

# **BISHOP'S HATFIELD GIRLS' SCHOOL**

## **TEACHING & LEARNING POLICY**

<b>Date of last review:</b>	<b>Summer Term 2023</b>
<b>Date of next review:</b>	<b>Summer Term 2024</b>
<b>School Based Policy</b>	

## **1. RATIONALE**

At Bishop's Hatfield Girls' School we want every student to achieve their potential – and enjoy the journey. Excellent Teaching - by enthusiastic and inspirational staff, in stimulating and creative lessons, with high expectations for all - is central to this vision. It is our core function and purpose and is grounded in the values and objectives of the school.

## **AIMS**

The aims of this policy are to:

- establish an agreed range of learning and teaching practice
- secure high quality learning and teaching throughout the school
- improve the quality of learning experiences offered to pupils
- raise standards of attainment and gain consistency across the school
- reaffirm the school's belief in the principles of equal opportunities to meet the needs of all pupils
- provide guidance on aspects of key activities that promote learning
- encourage the sharing of the most effective and leading edge practice in teaching and learning.

## **2. PROCEDURES**

### a) Curriculum - Intent, Implementation, and Impact.

A high quality, ambitious and diverse curriculum is central to the quality of education provided at Bishop's. Subject level decisions about the sequencing of knowledge and skills decide daily practice in classrooms. Faculty Intent statements provide the purpose of learning in each subject area, and lessons provide the means to implement this Intent. The curriculum at Bishop's Hatfield Girls' School develops knowledge, concepts, skills, attitudes and values. It displays balance, breadth, relevance, diversity, differentiation and progression. It also contributes to the development of character. Staff and pupils cohere around our understanding of whole school curriculum intent through the Bishop's 360.

The curriculum is under constant development and review. It is the outcome of collaborative engagement across staff with consideration to edicts from the DfE, changes to the Ofsted framework, local and national needs, particular interests and aptitudes of pupils and preferences of the parent/carers body and the governing body. It is continually monitored and periodically reviewed and evaluated.

### b) Learning

Learning is the assimilation of knowledge, understanding and skills that enables pupils to move closer towards fulfilment of the school aims as applied to the individual. Learning is associated with the motivation that pupils display when they engage in new challenges and with the progress made in developing new skills, knowledge and understanding. High quality learning cannot always be

observed directly but its presence is indicated by pupils taking responsibility for independent thinking and their active, sustained involvement in lessons. Put quite simply, learning is about pupils being able to know more, do more, and remember more. Learning results in changes to long term memory, and pupils' learning is accumulated over a significant period of time.

There are a number of features of learning that should be considered in planning individual or groups of lessons. Most importantly, teaching staff are expected to know their pupils and their classes well, and to have a great understanding of needs both individually and collectively.

All pupils should be given the opportunities to:

- acquire new knowledge or skills, develop ideas, increase their understanding and find work challenging
- apply intellectual, physical and creative effort in their work
- understand the tasks set and the reasons for doing them
- identify how well they have done and how they can improve
- receive regular and frequent feedback with clear strategies for improvement
- respond to feedback and take responsibility for the next steps in their learning
- make progress towards reaching learning objectives
- are productive and work at an appropriate pace
- have opportunities to comment upon the work that they are doing and the programmes of study that they are engaged in
- show interest and care in their work, are able to sustain concentration and think and learn for themselves
- are in a culture of expectation and praise
- are able to work collaboratively
- have frequent opportunities to revisit prior learning through retrieval practice, spaced learning, and an interleaved curriculum.
- engage in activities which develop their confidence and allow them to take risks in their learning

By teaching and developing these skills, we provide our pupils with the tools to take advantage of the educational opportunities available to them. Learning is likely to take place through a range of learning modes and thus a range of activities will be needed through a sequence or section of lessons.

### c) Teaching

At BHGS we expect all teachers to engage with the process of continually developing their classroom practice. Staff are supported to do this both collectively through teaching areas identified in the SIP and through the CPD and meeting calendar. The BHGS approach to Appraisal emphasises a developmental approach to observation, and our staff are supported to take part in peer coaching twice per year. Greater teacher autonomy over CPD allows teachers to think more strategically about improvement, add to their teaching repertoire, and improve through seeing models of excellence.

Staff at BHGS are expected to keep abreast of research about teacher efficacy so that they can use the findings to inform their pedagogy and planning. The EEF toolkit, Rosenshine's Principles of Instruction, Dylan Wiliam's research on Assessment for Learning and various other studies and academic journals provide useful whole school pedagogical insights and best practice. Faculty areas also engage with the

publications and findings from their own Subject Associations and subject research reviews to contribute and inform their understanding of best practice for facilitating learning.

Effective teaching is a conscious and reflective process. In well taught lessons, teachers know precisely what is taking place and the standards being achieved by the pupils. Effective teaching invariably leads to pupil learning. Teaching cannot be considered effective if pupils' learning is limited. It is possible to identify some of the many features that will often be present when effective teaching is taking place. The below is not a lesson structure, but it shows the different components that will enable expert teaching and a development of powerful substantive and disciplinary knowledge and skills over time:

- individual pupils acquire skills, knowledge and understanding progressively at an appropriate pace.
- teachers carefully use engagement in explanation and modelling is used so that students develop both procedural and conceptual understanding.
- lessons have clear objectives where the Learning Objective is shared, either implicitly or explicitly, with the pupils
- teachers demonstrate, through clear exposition and explanation, a secure command of their subject
- teachers are up to date and aware of current and cutting edge scholarship and educational practice in relation to their subject area
- lessons have a high level of challenge for all and inspire pupils to deepen their knowledge and understanding
- high expectations of pupils' progress are held
- lessons are well-structured with pupils engaging in a variety of tasks and activities which provide significant, but attainable challenges
- the pace of the lesson is brisk, but time is allowed for consolidation and reflection
- frequent praise and regular feedback are offered to individual pupils, through marking of work, discussion and target setting and through verbal encouragement during the course of the lesson to enable effective scaffolding of future learning (see Feedback for Learning policy)
- informed questioning is used to consolidate and extend pupil learning, allowing pupils to retrieve information and think with breadth, depth and accuracy.
- misconceptions are picked up and addressed in a timely manner
- pupils are exposed to challenging and high-level vocabulary through class discussion and texts
- relationships in the classroom are positive and promote pupil motivation and good behaviour
- provision is made for the full range of pupil ability through differentiated activities and tasks
- time, support staff and resources are used effectively
- SOW/POS are reviewed on a regular basis and amended accordingly.

#### d) Schemes of Work/Programmes of Study

The school is organised into faculty areas for curriculum delivery. All courses delivered by faculties should be described in the appropriate Scheme of Work, which is an essential document of classroom practice. It links the work to be covered in lessons to the relevant Programme of Study.

A scheme of work gives an overview of a course and gives sufficient detail to allow individual lessons to be planned successfully. Additionally guidance on assessment, resources and timescales should be provided.

A scheme of work should contain:

- learning objectives to describe the knowledge, skills and understanding that pupils should have after delivery of curriculum content
- timescales for delivery of curriculum content
- guidance on appropriate methodology, classroom organisation, teaching strategies and activities for pupils
- a guide to all available resources
- differentiation strategies
- homework
- where relevant, any contribution to literacy, numeracy, independent learning, ICT and citizenship skills
- assessment information.

Schemes of work should be under continuous development to meet the changing needs of pupil cohorts and external influences.

#### e) Adaptation/scaffolding

Adaptation is the process whereby teachers ensure planned progress through the curriculum for all pupils by selecting content and using appropriate teaching methods to maximise an individual pupil's learning. It is advised that the learning needs of each individual student must be carefully evaluated to allow the realisation of that pupil's full potential. Teachers should make reference to baseline assessment information and have this information readily to hand when planning lessons. At BHGS adaptation is as much about providing scaffolding for pupils - so that every learner has the chance to access challenging, interesting materials as far as possible - rather than 'differentiating down' and predetermining the level and pace of academic material that is presented.

Teachers are advised to:

- choose a variety of activities and resources to match the learning needs of the class
- set distinct or modified tasks for different pupils as appropriate
- make full use of prior assessment and target setting data when planning work for individuals or groups
- ensure that all pupils are able to achieve suitable targets
- refer to information from the Learning Support Faculty, Form Tutors and Heads of Year regarding pupil/group learning needs
- take account of the need for differentiation
- have extension tasks readily available
- include guidance on differentiation and reference appropriate resources in Schemes of Work
- use support staff to support students in extending and managing the curriculum.

#### f) Homework

Homework is set to help pupils:

- develop the skills, confidence and motivation to undertake independent study effectively
- consolidate the learning that has taken place in school
- further extend class based learning
- allow for pupils to be pre-exposed to key content, vocabulary or material connected to the scheme of work to aid knowledge and skill acquisition within lessons, perhaps through flipped learning
- involve parents in managing learning
- complete work that cannot be undertaken in lesson time
- take responsibility for their own learning
- use resources not normally available in school
- develop independence of thought and time management so as to develop essential skills for future levels of study.

Homework should be set in accordance with the homework timetable that is published annually for each year group and with the Homework Policy.

Pupils should not use AI tools to generate work as this will result in a decline in their ability to carry out tasks unassisted by AI and will result in a subsequent loss of confidence in assessment situations.

Parents/Carers are asked to:

- monitor homework and then sign the homework planners on a regular basis
- provide appropriate space and conditions for homework to be completed
- encourage formation of effective homework habits
- encourage attendance at Homework Club, if appropriate
- make it clear to their children that they value homework.
- ensure that pupils do not submit homework tasks that have been created using AI tools as if they are their own

### **3. Pupil absence**

Pupils' regular attendance to school is essential to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

#### **Short term absences:**

If a pupil is absent from school due to illness, then they would normally be considered to be too unwell to complete work at home for the period of their absence. Pupils should therefore not routinely expect their teachers to post work for them to complete at home when they are absent. After a pupil has returned to school either after an illness or because of other reasons, the pupil will be supported to access lesson resources to catch up on work missed. This will be particularly important where a pupil is studying for external examinations. It is the responsibility of the pupil to complete this work and the support offered should not create significant additional workload for staff.

## **Longer term absences:**

For longer term absences, pastoral staff will liaise with subject staff and with parents/carers regarding individual expectations about the completion of work and catch-up on their return. Staff workload considerations should always be taken into account in these cases; it is not reasonable to expect staff to plan separate lessons or create individual resources for pupils who need to work at home. In normal circumstances such work or resources should be the same as that set for pupils in school, or only require minor adaptations. Where longer term absences make it necessary for staff to set remote learning tasks this should be part of an agreed plan for the pupil to return to attending school and should not be a permanent arrangement. Providing remote education should not prolong the length of time a pupil learns at home or adversely affect and delay the pupil's return to school.

If a pupil fails to access or complete remote learning tasks then it is not reasonable to expect staff to continue to set work for them. It may be more appropriate in circumstances where a pupil is absent for a long period of time for pupils to be directed towards other resources and support, for example the Department for Education's recommended provider of online learning, Oak National Academy <https://www.thenational.academy/> .

There are separate procedures in place for where a pupil may be working at home due to an exclusion from school.

Whole group/year/school remote learning procedures will apply only when the school cannot operate in the normal way due to national or local restrictions that have been put in place by the government. Those relating to the Covid-19 pandemic are a recent example of such a circumstance. Remote education is not an equal alternative to in-person schooling and is only a last resort if attendance is not possible.

## **MONITORING AND EVALUATION**

The formulation, implementation and monitoring of this policy will be led by the relevant member of SLT. Monitoring of teaching will occur through the regular calendar of Learning Walks, drop-ins, and any reviews deemed necessary.

Heads of Faculty are responsible for monitoring and evaluation of all aspects of Teaching and Learning in their curriculum area. In particular to:

- formulate and implement schemes of work and assessment procedures
- monitor and support individual teachers in the delivery of the schemes of work
- monitor the progress of teaching groups and individual pupils
- carry out work scrutinies and book sampling on a regular basis
- monitor the quality of teaching within the department
- promote the sharing of good practice, both within and beyond the faculty
- ensure that the learning needs of the individual pupil are met whilst studying the subject, for example through using opportunities to listen to student voice.
- support and encourage differentiation in individual lessons and schemes of work
- monitor homework in line with school policy
- continue to promote the various additional competencies within the department e.g. ICT, literacy etc.

- ensure that work submitted for assessment is the pupil's own, keeping abreast of JCQ guidance, including that on the Use of AI, designed to ensure the integrity of assessments.