



WALTHAMSTOW SCHOOL FOR GIRLS LEARNING AND TEACHING POLICY

INTENTION

The Learning and Teaching Policy aims to articulate, clarify and exemplify our:

- learning culture and ethos;
- commitment to developing curriculum skills, knowledge and understanding;
- valuing and implementation of the development of transferable learning skills;
- expectations and impact of our culture and ethos in terms of student and professional outcomes;
- value and investment placed in securing a broad, balanced, horizon-opening and enriching curriculum;
- collective understanding of best practice;
- engagement in theory and practice of the application of current pedagogical thinking;
- valuing of professional experience, expertise and contribution; and
- mapping of the quality of learning and teaching to the Teacher Standards.

Learning and Teaching at our school aim to:

- encourage all students to become confident lifelong learners through the strategic development of learning habits which empower and equip them with the skills of how to learn, accept failure and understand themselves as learners;
- inspire students to enjoy learning by ensuring that they are emotionally engaged, cognitively aware, self-regulating, socially interdependent and reflective;
- inspire students to enjoy learning by ensuring that all lessons develop their curiosity, skills, knowledge and understanding;
- engage students in the reflection and refinement of their learning experiences by encouraging questioning, feedback on schemes of learning and learning activities, and curriculum content;
- enable all students to achieve their full academic potential through careful strategic monitoring of progress, appropriate interventions and support, and informed communication with other colleagues, parents/carers and the student;
- develop students as effective independent and interdependent learners who understand themselves as learners, appreciate mistakes as an inevitable part of learning and are equipped with the skills in metacognition and learning strategies to empower them to embrace learning challenges;
- provide a safe, stimulating and motivating learning environment for all;
- provide a range of different teaching and learning approaches which respond to the varying learning needs of the students, both within subject content and wider learning to learn skills; and
- continually seek to research, innovate and improve the learning experience for all our students.



IMPLEMENTATION

LEARNING CULTURE AND ETHOS

Our learning culture and ethos is based on our GREEN Vision for Learning. This evolved from the work of Professor Guy Claxton and his Building Learning Power framework to provide a learning to learn culture customised and informed by students.

The school is known locally as the GREEN school owing to the colour of the uniform. Students and staff used this as a starting point for the establishment of the GREEN values and learning habits. They underpin the pedagogy by providing a framework of how we learn and the lifelong values that will enable us to continue doing so in the future.

		Effective, engaged pedagogy needs:
G	Growth	<ul style="list-style-type: none"> ▪ growth mindset ▪ understanding that cognitive growth entails leaving the comfort zone ▪ acceptance that growth sometimes occurs beneath the soil! It is happening but is not yet sprouting or blooming!
R	Resilience	<ul style="list-style-type: none"> ▪ the ability to keep trying ▪ appreciation of the value of mistakes and how to turn perceived failure into a learning opportunity ▪ actively taught strategies to enable students to cope with challenges both in and beyond the classroom
E	Empathy	<ul style="list-style-type: none"> ▪ awareness and experience of the learning potential of collaboration ▪ appreciation of the personal learning that is made real and concrete when empathising with others – subjects within a lesson and classmates ▪ experience of how empathy can trigger self-reflection to provide rich learning and expansion of thinking
E	Energy	<ul style="list-style-type: none"> ▪ effort and energy to embrace new learning ▪ motivation ▪ good health: physical (exercise, sleep, nutrition); emotional/mental (being in a receptive mindset); social (having a sense of belonging and feeling connected to others); cognitive (understanding the nature of learning and feeling equipped and willing to engage with its ups and downs); and spiritual (having a sense of purpose)
N	Newness	<ul style="list-style-type: none"> ▪ willingness to explore new knowledge, skills and understanding as well as review established knowledge, skills and understanding from a fresh perspective ▪ preparedness to embrace technology and optimise its potential in learning ▪ focus on outcomes for which a new approach may provide deeper and more meaningful learning

The Learning Line

As part of our learning culture, students are introduced to the Learning Line which, in diagrammatic form, illustrates the nature of all learning. Every classroom has a copy of the learning line and students respond to their learning reflectively on the line in all lessons.



