

Teaching & Learning Policy



Ursuline High School
Crescent Road
Wimbledon SW20 8HA

For enquiries please contact :
Julia Waters
Headteacher

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Contents

Teaching & Learning: Our Vision

Principles guiding the policy

Roles & Responsibilities

Teaching & Learning strategies

Outstanding Teaching and Learning

Teaching & Learning: Our vision statement

'Do something, be confident, risk new things...act, move, believe, strive, hope...'
St Angela Merici

Outstanding Teaching and Learning at Ursuline High School:

- Consistently high expectations of all students
- Outstanding progress in lessons and over time
- Systematically checking learning throughout the lesson
- Active and engaging learning that is personalised for every student through effective planning
- Excellent subject knowledge
- Assessment for learning for consistently high quality marking and feedback
- Questioning and dialogue to engage Learning
- Opportunities for students to plan, think and reflect

We see our ethos as a foundation for learning and achieving. Our curriculum aims to develop the whole child such that she leaves us with these skills and qualities:

- aware of Christ as a centre of her life.
- willing, in the spirit of SERVIAM, to develop her talents and use them for the good of others, especially the most needy.
- being self-aware and better able to direct her life and fulfil her calling
- having a generosity of spirit and persevering in all things
- being able to use her leadership skills for the benefit of her community and wider community
- focused on Justice and Peace as they keep alive the Gospel values in our world of today
- having achieved academic success through perseverance
- students who understand what really matters in life
- students who adapt to the sign of the times
- be able to recognise the uniqueness of each individual by showing respect and love for all.
- be happy to know St Angela and to have shared her values in the context of their Ursuline School.

Principles guiding this policy

The growth mindset views ability, talent, and intelligence as highly malleable things. People who have the growth mindset see that through hard work and perseverance, you can improve in just about any area you choose to improve in. If you can't do something correctly, it's not that you don't have the ability, it's that you need to work at it more to improve. Mistakes are viewed as learning opportunities instead of failures. The growth mindset leads to a more fulfilling view of life and learning.

Ursuline High School teaching helps to foster and develop a growth mindset

Girls development

Physiological

Girls mature fast during adolescence

Female hormones have a direct impact on the structure of the brain and therefore on rational thinking and emotions

There are specific structural and functional cognitive differences in females during adolescence

Psychological

Self-esteem has a more controlling effect on decisions and behaviour of girls

Females are more disposed to certain emotions and emotional patterns

When we teach we need to show

- Positivity
- Encouragement
- Directing their learning
- Group work and lots of opportunities for social interaction
- Sharing experiences
- Using examples girls can relate to
- Working not as an individual but with others '**Cooperative Learning**' reduces fear and anxiety, makes girls more comfortable and willing to take risks and accept challenges, and prolongs attention and higher level of learning

Leading Teaching and Learning: Roles & Responsibilities

The Governors:

- Agree the Teaching and Learning Policy and monitor its implementation and progress through the Curriculum Committee.

Assistant Head teacher: Teaching and Learning

- High expectations of all students
- Ensuring outstanding outcomes
- develops the strategic vision and policies for teaching and learning and ICT in the curriculum
- monitors the implementation of the Teaching and Learning Policy
- Ensures high quality and effective teaching & learning
- supports and advises staff with all aspects of the policy
- ensures all new staff are aware of the teaching and learning aims that are distinctive to the school, such as the use of whiteboards, laptops, and green pens.
- ensures all staff have access to relevant professional input in order to support their CPD
- leads the Teaching & Learning Strategic Team
- Outstanding use of AFL
- guides and support teams on Action Research projects
- leads on Teachers' career progression through: Initial Teacher Training, mentoring, PGCE, NQT, Year 2 and Year 3 teachers
- develops the Good to Outstanding and Satisfactory to Good teaching and learning support programmes
- develops Teach Wimbledon
- line manages the Head of Digital Learning

Teaching & Learning Strategic Team

- High expectations of all students
- Ensuring outstanding outcomes
- provides strategic direction in terms of pedagogy
- provides support to middle leaders
- ensures the middle leaders effectively monitor their departments or faculties
- establish monitoring system for the quality of teaching and learning
- reviews programmes and their implementation and effectiveness

Head of Digital Learning

- High expectations of all students
- Ensuring outstanding outcomes
- Contributes to the operational and strategic ICT teams
- Integrate new technologies to enhance learning
- leads on the implementation of FROG
- contributes to the work of the Teaching and Learning strategic group

Assistant Headteacher for Standards

- High expectations of all students
- Ensuring outstanding outcomes
- develop links with other key stages to ensure continuity & progression
- use a range of data to inform their view of achievement, standards & student progress
- contribute to the work of the Teaching & Learning Strategic Team by identifying underachieving students

Assistant Headteacher for Curriculum

- High expectations of all students
- Ensuring outstanding outcomes
- Contributes to the Teaching and Learning Strategic team
- provides the strategic vision and policies for the curriculum, homework, literacy, numeracy, and independent learning
- develops and sustains international links in the curriculum
- manages & leads on curriculum developments & innovation

Assistant Head teacher for CPD

- High expectations of all students
- Ensuring outstanding outcomes
- Contributes to the Teaching and Learning Strategic team
- provides the strategic vision for student leadership and staff leadership
- provides a CPD programme for all teaching staff
- monitors outstanding teaching & learning through Appraisal
- leads on the induction of new staff

Teaching and Learning group (meeting every half term)

- High expectations of all students
- Ensuring outstanding outcomes
- supports faculties to develop teaching and learning strategies
- reviews policies and practices
- modelling good to outstanding models of pedagogy through creative examples and the use of class watch
- support the teaching and learning strategic group in the monitoring system
- develops the Good to Outstanding and Satisfactory to Good teaching and learning support programmes
- observes and coaches teachers to move to good and outstanding quality of teaching and learning
- disseminates practice to faculties

Heads of Faculty & Department

- High expectations of all students
- Ensuring outstanding outcome
- provide strategic overview for their subjects/s, linked to the School Development Plan
- manage, coach & lead their key stage co-ordinators as appropriate
- keep up to date on developments in their subject/s, updating SLT as needed
- ensure that Schemes of Learning are in place, reviewed & refined as required
- Ensure outstanding teaching & learning in their areas
- ensure that the work of their teams meets the national Core & Professional standards for teachers
- ensures that classroom practice incorporates the requirements to raise standards and meet the needs of all students
- maintain an up to date knowledge of standards of student achievement in their subject/s
- advise on, implement & monitor standards of teaching & learning for their teams.
- membership of a professional organisation
- promotes high quality of teaching through book scrutiny

Heads of Year

- High expectations of all students

- Ensuring outstanding outcomes
- communicate any relevant information about an individual student's learning to the appropriate subject teachers and/or the Head of Faculty
- evaluate the impact of strategies used to support teaching and learning through Year Team Reviews
- monitor the progress of individuals & specific groups through report cards
- liaise with HODS/HOFS as necessary in supporting individual students
- monitor the setting of homework for their year group through book & planner sampling
- liaise with parents & guardians where individual students need support across subjects
- provide feedback to subject teachers on individual students' progress.
- Observe lessons to ensure outstanding PSHEC provision

Tutors

- High expectations of all students
- Ensuring outstanding outcomes
- monitor the progress of students in their tutor group
- monitor students at the first stage of report card system (white)
- checks planners for the setting & completion of homework
- liaises with parents/guardians where students need support across subjects
- set targets for improvement on Academic Review Day.
- ensure tutees are daily equipped for effective learning with green pens, white boards.

Classroom teachers:

- High expectations of all students
- Ensuring outstanding outcomes
- draw on a wide range of skills, secure knowledge of individual students and subject matter when planning work
- design learning activities to engage students' interest and commitment
- set clear learning outcomes communicated clearly to students and linked to assessment
- be quick to adjust the learning in light of emerging needs
- check students learning throughout the lesson
- motivate students through energy and enthusiasm
- demonstrate respect and high expectations of the students
- set the learning in a safe, positive and stimulating context

- provide precise and differentiated learning outcomes for lessons
- adopt clear, well established and respected routines for managing behaviour
- develop effective & flexible grouping/seating strategies for students
- demonstrate the effective use of Assessment **for** Learning and Assessment **of** Learning in the class through effective feedback
- ensure that students make progress within lessons and across the school year
- identify underachievement and puts strategies to make progress and achieve
- demonstrate visible learning in the class and overtime .

Learning Support

Teachers **must**:

- be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, more able;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Learning Support Assistants and other adults to ensure pupils are best supported in their learning
- use Student profile Information as working documents in their planning to differentiate work for individual pupils.

Learning support assistants

- Excellent subject knowledge
- Teaching assistants are deployed effectively to support the learning and progress in the lesson.
- Planning and challenge discussed prior to the lesson
- Questioning students and checking their learning
- Support and encouragement

Students:

The Ursuline student profile

Through their learning journeys at Ursuline, we develop the profile of the Ursuline student who:

- Has high expectations for herself and her teachers who know her
- Is positive and persevere when facing challenging tasks
- Shows enthusiasm for learning in and out of lessons
- Is committed to improve her learning and knows how to improve

- Takes charge, responsibility and lead her learning
- Knows where she is at and the next steps to make rapid progress
- Is competent in her literacy and numeracy skills
- are confident in their ability to succeed
- have a feeling of being safe, valued, trusted and respected
- have opportunities to learn through social interaction
- thrive through a stimulating, supportive, healthy environment and life style at school
- evaluate their own progress and achievement
- take up opportunities for challenge, innovation and adventure
- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the School Code of Conduct;
- take responsibility for improving their own learning; and
- ask for help if required
- take the opportunities to think and reflect on learning

In short:

- **Interested and highly motivated**
- **Achieving success**
- **Challenged and stimulated**
- **Knows how to improve**

Reviews/Monitoring of Teaching and Learning

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School development Plan;
- identify key aspects of teaching for development by departments and for the whole school;
- identify and support weaker teachers with improvement programmes and mentoring

Learning Opportunities

In the classroom we provide students with the opportunities to:

- develop the capacity to think critically, questioning what they see & experience
- become independent learners
- work through secondary sources and concrete experiences

- reflect on their experiences in different ways to deepen and enrich their understanding
- learn through practical, exploratory and multi-sensory experiences
- assess their achievement and understand how to take the necessary steps to improve
- work to their preferred learning styles and aptitude
- consolidate learning through repetition, reflection and application

Teaching strategies- key focus for next 2 years

Feedback

Assessment for learning

Feedback leads to progress. Green pen response from students to teacher comments with amendments corrections or addition with an emphasis on how to improve and next steps to ensure progress.

Students must record progress and act on advice in order to improve. Students know what to do and are able to ask questions if they are unsure.

Use of assessment materials including mark schemes, examiners reports and modelling answers to ensure students know what they are learning and how they will be assessed on it.

Autonomy

Independent learning with *flipped learning* whereby prep task are set for the students to read or prepare before the lesson to accelerate learning and discussion in the classroom. Implementation of FROG to facilitate this with KS5.

KS5 students are set independent learning tasks to develop and enhance their understanding of the subject matter.

Homework is set that is appropriate and relevant and enhances learning on FROG

Challenge

Through *differentiation* and effective use of **annotated seating plans** using current data to inform effective strategies to meet student needs. Seating plans are updated every half term with current data and this information is used for planning and amending strategies and SOL.

Engagement

Use of mini whiteboards in lessons and skilful and effective questioning to check and enhance learning.

Questioning and dialogue between students and teacher and between students.

Linear learning:

What does it look like?

- Books show progression of deepening knowledge and understanding of important skills
- On-going and continuous use of assessment materials and model answers
- Regular testing and on-going revision
- Students know what and how to improve

- Teachers plan to meet the needs of students using current EMB data

High expectations

Teachers aspire for all students to achieve and progress well which is communicated to students both verbally and in writing through teacher comments.

The reward system is also used to encourage and promote outstanding work and behaviour for learning.

Student Voice

We value the views and ideas of our students. Peer learning and assessment are vital ingredients of our work in Assessment for Learning. Similarly, students inform our work in the classroom, providing teachers with feedback through questionnaires, interviews, surveys, responses in green pen and discussion. The Student Council is active in engaging with these processes, keeping us up to date with current student views. Teaching and learning survey at the end of every term with student leaders for teaching and learning and forum with groups of students every 2 weeks for feedback and discussion

Learning beyond the classroom

We invest in opportunities beyond the classroom where valuable learning takes place. Examples of this include Enterprise Week, charity events, retreats and student leadership opportunities. In each case we encourage students to learn critically, questioning the world around them, think creatively, take risks and handle change with confidence.

Digital technologies

We utilise the most up to date technology to engage learners and to equip them for the world of further education and employment. Specifically, we have selected media, equipment and facilities which enhance our work on independent learning, using our Virtual Learning Environment FROG in conjunction with the one to one devices which students have access to. The development of the effective use of educational apps to support learning in the classroom and for homework.

Sharing good practice

Each week at staff briefing a member of staff presents a teaching talk relating to an area of good practice, implementing a new strategy, successful use of resources etc.

CPD for Staff

Staff are offered up to date inset as new research and practice emerges in the arena of personalised learning. Examples include whole staff training on Thinking Skills, meeting the needs of more able students, Deep Learning and Higher Order Questioning. A comprehensive CPD programme along opportunities to network and visit other outstanding school, enable staff to develop their skills towards outstanding teaching and learning.

Teachers should

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives and be linked to a subject professional association
- discuss teaching and learning at subject meetings in order to share good practice
- plan their own CPD programme in conjunction with their line manager a result of the Appraisal process.

What outstanding teaching looks like-

Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.

- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

In the classroom: A guide to good practice at Ursuline High School

Planning

- Sharing learning outcomes at the start of the lesson linked to assessment
- Differentiated learning outcomes using 'all some few'
- My task, core and challenge activities to meet all student needs

Delivery

- Concise re-cap of last lesson to provide continuity & take account of prior learning
- Using a range of techniques & teaching methods
- Catering for students' different concentration spans
- Balance of teacher-led and student-led discussion
- Maintaining pace & energy in our delivery & the tasks we set
- Checking student understanding at regular intervals using the whiteboards
- Encouraging higher order critical thinking skills, and questions
- Creating opportunities for students to work effectively in teams, or independently
- Promoting independent learning
- Circulate the room asking questions and checking learning during tasks

Content

- Ensuring coverage of the course
- Using ICT, laptops/tablets and the VLE to stimulate independent learning
- Using a wide range of resources to meet the range of learners' needs
- Adapting texts to suit our students
- Encouraging student research to aid their learning
- Setting effective & valuable homework which is clearly linked to class work
- Using AFL to support learning through teacher feedback and green pen response acting on advice immediately
- Developing opportunities for self & peer assessment
- Giving learners options & choices

- Effective use of assessment materials, modelling answers past papers and mark schemes

Management

- Communicating & maintaining high expectations of conduct & attitude
- Using positive approaches to discipline
- Being a positive role model in language & demeanour
- Creating a climate of respect & tolerance
- Facilitating a range of learning communities e.g. pairs, groups etc

Feedback & follow up

- Providing timely & helpful guidance & marking
- Marking fortnightly for EMB assessment
- Identifying clear steps to make progress
- Explaining assessments & grades
- Setting challenging but achievable targets for improvement
- Revising & revisiting topics to consolidate learning
- Communicating concerns to tutors & parents
- Using praise, rewards & encouragement systematically & fairly.
- Using green pens to aid learning and student/teacher dialogue.

The wider learning environment

- Maintaining high quality display to celebrate and inform learning
- Caring for our own teaching bases & respecting others' subject areas
- Monitoring students' use of resources so that learning is not disrupted
- Modelling our expectations of students by creating an orderly work space for staff in each classroom

Quality assurance and evaluation

Ursuline High School is committed to ensuring that Teaching and Learning is evaluated and monitored to ensure that it is of the highest quality.

The following assessment measures are used regularly by SLT, HOF, HOD and Key stage coordinators:

- Formal lesson observations
- External observers
- Learning walks at least 2 per week
- Student surveys and course evaluations
- Parental survey
- Book scrutiny by students and by individual teacher
- Analysis of data and performance of groups of students
- HOF/D to produce a half termly report outlining the quality of teaching and learning in their subject areas for SLT
- Termly report to governors

Learning walks

Each week a monitoring theme is identified and becomes the focus of learning walks.

Post holders need to observe a targeted lesson for 10-15 and complete the proforma outlining specifically good practice seen and areas for development.

Feedback is given if needed and the teacher's class revisited if necessary. All learning walks are recorded.

Each department submits a half termly summary of areas of strength and areas to develop.

The areas of development are incorporated into Departmental development plan.

