



Teaching and Learning Policy



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1. Principles of Great Teaching & Learning

At Esher High School we believe teaching should enthuse pupils and engage their interest and enthusiasm for learning. It should develop knowledge, skills and understanding needed for young people to thrive throughout life, including functional literacy and numeracy and employability skills. Parents and carers should be engaged and involved in their children’s learning and progress. Personalisation of learning is essential to allow all learners to make good progress, achieve and actively participate in their learning. Activities planned should allow students to become fluent in skills required in order that they master areas of the curriculum and achieve their potential.

Learners should be active and curious, take ownership for their learning and be able to persevere when they find things difficult. Assessment is both formative and summative: learners monitor their progress and, with their teachers, identify the next steps. Technology should be used to inform and enhance learning. At Esher High School, we strive to develop a wide range of skills and attitudes to foster greater resilience, independence and self-management.

2. Qualities of Great Teaching & Learning

At Esher High School we base great teaching on evidence informed practice. As such, we believe that Barack Rosenshines’ 10 key principles of instruction underpin great teaching and learning. We will use this as our foundation as a group of professionals. The principles are:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

3. Assessment and Feedback

At Esher High School we have very high expectations in relation to students receiving feedback; as such colleagues should expect to have their students’ books, work and assessments checked during learning walks and observations as part of a whole school monitoring by their Head of Department or members of the Senior Leadership Team.

Our high expectations for student feedback are:

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Use of whole-school Literacy Code – student work has been checked and guidance provided; use of the Literacy Code symbols is evident;

Formative – comments clearly state what the student needs to do in order to improve;

Response – the student has responded to the teacher’s feedback and the improvement is consistent;

Progress – the student is aware of how each piece of work is directly contributing to their progress, either through comments made or grades given;

Pride & Presentation – the student displays an awareness of the school’s expectations in relation to presentation with teacher guidance.

Our approach to Homework:

As part of the high value we place on academic process we constantly strive to support our learners in every way possible to realise their full academic potential. One of the ways in which we do this is through Homework. Committed to developing independent learners who are able to manage their own time, self-regulate, approach problems with an open mind and take full ownership of their academic progress, we aim to set tasks that are challenging, engaging and relevant. Research has taught us that Homework:

improves students’ thinking and memory,

helps students develop positive study skills and habits that will serve them well throughout life,

teaches students to work independently and manage their time,

teaches students to take responsibility for their own learning,

allows students to review and practise what has been covered in class,

helps students develop their research skills through use of libraries and computer websites to find information,

allows students to extend learning by applying skills to new situations.

We use Microsoft Teams to set homework which automatically posts these assignments to our school communication app Edulink One (www.edulinkone.com or via the app). Homework should be set as a minimum of one piece per 2 week cycle. Teachers are asked to provide a clear description of the task, set a deadline, and estimate how long a student should spend on a set piece e.g. 30 minutes. They can also add supporting webpages and documents as attachments.

4. Quality Assurance

At Esher High School, evaluation of the quality of education is always in effect. Heads of Department and subject teachers regularly review the impact of their teaching and have dedicated department time to reflect on this. There is a learning walk schedule that is completed by senior leaders and middle leaders, that informs leaders and staff at all levels of the strengths and areas of development across the school.

Senior leaders are in continual dialogue with middle leaders to ensure all information and data available is used to monitor the quality of education across the school. Each department has a quality of education document that has key points of evaluation. This information and analysis are then used to inform the school’s self-evaluation and subsequent school improvement plan.

Appendix A

Ten reflections on our approach to teaching and learning at Esher High School:

1. We value every child as unique and believe in social equity. This means that some will need more support than others in order to help them thrive so that each has the best chance to flourish.
2. We believe that every moment of a school day will be a learning opportunity and see it through the lens of our formal, wider and personal curricula. Formal is in lessons, wider is the clubs and activities we provide and personal is all the values and behaviours we model to our community. We pay attention to all three.
3. Our students do best when learning is engaging and making them think and work hard. We know that our staff can balance rigorous, challenging learning with an enjoyable, varied and positive atmosphere.
4. In our lessons we have clarity of key routines and habits and seek fidelity in these, whilst allowing each teacher to have their own personal approach. The children need to know where they stand each time they arrive at a classroom.
5. We are evidence informed and use the research from outside organisations to help frame our developments, while always contextualising them to our school, staff and students.
6. We encourage our teachers to take risks with their teaching, evaluate the effects of new approaches and share their findings with colleagues.
7. We focus closely on the relationships between our staff and students, and between the students themselves. We view this as more important than rules and expectations and it has lifted students' behaviour and engagement. Our corridors, classrooms and communal areas are vibrant and uplifting.
8. Our staff constantly model to students how to interact with others knowing that for many we may be the only stable adult role model in their life. It is founded in our values and includes our work ethic, visible enjoyment, expectations of each other and workload.
9. We seek alignment on key school approaches without them becoming burdensome or constraining.
10. We delegate significant agency to our middle leaders over curriculum content and design, behaviour management and support for their team. We have high expectations of them around how they work together to plan cohesive learning that complements other subjects and meets our students' diverse needs.