (EFA) TLC groups. Subject leaders and department meetings provide further targeted training and opportunities to share best practice and pedagogical innovations.

Learning Support Assistants (LSAs):

LSAs receive focused training aimed at developing skills to provide targeted additional learning support within classrooms. CPD for LSAs includes SEND strategies, behaviour management, and collaborative approaches to effectively support individual students and enable full access to the curriculum.

Support Staff and Professional Services:

Support staff and professional services participate in tailored CPD sessions that enhance their ability to contribute to the school's learning environment. This includes training related to safeguarding, pastoral support, data management, and any specialist roles, ensuring a cohesive and effective support system across the school.

This structured and role-specific CPD framework promotes a culture of continuous professional growth, ensuring that all staff are equipped to contribute meaningfully to the school's commitment to outstanding teaching and learning.

9. Homework/Independent Learning

Homework

At Worthing High School, our vision for homework is to enhance student learning by providing meaningful, purposeful and manageable tasks that extend classroom learning, foster independent study skills and promote a balanced lifestyle. Homework is designed to support and deepen understanding, encourage responsibility and time management, and prepare students for lifelong learning.

To support this vision, homework tasks are set and managed using **Class Charts**, providing a consistent and transparent platform for students, teachers and parents to access homework assignments, deadlines and feedback. This system facilitates clear communication, helps students organise their work effectively and enables parents to actively support their child's learning.

We aim to create a collaborative partnership between students, teachers and parents to ensure homework contributes positively to academic achievement and personal growth, while respecting students' wellbeing and extracurricular commitments. Homework will be purposeful, aligned with curriculum objectives, and designed to consolidate or extend learning, ensuring it is manageable alongside other responsibilities.

Strategies for Effective Engagement with Class Charts

For Students:

- **Regularly check Class Charts:** Make it a habit to log in daily to review new homework tasks, upcoming deadlines and any teacher feedback.
- **Use the planner and reminders:** Take advantage of built-in planner features and set personal reminders for deadlines to manage time effectively.
- **Ask for clarification:** If homework instructions are unclear, students should reach out to their teachers promptly for guidance.
- **Balance workload:** Plan homework around other commitments, breaking larger tasks into manageable chunks to avoid last-minute stress.

For Parents and Guardians:

- **Monitor homework assignments:** Use the parent login to stay informed about your child's homework tasks and due dates.
- **Encourage routine:** Support your child in setting a regular homework schedule and quiet workspace to foster good study habits.
- **Communicate with teachers:** Use contact channels to discuss any concerns about homework or to seek support.
- **Celebrate achievements:** Recognise and praise your child's efforts and improvements to motivate ongoing engagement.
- **Support wellbeing:** Help your child balance homework with relaxation and extracurricular activities, promoting a healthy lifestyle.

By working together through the Class Charts platform, students and parents can stay informed, organised and engaged in the learning process, ensuring homework remains a valuable and positive part of the educational experience.

10. Independent Learning

Independent Learning refers to work set by the teacher for students to complete independently. It may involve research, practice, consolidation, or extension of lesson content, or the application of knowledge acquired in class. Increasingly, it may also include the preparation of learning materials to support the delivery of future lessons, a strategy known as *Flipped Learning*. At Key Stage 3, students are additionally expected to read for 20 minutes each day as part of the *Accelerated Reader* programme to support and improve literacy.

Independent Learning tasks are typically designed to build on and connect to a sequence of lessons. These tasks may consist of a series of smaller activities that contribute to a

larger assessed outcome. Teachers make every effort to ensure that tasks are engaging and accessible for all students.

In the event of school closure, long-term illness, or any other authorised prolonged absence, appropriate Independent Learning will be provided to ensure continuity of education. This may include digital or paper-based resources that mirror in-class activities, enabling students to stay connected to the curriculum and maintain academic progress.

11. Monitoring the Policy

The Senior Leadership Team (SLT), Extended Leadership Team (ELT) and Subject Leaders review the Teaching and Learning policy annually. The effectiveness of the policy in raising standards of teaching and learning is evaluated through multiple performance indicators, including:

- Monitoring Reviews
- Analysis of student attainment data
- Scrutiny of teacher planning
- Lesson observations and learning walks
- Sampling of students' work across the curriculum
- Tracking individual students and cohorts
- Discussions with parents, students, and teachers regarding progress
- Evaluation of the impact of staff INSET and twilight sessions on teaching and learning
- Evidence from parental and student surveys/questionnaires
- Reduction in exclusions and referrals for additional learning support
- Link Governor enquiry visits
- Reports from the School Improvement Adviser and Ofsted inspection findings

This rigorous monitoring framework ensures accountability and continual improvement in teaching quality and student outcomes.

10. CONCLUSION

Worthing High School is committed to creating an environment where teaching and learning thrive. This policy sets a firm foundation for achieving academic excellence and

fostering personal growth, empowering students to become lifelong learners.

Each department has agreed upon specific characteristics of teaching and learning in their subject areas, demonstrating how this policy is upheld within each classroom. These criteria guide quality assurance and the annual review process.

The evidence gathered through monitoring the impact of this policy actively engages all stakeholders—students, staff, parents, governors—in driving forward continuous improvement in teaching and learning.