

## **Teaching and Learning Policy**

### **1. Policy Statement**

The Head, staff and governors of Sir William Perkins's School (SWPS) are committed to promoting a broad and balanced curriculum. The School aims to encourage curiosity, ambition and generosity in our students within a caring, innovative and happy environment. The Head, staff and governors work in partnership with parents/carers to ensure that each student is given the best chance to achieve their full academic potential: success in this area enables our students to progress to the next stages of education or employment.

Simultaneously, the broad curriculum, taught through a range of teaching and learning strategies, builds knowledge and develops a love of learning, as well as confidence and a wide range of transferable skills which will serve them in their lives beyond Sir William Perkins's School.

Sir William Perkins's School is committed to instilling in its students the key values of the school, in particular, that all students should feel valued and recognised and that the views of others should be respected. Our teaching, therefore, precludes the teaching of any partisan political views in any curriculum subject. Where political issues are brought to the attention of students they are offered a balanced presentation of opposing views.

This document should also be read in conjunction with examination board specifications, course outlines, schemes of work, the school calendar, and the other school policies including:

- Curriculum Policy
- Careers Education and Guidance Policy
- Educational Visits Policy
- E-safety Policy
- PSHCE Policy
- Relationships, Sex and Health Education Policy
- Students with SEND Policy
- Students with EAL Policy
- School Library Policy

Sir William Perkins's School is fully committed to ensuring that the application of the Teaching and Learning Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document.

### **2. The Curriculum**

Providing a broad and balanced curriculum is the responsibility of all staff and staff are expected to contribute positively to the teaching and learning - inside and outside of the classroom - required for the delivery of the Sir William Perkins' School curriculum, as set out in the Curriculum Policy.

### **3. Digital Learning**

With excellent teaching and learning at the heart of SWPS, planning progressive, cohesive and engaging programmes of studies is fundamental and includes the use of digital technology.

Digital technologies are used by teachers to present work, support and enhance learning and teaching, and to consolidate and assess knowledge and skills of all students, with appropriate

support and adaptation built in. Teachers can plan and assess learning and teaching in accordance with experiences and outcomes. Students' learning will be supported using a range of digital platforms, including their iPads, as an essential tool for engagement.

#### **4. Teachers**

In ensuring the highest quality of teaching and learning at SWPS it is expected that teachers will:

- i. Strive for excellence in all of their planning, teaching and assessment and will uphold the national Teachers' Standards (DfE, July 2011 and June 2013 update).
- ii. Know the schemes of work in the subjects they teach.
- iii. Know the specifications of the public examination courses they teach and fulfil all the demands of the specifications, examination boards and JCQ, the latter as set out in relevant examination policies and documentation.
- iv. Assess students' work regularly according to the Sir William Perkins's School Assessment Policy and any relevant departmental assessment requirements which recognise and set out subject-specific needs and variations.
- v. Promote and enable good progress of all student groups through their awareness of, and adherence to, the School policies relating to students with SEND, students with EAL, as well as the those students identified as more able.
- vi. Contribute to the school's co-curricular programme which supports the academic and personal development and wellbeing of all students alongside the curriculum provision.
- vii. Engage in, and be responsible for, their own continuous professional development. This will include being informed about national and subject-specific developments in policy, practice and research, as well as engaging in collaborative development which benefits the school (e.g. peer observation, Teaching & Learning working lunches, sharing good practice through the Academic Committee, use of Teaching & Learning takeaways and other ideas from the Firefly resource bank). In order to meet the School's development, subject or pastorally specific needs, professional development relating to Teaching and Learning will be enabled through formal, whole school provision (e.g. INSET days, Teaching & Learning Group meetings and working lunches, Firefly pages), through other specific provision directed by the SLT, ELT, Heads of Department and Head of Year, and through independently sourced, elective methods (e.g. wider reading; online courses; postgraduate study).

#### **5. Students**

In ensuring the highest quality of teaching and learning at SWPS it is expected that students will:

- i. Be punctual and prepared for lessons with the correct equipment.
- ii. Complete homework to enhance their learning.
- iii. Take pride in their work.
- iv. Make positive contributions to class discussions.
- v. Take responsibility for improving their own learning and ask for help if required;
- vi. Follow the School Code of Conduct and work within the framework set out in the Good Behaviour Policy;
- vii. Check their school email and Firefly regularly.

Students should also be aware of the different ways in which School Library resources can support their learning.

## **6. Monitoring and evaluation of teaching and learning**

### **6.1 Teachers**

Teachers are responsible for the progress of students in their classes and for self-evaluating their own professional performance and development against the Teachers' Standards (DfE, 2011, 2013); the performance and feedback of their colleagues; and student progress and engagement.

This is achieved by, for example,:

- i. self-evaluation of their subject knowledge and understanding of current educational initiatives;
- ii. self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- iii. monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally;
- iv. self-evaluation of their contribution to the policies and aspirations of the school;
- v. encouraging student feedback in both oral and written forms and including school surveys;
- vi. contributing to departmental, pastoral and whole school discussions and documentation (e.g. department reviews; INSET discussions, sharing good practice in department meetings).