GREEN Lessons

Students in Y7 have a one hour lesson each fortnight on “how to learn” called their GREEN lesson. This introduces students to the key learning habits which, when practised across and beyond the curriculum, can empower them to be more effective learners.

ONE-to-ONE Devices

In September 2019 the school introduced the iPad initiative so that all students in Y7 had an iPad to use in all lessons and at home. The scheme has continued and will be evaluated in Spring 2022 in terms of its impact on learning and outcomes.

NON-NEGOTIABLE EXPECTATIONS

This section outlines the core principles in our school, including expectations of what staff and students 'will do' when it comes to teaching and learning.

Effective Learning

Effective learning at our school entails the parallel priorities of the subject learning (knowledge, skills and understanding) alongside the development of learning to learn competencies. In the context of the knowledge-based curriculum students and teachers will have much content to cover. The investment in learning to learn skills cannot be underestimated in this context as these skills will enable students to develop the independent and inter-dependent learning skills and habits that will enable them to develop the meta-cognitive skills essential for progress, achievement and attainment.

In order to develop as effective learners, all lessons will ensure that students:

- are fully engaged in the learning from the outset through: intriguing learning questions; starter activities; carefully planned sequences of learning activities; clarification of their current progress towards end of year targets; differentiation; and positive relationships which develop the best behaviours for learning;
- are fully aware of the learning objectives and expected learning outcomes for each lesson, with clear monitoring and assessment of progress during and at the end of the lesson;
- develop a deep, practical understanding of learning;
- practise and develop effective learning habits;
- understand their potential and how to fulfil it through the careful planning and feedback from the teacher;
- are able to find and process information independently;
- can learn and engage in the activities of learning effectively both as individuals and as part of a team;
- develop as proficient and enthusiastic readers;
- use ICT confidently, knowledgeably and proportionately;
- develop thinking skills which allow them to pose questions and solve problems;
- look for the ‘big picture’ and seek patterns in the information presented to them;
- make links across the curriculum and with the wider world;
- are able to focus on the key skills of literacy and numeracy;



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- can communicate effectively through speaking and writing; and
 - can apply their learning in unfamiliar situations.

Behaviour for Learning

As a school we are clear about what the optimum behaviour for learning looks like and have agreed on our expectations and systems so that students experience consistency across all lessons in all years of the implementation of those expectations.

In the classroom, these expectations are based on what will best support the learning and progress of all. Staff and students are clear about those expectations and the consequences for themselves and others if they are not followed.

Effective behaviour for learning expectations and implementation contributes to the personal and social development of our students by modelling professional behaviours; supporting collaborative and respectful group work; enabling divergent opinions to be explored objectively and with evidence; demonstrating effective ways to be heard and to listen to others. Although compliance with these expectations is a non-negotiable, we are also committed to enabling our girls to know how to raise issues and challenge using appropriate methods and channels, as well as developing their confidence to do so.

Learning Environment

The learning environment has a great impact on the learning. Students need to be safe and secure. They also need to be inspired and stimulated by the displays which may celebrate the challenges of the learning as much as exemplar outcomes. The learning environment has the potential to amplify cross-curricular priorities such as numeracy and literacy, placing whole school value upon them. Display can also stimulate curiosity and motivate.

Considered classroom organisation facilitates effective group work and enables structured support of the learning by providing quiet spaces, collaborative spaces and teacher support areas. The arrangement of tables can positively impact the learning activities; differentiation; and behaviour for learning positively.

RESPONSIBILITIES

All members of the school community must:

- value students as individuals and respect their entitlement to be educated in a caring, secure environment;
- foster good relationships and a sense of belonging within the school;
- provide a well-ordered environment in which everyone is fully aware of behavioural expectations;
- ensure equality of opportunity in all aspects of school life;
- encourage, praise and reinforce good relationships, behaviour and work; and
- work as a team, supporting and encouraging each other.

Students must:

- be punctual to lessons with the correct equipment;
- complete home learning fully, promptly and to the best of their ability;
- take pride in their work;



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- be reflective and take responsibility for improving their own learning in response to teacher feedback, written and oral;
 - seek help from their teacher when they need it;
 - respect the rights of others to learn; and
 - provide feedback about their learning in a positive and constructive manner.

