

Teaching and Learning Policy

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1 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
- 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
- actively promote racial equality, understanding, tolerance and recognition of the value of diversity;
- promote a love of learning;
- encourage reading for pleasure.

1.1 Outstanding Teaching and Learning

In order to encourage outstanding student progress, the school recognises the intrinsic need for outstanding teaching in line with Ofsted criteria. We believe that outstanding teaching is not based solely around individual lessons; but that a consistent level of planning (informed by students' performance and prior knowledge), appropriate challenge and assessment are present across the curriculum to ensure outstanding teaching is 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
- 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 link 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
- 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
- Calm and orderly dismissal from lessons

3 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) Teaching and Learning Communities (TLC) groups and peer observation
- 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 Head of School and AHT Teaching and Learning.

The EFA Implementation team is responsible for the 2-year SSAT Embedding Formative Assessment programme and TLC groups/sessions

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.

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:

- 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;
- given opportunities to review and improve their learning

Teaching staff should also ensure they demonstrate the visible consistencies, remain up to date with their subject specialism appropriate to role model literacy and actively engage in collaborative planning and Continuing Professional Development (CPD).

All members of the teaching staff are responsible for ensuring that they uphold the Teaching and Learning Policy and maintain outstanding 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 Working High Principles of Strong Practice. These form the basis of lesson observation, quality assurance and curriculum implementation.

Principles of Strong Practice	
1. High Expectations of Behaviour for Learning	So that
<p>Visible Consistencies are evident in every lesson. Well established routines and effective classroom management.</p> <ul style="list-style-type: none"> A) Punctual and orderly start to the lesson (Meet and Greet/Starters) B) Register called in silence within 10 minutes of lesson starting C) Seating plan planned and employed taking into account SEND, HPA and pastoral needs. D) Learning objectives shared with students E) Consistent and effective use of behaviour for learning policy- to include reinforcing effort F) Low level disruption is not tolerated 	<ul style="list-style-type: none"> A) We develop a positive, predictable and safe environment for pupils. B) Students are ready to learn straight away C) Routines are established D) a culture of respect and trust exists in the classroom supporting students to succeed. E) Rigorously maintained clear behavioural expectations are establish F) Rules, sanctions and rewards are applied in line with school policy escalating as appropriate G) All students can learn
2. Quality of Instruction	So that
<ul style="list-style-type: none"> A) Learning objectives shared and understood B) Highly effective explanations C) Explicit instruction D) Clearly defined outcomes E) New knowledge is founded upon old knowledge-sequencing F) Teachers model excellence and how to achieve it G) Questions are planned and targeted to develop thinking and understanding. Range of strategies used. 	<ul style="list-style-type: none"> A) We avoid overloading working memory by taking into account prior learning when planning. B) Complex material is broken into smaller steps to support understanding. C) Students are encouraged to elaborate on answers D) Work is monitored during lessons to check for success or misconceptions.
3. Curriculum and Subject Knowledge	Comments
<ul style="list-style-type: none"> A) Teachers have a strong subject knowledge supported by well sequenced curriculums B) Misconceptions are planned for and addressed C) Comprehensive understanding of the curriculum and where lessons fall within this D) Promote and embed literacy, oracy, and numeracy 	<ul style="list-style-type: none"> A) Students build on prior knowledge. B) Teachers use effective modelling, explanations and scaffolds to support novices to mastery. C) Lessons are planned effective D) New material is introduced in steps. E) Students can use key words and tier 2 vocabulary. F) Students are able to practise oracy. G) Students are able to recognise numeracy in the subject.
4. Making the learning stick	Comments
<ul style="list-style-type: none"> A) Connections are made between underlying concepts- metacognitive strategies B) Regular low stakes testing e.g., retrieval practice C) Purposeful and deliberate practise D) Learning is interleaved E) Embed a clear understanding of the demands of assessments (academic and emotional) e.g., Revision revolution 	<ul style="list-style-type: none"> A) We increase the likelihood of material being retained B) We design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. C) Increasing challenge with practice and retrieval allows knowledge to become more secure.
5. Adaptive Teaching-Quality teaching first	Comments
<ul style="list-style-type: none"> A) Developed understanding of the needs of all learners, including effective implementation of ILP's B) Support and scaffold in lesson for identified need C) Teaching to the top-high expectations D) Adapts teaching as needs emerge-responsive and reflective E) LSAs deployed effectively and aware of curriculum sequence F) Classrooms and resources are presented in an accessible way- e.g., open dyslexia fonts, pastel background, checklists and visual supports 	<ul style="list-style-type: none"> A) We develop an understanding of different student needs B) We work closely with the SEND team and use guidance to support students. C) We provide opportunities for all pupils to experience success D) We adapt lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations. E) We make effective use of LSAs F) New content input is balanced so that students master important concepts.
6. Effective Feedback	Comments
<ul style="list-style-type: none"> a) Timely feedback to maximise learning b) Formative assessment is embedded throughout a lesson c) Comments are specific, accurate and clear d) Students have time to reflect and act upon feedback 	<ul style="list-style-type: none"> A) Formative assessment links to lesson objectives and identifies knowledge gaps. B) Prior knowledge is assessed and informs planning C) Summative assessments are then planned at an appropriate point and students are well practised. D) Students can identify next steps to learning and progress

5 Provision and Resources

ICT and multimedia learning resources are available to support and extend students' learning. The school library and learning resource centre is also available for use before and after school for students to work independently and to receive additional support from teaching staff.

A range of extra-curricular learning activities are run to enhance and extend pupils' learning experiences.

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. The school has a policy for assessment, recording and reporting. This policy is consistently followed by all staff.

7 Feedback

Regular assessment and feedback, 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 feedback policy which outlines a consistent approach that promotes best practice. This includes:

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

Each department has its own departmental feedback policy to give flexibility for the most impactful feedback within a subject area, but maintains the whole school expectations for feedback. The AHT Teaching and Learning regularly audits these. There will be feedback monitoring periods led regularly by the Senior Assistant Headteacher to monitor the effectiveness of feedback to students.

The EFA programme will develop the effectiveness of feedback further through the two-year implementation.

8 Professional Development

The school recognises that training for all staff is crucial to the successful implementation of the teaching and learning policy. Worthing High School has a staff development policy that recognises the need for a culture of growth and development to the ultimate benefit of the students' learning. There are three strands to this Professional development. Personal CPD, Core twilights teaching and Learning/Behaviour/SEND and EFA TLC group CPD. In addition, Subject leaders' meetings and department meetings are used to further deliver Teaching and learning focussed training.

9 Monitoring the Policy

The Senior Leadership Team and Subject Leaders annually review the teaching and learning policy. The effectiveness of the policy in raising standards in the quality of teaching and learning is evaluated using the following performance indicators.

- Monitoring Reviews
- analysis of student attainment data;
- scrutiny of teacher planning;
- lesson observations/learning walks;
- sampling of students' work from across the curriculum;
- tracking individual students, or cohorts of students;
- discussion with parents about their learning
- discussions with students about their progress;
- discussions with teachers about student progress;
- evaluations from the impact of staff INSET and twilight sessions on teaching and learning;
- evidence from parental and student surveys/questionnaires;
- reduction in the number of students excluded from school, classroom or referred for additional learning support;
- link Governor enquiry visits
- reports from the School Improvement Adviser and evidence from the school's Ofsted inspection report.

10 Conclusion

Worthing High School is committed to creating an environment where teaching and learning thrive. This policy sets the foundation for achieving academic excellence, fostering personal growth where we empower our students to become lifelong learners

Each Department has agreed the characteristics of teaching and learning in their subject. This demonstrates how the policy will be upheld in each subject classroom. The criteria are used to inform quality assurance and the annual Review process.

The evidence gathered from monitoring the impact of the teaching and learning policy engages all stakeholders in the process.