BISHOP'S HATFIELD GIRLS' SCHOOL

TEACHING & LEARNING POLICY

Date of last review:	**Summer Term 2025**
Date of next review:	**Summer Term 2026**
School Based Policy	

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 a high quality of 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/carer 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 character, 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 teach high quality, academically challenging lessons that give pupils the confidence to persevere and make progress. Expectations for staff are detailed in the 'Bishop's Way'. This was co-constructed by staff and breaks down the features of high quality teaching that all staff should follow. CPD, staff and INSET are framed around selected aspects of the Bishop's Way each year.

Staff are expected to think about their teaching by engaging with the process of continually developing their classroom practice. Staff are supported to do this collectively and individually. The BHGS approach to appraisal emphasises a developmental approach to observation, and our staff are supported to take part in peer coaching. 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 to and inform their understanding of best practice for facilitating learning. Faculty agendas are encouraged to be focused on discussions about pedagogy and curriculum delivery to support this collaboration and discussions about teaching and 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 a 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 shows the different components - reflected in the Teacher's Job Description - that will enable expert teaching and a development of powerful substantive and disciplinary knowledge and skills over time:

- Maintaining excellent subject and curriculum knowledge, using powerful subject pedagogy to inspire, create enjoyment and spark interest
- Delivering carefully planned lessons that build on pupils' prior attainment and available information in order to support them to make progress and achieve their potential
- Applying effective and up to date pedagogical practices that support pupils to be active and not passive learners, who acquire new knowledge and skills
- Prioritising every disadvantaged and/or vulnerable pupil so that teaching is fully inclusive
- Being familiar with the basics of the OAP, Code of Practice for identification and assessment of Special Education Needs and keeping appropriate records on students with SEND
- Providing reasonable adjustments and adaptations for learners, routinely reviewing lesson delivery in relation to their needs to support participation for all
- Checking thoroughly for understanding during lessons through effective questioning and formative assessment strategies
- Providing clear, targeted and regular feedback for learning to prompt action and support progress in line with the school's Feedback for Learning Policy and reporting systems
- Ensuring strong and up to date knowledge of accurate assessment in the subject
- Exposing all pupils to academic challenge, stimulating their thinking through rich subject specific material and ambitious, technical vocabulary that grows cultural capital and develops cross-curricular skills
- Setting consistently high expectations for pupils' learning behaviours, establishing a purposeful working atmosphere and good pupil-teacher relationships by upholding our rewards system and Behaviour for Learning policy
- Managing and sharing resources effectively both individually and as a team and maintaining a classroom environment that is attractive and conducive to learning, including regular SoL and resource review
- Reviewing and evaluating pupil outcomes to identify and action areas for further improvement so that all pupils are supported to achieve their potential

At BHGS, we expect the school values and the B360 to be central to all learning interactions and relationships in the classroom. This includes, for example, the formal greeting at the start and end of each lesson.

We also build in opportunities to capture Learner Voice to get pupils' perspectives on their education and to inform ongoing faculty and curriculum development.

d) Schemes of Learning/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 Learning, 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 learning 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 learning 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 Learning 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 scaffolding
- have extension tasks readily available
- include guidance on adaptation and reference appropriate resources in Schemes of Learning
- use support staff to support students in extending and managing the curriculum.
- support pupils to understand when it is appropriate and acceptable to use AI when learning, and also when it isn't (for example where it leads to concerns about malpractice or deskilling).

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 longer term. 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.

The Bishop's Way – Teaching and Learning

Know your learners
- use all available pupil information when planning
- regularly refresh this knowledge to keep it up to date

Prioritise every disadvantaged, SEND and/or vulnerable pupil
- adapt and scaffold learning for an inclusive, ambitious curriculum

Plan carefully
- build new learning on pupils' existing knowledge and skills
- provide clear explanations and anticipate/plan for misconceptions
- present new material in small steps and guide practice
- provide scaffolds and model for success
- require and monitor independent practice
- plan for consolidation of learning and future retrieval

Check thoroughly for understanding
- check both whole class and individual understanding
- ask lots of questions to probe, check and stimulate thinking
- adapt teaching to respond to progress and misconceptions

Provide clear, purposeful, regular feedback
- plan feedback to prompt action
- plan feedback to support learners' progress in the future

Know your subject well
- know and understand the content of each lesson thoroughly
- use powerful subject pedagogy
- link to previous and future learning, other subject areas and real life for relevance and powerful sequencing

Get pupils thinking deeply
- use pedagogical practices that support pupils to be active, not passive
- provide an academic and ambitious curriculum for all

Grow pupils' confidence
- encourage responsible risk-taking
- support activities that encourage creativity and leadership

Support pupils' engagement
- maintain the highest expectations for all learners, supporting them to engage at every moment in lessons

Cohere around the B360
- the school values should really mean something
- reward and celebrate positive behaviours and progress in learning

Be a reflective practitioner
- maintain professional curiosity by engaging with best practice and seeking to improve
- work collaboratively and support colleagues