Teachers must:

1. make lessons purposeful by:
 - preparing the learning process through carefully planned and well-paced lessons;
 - following the agreed lesson plan which comprises of a starter, learning activities and plenary;
 - ensuring students have the opportunity to activate, connect, demonstrate and consolidate learning;
 - creating a well thought out seating plan that is adhered to by all students and supports positive learning behaviours, effective collaboration and differentiation;
 - making learning objectives and success criteria explicit to students;
 - using assessment for learning (AfL) strategies to evaluate and improve learning during the lesson;
 - having appropriate expectations of all students informed by assessment evidence and knowledge of the students as learners;
 - evaluating all lessons to inform future learning and teaching;
 - delivering schemes of learning which incorporate the development of independent learning skills (learning to learn/GREEN skills) and create long lasting learning habits; and
 - creating opportunities for students to learn collaboratively in pairs and in larger groups.
2. make lessons interesting and stimulating by:
 - showing enthusiasm for their subject and for learning;
 - having a thorough and up-to-date command of their subject which inspires students and instils confidence;
 - helping students to make connections within and across subjects, as well as with cross-curricular priorities such as: literacy, numeracy, careers;
 - varying the teaching methodology, learning activities and the learning environment to meet the needs of different groups of learners;
 - giving students the opportunity to discuss their learning with each other;
 - effectively using ICT and multi-media presentations when appropriate to enhance students' learning experiences and outcomes; and
 - using praise, positive reinforcement and display of students' work;
3. create an orderly learning environment by:
 - being consistent about school and class rules and expectations;
 - setting and monitoring the completion of home learning, following up with families if necessary;
 - ensuring, through accurate assessment and record keeping, that learning is progressive and continuous; and
 - ensuring that all tasks and activities performed by students are safe/
4. match lesson activities to different student abilities and learning preferences by:
 - avoiding teaching to the middle;
 - ensuring students have a clear and common understanding of the high expectations held of them individually and collectively;



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- using assessment data to gauge students' individual capabilities so that lessons are well planned for all;
 - using appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most-able as well as for those with special educational needs;
 - planning opportunities to give constructive verbal feedback for all students;
 - taking action to secure a full understanding of the extent to which students have or have not met the planned learning outcomes with strategies to ensure those who have not may catch up;
 - working pro-actively with teaching assistants to plan the most effective support in the classroom and beyond.
5. develop positive and productive working relationships with students by:
- respecting students, recognising that they are individuals with different needs, treating them fairly, and giving them equal opportunity to take part in class activities;
 - supporting students when necessary and appropriate outside lesson times;
 - providing quality feedback, verbal and written, to move students forward in their learning;
 - valuing each child as a unique individual and being familiar with the relevant equal opportunities legislation covering protected characteristics.
6. create further opportunities for learning by:
- viewing themselves as learners and using action research within the classroom, as well as using professional development, observations, discussions and INSET to improve and share good practice;
 - ensuring tutorial activities are given equal prominence with curriculum lessons;
 - using after extra-curricular activities to provide opportunities for extending learning beyond the classroom;
 - making sure classrooms are motivating and purposeful learning environments which consist of student work illustrating the learning process and interactive displays; and
 - establishing links with the local and wider community and using external partnerships (following due diligence) to enrich students' experiences.

Governors must:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support teaching and learning;
- monitor teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of teaching and learning through: our self-evaluation processes, which include reports from subject leaders: the Headteacher's report to governors; reviews of the in-service training and CPD attended by staff; exam results including progress data for all and for disadvantaged groups; and other data provided.

Parents / Carers must:

- ensure their child attends school regularly and punctually;
- ensure their child attends school with the correct uniform, equipment and PE kit so they are ready to learn;
- give due importance to home learning and support their child to develop literacy and numeracy skills;
- inform the school if there are matters outside school that are likely to affect their child's performance or behaviour;



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- provide support for the school rules which are formulated to secure a positive learning focused environment;
 - be realistic about their child's abilities and promote a positive attitude towards school and learning in general; and
 - fulfil the requirements set out in the home-school agreement.

