



St Edward's School

Unity - Achievement - Faith

Teaching and Learning Policy

Reviewed and Approved by Teaching, Learning, Assessment and Curriculum Committee

On: 11th July 2023

Reviewed and Ratified by the Full Governing Body

On: 13th July 2023

Next review date: Summer 2024

SLT is responsible for oversight of this policy's implementation

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

Mission Statement

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

Our Mission Statement calls us to educate for life in its fullness and this, in tandem with nurturing confidence and maturity is at the centre of how we teach and help our students to learn. We seek to foster a curiosity and love of learning in our students and encourage them to be confident and independent learners, equipped with the skills and mindset to be lifelong learners.

Shared principles of Teaching and Learning:

St Edward's School is committed to building and sustaining the highest standards of teaching and learning. When students are learning they will:

- Acquire knowledge
- Develop understanding
- Practice skills
- Have high expectations of themselves
- Develop resilience (show keenness and commitment)
- Display enthusiasm (show engagement and interest)
- Make rapid and sustained progress.
- Develop confidence
- Develop independence.

Therefore the following principles will form the basis of all teaching:

- There is a prompt start and crisp finish.
- Activities engage all students and ensure progress.
- All students are made to think hard in their lessons, providing them with the intellectual stretch that they need in order to grow.
- Teacher planning will respond to the identified needs of the students that they teach.
- Learning support assistants will provide additional support to identified students.
- Students will know what they are learning and why.
- Learning makes regular reference to real-world application.
- Teachers will communicate with students about what will be assessed, how, when and why; so that assessment informs students and teachers about their progress, and development needs.
- Students receive regular feedback which makes it clear what is good and what needs to be improved. They will be expected to do this.

- Students' books are presentable, with clear evidence of assessment, feedback, and progress.
- Home-learning is engaging, relevant, accessible and set weekly
- The school's behaviour policy is consistently applied.

Management

It is the responsibility of every classroom teacher to always aim to develop their teaching skills and strategies, looking to continually improve their own teaching and make further opportunities to expand students' learning. It is the responsibility of Subject and Curriculum Leaders, supported by Senior Staff, most notably the Assistant Headteacher (Teaching and Learning) to provide opportunities and support through such activities as team teaching and observations, working groups, in-house training, specialist support and other training opportunities wherever possible.

Roles in detail

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

- Planning high quality lessons that allow all students to make progress
- Self-evaluation of their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally
- Implementation of relevant policies, and support for the aspirations of the school.

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression and well-being of individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- monitoring academic progress and attitudes of individual students through academic tracking
- encouraging and developing the ability of students to evaluate and take responsibility for their own learning;
- review of behaviour, home-learning, use of planners, uniform and attendance.

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all students;
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress (in line with whole school policies) and setting targets for further improvement;
- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (for example, more and most able students, disadvantaged students and gender groups);
- monitoring students' work by regular sampling of home-learning, classwork, students' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers and giving constructive feedback
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

Directors of Learning

Directors of Learning are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group, and using pupil data to identify and set targets for specific students according to their needs, e.g. underachievement, more and most able, disadvantaged;
- maintaining an overview of the experience of students in their year group by e.g. monitoring the number of virtues and behaviour points, use of the On Call System, cross-curricular activities (in liaison with relevant staff);
- monitoring the work of tutors and quality of tutor time, e.g. checking of student planners;
- monitoring attitudes to learning through, for example, checking attendance and home-learning and consulting student voice;
- reporting on relevant issues to the Senior Leadership Team and to other staff as requested.

Senior Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on school performance indicators, internal monitoring procedures, and external accountability demands.

Effectiveness and Improvement

Student outcomes, analysis and monitoring of progress data, and discussions with students and staff are the main tools used to evaluate the effectiveness of teaching and learning at St Edward's.

School Policies relating to Teaching and Learning

- Assessment, Recording and Reporting
- Positive Behaviour
- SEND
- Teacher Appraisal

In addition

- The Handbook of Professional Formation for Teachers at St Edward's School
- Home Learning Principles
- What Makes Great Teaching, Coe et al, 2014 ([What makes great teaching? - Sutton Trust](#))
- The Science of Learning, Deans for Impact 2015 ([The Science of Learning | Deans for Impact](#))