

## Teaching and Learning Policy

### 1 Background

Teachers make the complex understandable, the mind-boggling magical; they make sense of matter and what matters. Teachers make students look again and change their perspective; they make eyes widen and mouths drop; they make the unmotivated ambitious and the interested, passionate. Teachers make the curious expand their horizons and they make futures into reality. At BHSA we strive for excellence in all aspects of our teaching pedagogies and practices. We make learning personal. We pay careful attention to individual learning styles, motivations and needs. We make rigorous use of student target setting linked to high quality assessment; lessons are well paced and enjoyable. Learning at BHSA is fun! Students and staff are further supported by partnership with others beyond the confines of the classroom and the Academy.

### 2 Principles and Aims

Learning and teaching are at the heart of the Academy's vision and drive. We aim to embed a love of learning in staff and students alike. BHSA is a school where every child matters, where expectations of all members of its community are high and where personal achievement and fulfilment are valued and sought after. The staff of BHSA are committed, hardworking and inspirational. Homework extends learning outside the classroom and is set routinely, as students are expected to take responsibility for their own learning, putting in extra time and effort to reach their potential. They are required to attend a variety of enrichment activities to ensure a rounded education, and because we are a community, students are expected to help each other out, to serve the community and to support the family through their general courtesy, acts of kindness towards others and through active citizenship.

### 3 Practice, Roles and Responsibilities

#### Learning

##### **Students are motivated to**

- take an active interest in their studies through encouragement and support from their parents/carers
- improve their performance and be willing to learn from areas for development as well as strengths
- enjoy lessons and respond to the tasks set
- demonstrate through various forms of assessment and tests that they are performing as well as they possibly can
- take pride in their work and look after resources.

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### Students take responsibility for

- improving their own learning
- evaluating their achievement of learning outcomes
- concentrating on tasks set and listen attentively when appropriate
- making positive contributions to class discussions
- helping each other and working collaboratively as well as independently.

### Students develop the following skills to

- persevere with tasks they find difficult
- respond positively to opportunities given to extend their learning
- meet deadlines
- retain knowledge, apply it unfamiliar contexts and make connections across other areas of the curriculum.

### Students understand the implications of social learning by

- being prepared for lessons with the correct equipment
- completing home work to enhance their learning
- following Academy expectations
- asking for help if required
- feeling that they are valued by their teachers and that their achievements are recognised.

## Teaching

### Planning and Preparation

Teachers should plan lessons that

- allow students to progress in their learning
- use plenaries to summarise learning, help students to improve and set the scene for follow-up learning
- allow students to develop and practise higher order thinking skills
- are differentiated for varying needs by task, resources, outcome, responsibility, etc
- provide pace and challenge for all students
- use stimulating resources including use of new technologies and e-learning
- contain effective questioning to engage, direct and challenge students
- incorporate reading, writing, communication and maths
- meet external requirements
- are informed by liaison across Key Stages
- allow students to take an active part in evaluating their own learning and identifying areas for improvement
- are enjoyable, motivational and interesting

### Teaching Styles

Teachers should use teaching strategies that

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- allow students to learn in their preferred style
- provide for independent and collaborative work eg whole class, group work, working in pairs, individual (one-to-one)
- use positive behaviour management and encouragement for students to achieve, including praise and rewards
- use topics which are relevant and within students' experience
- draw on a variety of other sources to deliver lessons when appropriate

### Assessment, Recording and Reporting

Teachers should

- assess students' work regularly according to the Academy's ARR procedures
- use analysis of assessments to inform their teaching and support students' progress
- use data to ensure students are working at their full potential and set targets to achieve this
- inform parents/carers and appropriate staff within the school of students' progress and achievement against potential

### Learning support

Teachers should

- be aware of the specific learning needs of their students
- consult with the SENCO about the needs of individual students when appropriate
- work with Teaching Assistants, Welfare Lead and Learning Mentor to ensure students are best supported in their learning
- use PCPs and other specific assessments of need as working documents

### Continuous Professional Development

Teachers should

- continuously update their subject knowledge in line with current initiatives
- discuss teaching and learning at departmental and faculty meetings in order to share good practice
- plan their own CPD programme together with their Faculty Head as a result of the Performance Management process

## 4 Monitoring and Evaluation

- Classroom teachers  
Classroom teachers are responsible for the progress of students in their classes and for monitoring that progress to ensure they achieve well against prior achievement and attainment, and against similar groups nationally. They are responsible for evaluating their own professional development to ensure they are continually experts in their field. This is achieved by self-evaluation of their own subject knowledge and teaching pedagogies, the quality and effectiveness of their own classroom teaching and management, and their contribution to the policies, expectations and aspirations of the school.

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- **Form tutors**

Form tutors are responsible for monitoring the progress and well-being of students in their form group and for providing support and advice, both socially and academically. They should form strong relationships with families to ensure lines of communication are always open between home and school. This is achieved by monitoring academic progress and attitudes through tracking, encouraging and developing the ability of students to evaluate and take responsibility for their own learning, monitoring behaviour, completion of homework, maintenance of planners, monitoring rewards and sanctions given to members of their form, maintaining high standards in uniform, attendance and punctuality. Form periods are periods of learning and Form Tutors should ensure time is used effectively, working in partnership with their Progress Leader to provide stimulating topics for discussion.
- **Heads of Faculty**

Heads of Faculty are responsible for the effective teaching of the subjects within their faculty, evaluating the quality of teaching and standards of students' achievement and attainment and setting targets for improvement. This is achieved by ensuring appropriate curriculum coverage, continuity and progress for all students. Heads of Faculty should evaluate the teaching of the subjects within their faculty, implementing clear policies for assessment, recording and reporting, monitoring students' work by regular work scrutiny, observing teachers regularly and giving constructive feedback. They report back to SLT and other staff as required.
- **Progress Leaders/Heads of Key Stage**

Progress Leaders and Heads of Key Stage (Juniors) are responsible for the monitoring and evaluation of the overall experience of groups and individuals within their year group. This is achieved by monitoring the progress of students and using data to set targets according to their needs, maintaining an overview of the students' experiences, monitoring the work of Form Tutors and quality of tutor time, monitoring attitudes to learning through attendance, homelearning etc. They report back to SLT and other staff regularly.
- **SLT**

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the SEF and Academy Development Plan. Monitoring and evaluation takes place principally through self-evaluation procedures and classroom observations of learning and teaching. The RAP (Rapid Action Plan) process is used where subject areas/individual staff are identified as needing targeted support. RAPs are monitored closely by SLT to ensure swift improvement.

## 5 Internal Review

The Principal and SLT meet regularly with Faculty Heads/Heads of Key Stage/Progress Leaders in order to

- monitor the effectiveness of leadership and management of the faculty and key stage areas
- analyse performance data and setting targets for improvement



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- give support and arrange training for development
- ensure that minuted faculty meetings take place regularly

A review of learning and teaching takes place annually via the internal self-evaluation framework, in order to gain a snapshot of standards. Action plans are produced by Heads of Key Stage, Heads of Faculty and Progress Leaders to identify areas for development. Progress with these is closely monitored by relevant line managers on SLT. On-going reviews take place to focus on particular issues or to support where the need for development has been identified. The reviews aim to

- identify and share good practice
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement
- identify key aspects of teaching for development by faculties/key stage and for the whole school
- identify and support teachers to become 'outstanding'
- identify and offer structured support to teachers using the RAP process as required
- standardise monitoring procedures including lesson observation and work scrutiny