External Organisations

Learning may be enriched, deepened and ignited by the engagement with external providers who may visit us or us them. We will always undertake robust due diligence before agreeing to work with outside organisations to ensure they meet our safeguarding standards and that their content is not biased.

Planning

Effective and well-planned learning enables students to make progress based on the teacher's accurate understanding of where they currently are in that learning. The MARK-PLAN-TEACH cycle ensures all learning is building upon what has been taught before and how well it was mastered.

Renaming this cycle ASSESS – PLAN – TEACH establishes clearly that AfL activities during lessons and plenaries may inform the planning.

Faculties will have clear and accessible Programmes of Study, Schemes of Learning and Lesson Plans/resources from which to work.

The Faculty Review and Peer Review offers opportunities to challenge and inform planning and to gain insight from students on the curriculum.

Marking and Assessment

See the Assessment Policy.

Formative Assessment: All students should receive regular formative assessment which may be verbal in the lesson or written in feedback. This assessment should enable students to progress in their learning, with a clear sense of purpose and direction.

Summative Assessment: All students should receive end of unit tests or termly assessments which give them a clear indication of their attainment in that unit/topic, and give the school a clear set of data on current attainment.

IMPACT

Establishing and developing the highest quality teaching is our core purpose as a school and its impact on learning, progress and attainment is the single most powerful driver to narrow the gap between various groups of students.

Monitoring and Evaluation of Teaching and Learning will form part of the school's Monitoring and Evaluation Cycle. This involves termly lesson observations which will also involve the reviewer looking at



books, speaking to students, looking at progress data, and seating plans. The reviewer should complete the appropriate feedback form which can be found in the Annexes attached to the policy. The outcomes of these Learning Walks will be collated and reviewed by ALT. From these reviews priorities will be identified and addressed. Findings will inform the Academy's ongoing development planning.

How effective is Learning and Teaching at Walthamstow School for Girls?

Outcomes for students

The effectiveness of learning and teaching will be evaluated quantitatively and qualitatively using data, surveys, monitoring and student voice.

For example:

Quantitative: progress/exam results and data; behaviour for learning reports from Sims; lesson observation feedback; learning walk feedback; book scrutiny; progression data.

Qualitative: attitudes, self-actualisation; application of learning habits;

Staff Outcomes

Outcomes for teaching staff will be evaluated quantitatively and qualitatively using, for example: surveys; performance development processes, including coaching dialogues; attendance data; engagement with the teaching school hub data; lesson and learning walk feedback.

RELATED POLICIES

Assessment and Feedback
Performance Management
CPD
Rewards
Behaviour for Learning
Remote Learning Policy



RESOURCES

Teachers' Standards

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

Teachers' Standards
<p>1. Set high expectations which inspire, motivate and challenge students</p> <ul style="list-style-type: none">▪ establish a safe and stimulating environment for pupils, rooted in mutual respect▪ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions▪ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
<p>2. Promote good progress and outcomes by students</p> <ul style="list-style-type: none">▪ be accountable for pupils' attainment, progress and outcomes▪ be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these▪ guide pupils to reflect on the progress they have made and their emerging needs▪ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching▪ encourage pupils to take a responsible and conscientious attitude to their own work and study.
<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none">▪ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings▪ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship▪ demonstrate an understanding of, and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject
<p>4. Plan and teach well structured lesson</p> <ul style="list-style-type: none">▪ impart knowledge and develop understanding through effective use of lesson time▪ promote a love of learning and children's intellectual curiosity▪ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired▪ reflect systematically on the effectiveness of lessons and approaches to teaching
<p>5. Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none">▪ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively▪ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these▪ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil' education at different stages of development▪ have a clear understanding of the needs of all pupils including those with special needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none">▪ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements▪ make use of formative and summative assessment to secure pupils' progress▪ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.



7. *Manage behaviour effectively to ensure a good and safe learning environment*

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Building Learning Power

<https://www.buildinglearningpower.com/>

The National Curriculum KS3 and KS4

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf