



**Teaching & Learning Policy**

Status:	<b>Approved</b>		
Date of Next Review:	Summer Term 2020		
Responsibility:	T&L Committee		
Date of Approval:	Committee:	1 <sup>st</sup> March 2017	
	Full Governors:	8 <sup>th</sup> March 2017	

***“We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students” (Sutton Trust, 2014).***

**Purpose**

Teaching should enthuse pupils and engage their interest and enthusiasm for learning. It should develop knowledge, skills, 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. New technologies should be used to inform and enhance learning. At Esher High School we strive to develop a Growth Mindset in our students and reward effort in order to develop resilience, independence and self-management.

**Principles of Good Teaching & Learning**

At Esher High School we recognise that in order for successful learning to take place, lessons need to be well crafted taking into account our agreed ‘Steps to Success’ (**Appendix A**). Those which are of vital importance are given below:

**Lessons should**

- Have appropriate pace;
- Have a variety of activities, differentiated as appropriate, as necessary;
- Be challenging and push students’ understanding forward;
- Be focused and purposeful;
- Have time built in for reflection;
- Work towards mastery of skills and concepts;
- Use new technologies judiciously next steps and to close gaps;

- Use assessment wisely to inform next steps (reshaping learning in the short term if needed) and to close gaps in students' knowledge, skills and understanding.

Lessons normally follow departmental schemes of work and are set within the context of national standards for each subject. Teachers are encouraged to take calculated risks.

Planning for lessons can be time consuming, but equally there it's important that all of the above aspects are considered. We encourage all staff to use the 5 minute lesson plan (**Appendix B**).

### **Assessment, Marking and Feedback**

At Esher High School we have high expectations for all students making good or better progress. Students must receive regular feedback; as such colleagues should expect to have their students' books / work / 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:

**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 Home Learning**

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 Home Learning. Committed to developing independent learners who are able to manage their own time, approach problem solving with a Growth Mindset and take full ownership of their academic progress, we aim to set tasks that are challenging, engaging and relevant. Research has taught us that Home Learning:

- 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.

The Department for Education published a piece of research which found that, pupils who did 2 plus hours of home learning a night were almost 10 times more likely to achieve five good GCSEs than students who did not spend any time on home learning.

We use an online tool to set home learning called 'Showmyhomework' found at ([www.showmyhomework.co.uk](http://www.showmyhomework.co.uk)). Home learning 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.

### **Quality Assurance**

At Esher High School, the quality of teaching and learning is monitored by our Heads of Department through a cycle of appraisal observations, book looks, learning walks and student voice. Periodically a departmental review statement will be produced, which gives each Head of Department and their line manager a chance to quality assure the standards indicated and identify the next steps for both individuals within the department and the subject as a whole. This in turn feeds into both our self-evaluation, which links to both Departmental and School Improvement Planning.

This policy should be read in conjunction with the Assessment & Feedback policy. In addition the reporting & target setting policy will be reviewed and subsumed into this policy in September 2017.

## Appendix A: Steps to Success

Steps to Success	Considerations
Feedback	Feedback needs to be specific and acted on. Give students the chance to redraft and improve. Think Ethic of Excellence.
Questioning	Engage students in a dialogue, encouraging students to discuss their learning and probe more deeply. Think Blooms! Give thinking time, encourage peer dialogue, demand VBA.
Big Picture	Learning objectives, Explain, Model, Practice, Check. Know exactly what you want them to learn, to explore, share this with students, model strategies and give time to practice.
Literacy	Offer opportunities for students to create well-constructed sentences using keywords and phrases. Draft-highlight mistakes-redraft. Create time for them to write, completely uninterrupted.
Modelling	Build it up and model the thinking and writing process together. Illustrate what great work looks like.
Progress	Use a range of strategies to test for areas of misunderstanding. Take time to go over concepts making sure that students learn from their mistakes.
Mastery	Less content, deeper learning. Reinforce learning, take your time and make it relevant.
Differentiation & Challenge	Know the ability of your students. Teach to the top, don't dumb down your expectations or shy away from teaching the hard stuff. Give the students time to THINK and work it out. Encourage a Growth Mindset.
Towards Impeccable Behaviour	Praise before sanction. Positive before negative. Care before dismissal. Determination not giving up. Professional not emotional. Meet all students at the door with a smile. Organise an orderly dismissal.

## Appendix B: 5 minute lesson plan

**Class:**  
**Ability:**

For formal observations, please make sure you attach an annotated seating plan and your tracking sheet

**1. THE BIG PICTURE:**

**2. LEARNING OBJECTIVE:**

**3. ENGAGEMENT:**

**4. STICKABILITY:**

**5. EVIDENCE OF PROGRESS/AFL:**

**6. LITERACY/NUMERACY/KEYWORDS:**

**7. DIFFERENTIATION/PUPIL FOCUS:**

**8. TEACHING AIDS:**

**Learning Episodes:**

The template features several sections and icons: a box for 'Class' and 'Ability' in the top left; a red-bordered box for 'For formal observations...' at the top; a framed picture for '1. THE BIG PICTURE'; a scroll for '2. LEARNING OBJECTIVE:' with a target icon; a box for '3. ENGAGEMENT:' with 'ENGAGEMENT' letters and figures; a yellow sticky note for '4. STICKABILITY:' with a pushpin; a box for '5. EVIDENCE OF PROGRESS/AFL:' with a traffic light icon; a box for '6. LITERACY/NUMERACY/KEYWORDS:' with a 'words' icon; a yellow sticky note for '7. DIFFERENTIATION/PUPIL FOCUS:' with a paperclip; a dashed star for '8. TEACHING AIDS:'; and four blue boxes for 'Learning Episodes:' at the bottom. Red arrows indicate a flow from left to right across the top row, and from right to left across the middle row, and from left to right across the bottom row. A blue 'E+H' logo is in the top right.