Teachers are also responsible for their own knowledge and adherence to the guidelines, rules and regulations set out by external examination boards and JCQ, as detailed in the Exams Policies, the JCQ regulations and course specifications.

### **6.2 Heads of Departments**

Heads of Departments are responsible for effective teaching and learning within their subjects; evaluating the quality of teaching; ensuring high standards for students' achievements; and setting targets for improvement. They operate within the school's overall academic deadlines for reporting and assessing but also construct and implement subject specific practice for day-to-day teaching and learning.

Heads of Departments are also responsible for their department's adherence to the guidelines, rules and regulations set out by external examination boards and JCQ, as detailed in the External Examinations Policy, the JCQ regulations and course specifications. The choice of the latter is the responsibility of the Heads of Departments.

Self-evaluation of the effectiveness of teaching and learning by a Head of Department can be achieved by, for example:

- i. evaluating the teaching of their subject and the planning of lessons, including by carrying out regular lesson observations and work scrutiny;
- ii. ensuring curriculum design and coverage via the implementation of thorough schemes of work, which facilitate continuity and allow all students to make progress;
- iii. establishing and implementing clear policies and practices for assessing, recording and reporting on student progress;
- iv. analysing and interpreting data on students' performance against school expectations and other comparative data;
- v. monitoring students' work by regular sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups;
- vi. observing teachers regularly and giving constructive feedback (this will also inform the appraisal process);

- vii. evaluating progress of teaching and learning targets in departmental development plans, in line with the current school priorities;
- viii. collating department policies and practice and making them available in their departmental folders.
- ix. maintaining an up to date *SWPS: Folder of Excellence* to showcase the effective teaching and learning of students in their subject area.

Heads of Department are also expected to engage in analysing all of the above to identify areas for development; strategies for setting and/or raising expectations; targets and actions for both individuals (staff and students) and key groups students. The focus and drive will be to ensure excellent quality, consistency and ongoing development.

### **6.3 Form Tutors and Heads of Year**

Form tutors are responsible for contributing to and monitoring the progression, personal development and wellbeing of individual students in their tutor group and for providing support and guidance to those students, both socially and academically. Heads of Year oversee this for the whole year group and instigate monitoring and intervention, in conjunction with subject staff and Personalised Learning staff, to enable student progress.

This is achieved, for example, by:

- i. monitoring academic progress and attitudes of individual students through academic tracking;
- ii. encouraging and developing the ability of students to evaluate and take responsibility for their own learning;
- iii. monitoring behaviour, homework, use of Firefly, rewards and sanctions, uniform, attendance and punctuality;
- iv. setting targets when appropriate and offering students support in achieving their targets;
- v. upholding good practice in tutor time (e.g. private reading; one-to-one meetings, equipment checks);
- vi. teaching and contributing to the PSHCE programme (see the PSHCE schemes of work);
- vii. informing subject staff of pastoral issues which may impact academic progress and supporting/advising strategies to overcome issues.

### **6.4 Senior Leadership and Extended Leadership Teams (SLT/ELT)**

The Academic Deputy Head and the Assistant Head (Teaching and Learning) alongside other members of the SLT/ELT are responsible for setting priorities and targets for improvement in teaching and learning at whole school level based on evidence gained from monitoring procedures. They track progress made against the school's priorities, usually published on an annual basis.

Monitoring and evaluation takes place through department reviews, work scrutiny, classroom observations of teaching and learning, student and parent/carer feedback, analysis of school data, INSET, the appraisal system, and other meetings with Heads of Department to discuss department progress and issues.

Each Head of Department is line managed by a member of the SLT or ELT and this includes having regular meetings with them. Each Head of Year is line managed by the Pastoral Deputy Head. Each Assistant Head is line managed by a member of the SLT.

Line management meetings should take place either weekly or fortnightly, with the aim of:

- i. monitoring the effectiveness of leadership and management of their curriculum or pastoral area;



- ii. analysing performance data and setting targets for improvement;
- iii. giving support and arranging training for development;
- iv. ensuring quality of standards and verifying judgements of middle leaders;
- v. evaluating the impact of INSET on teaching and learning;
- vi. ensuring departments operate within the relevant exam board and JCQ regulations.

The Head is responsible for monitoring the effectiveness of members of the SLT in supporting effective teaching and learning.

The Head, and one other member of SLT (usually the Senior Deputy Head and/or the Academic Deputy Head) have a formal annual meeting in September/October with each of the Heads of Departments/Heads of Year and their line managers to present their annual review of the previous year and the Department Development Plan for the current year.

Where relevant, all parties should engage in the school's digital strategy and use IT to support teaching and learning.

## 7. Monitoring and Review

The Governing Body are ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This document is reviewed and updated annually by the Deputy Head Academic or as events or legislation requires.

<b>Next scheduled review :</b> July 2025	<b>Last reviewed :</b> Sept 2024
<b>Key updates in this version:</b> <ul style="list-style-type: none"><li>• Inclusion of the Academic Committee.</li><li>• Inclusion of the Senior Deputy Head in the Departmental Review process.</li></ul>	