

Friern Barnet School

Teaching and Learning Policy



Last Review:	July 2023	Next Review:	July 2025
Approved By:	Governing Body	Date:	July 2023

Rationale

Education is the purpose of our school. The quality of learning is the most important aspect and the quality of teaching is one of the most fundamental factors which facilitate this. This teaching and learning policy lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read. It is written for all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school. This will facilitate the highest quality of learning in order to deliver the school's aims, objectives and improvement plan targets.

Aims

To set a benchmark of good practice to be employed across the school focusing on our vision of what constitutes 'best practice' in teaching and learning.

The school aims to:

- Set in place a clear understanding of high quality teaching and learning
- Improve the effectiveness of our teaching by focusing on how students learn
- Provide a framework for the planning of effective lessons
- Provide a clear professional development framework by cross-referencing to 'The Professional Standards for Teachers'
- Set into place effective monitoring and evaluation procedures

The policies, procedures and plans for the curriculum, learning (objectives, resources, processes, organisation of learning situations), behaviour for learning, assessment and Continuous Professional Development (CPD) should complement each other in order to provide a cohesive experience for learners and staff.

THE PRINCIPLES OF TEACHING AND LEARNING

The principles of high quality teaching and learning are:

- Including all students in a culture of high expectations and positive attitudes to learning
- Fostering a culture of inclusivity by developing schemes of learning that are diverse and culturally rich
- Enriching the learning experience by focussing on the development of metacognitive skills across the curriculum
- Promoting assessment for learning techniques
- Constantly seeking to further develop each teacher's range of teaching strategies and knowledge of how children learn
- High quality teaching fosters high quality learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject or skill being learned.

High quality teaching results when teachers

- Focus and structure their lessons and sequences of lessons so that students are clear about what is to be learned and why, and how it fits with what they know already
- Create an environment that promotes learning in a safe, positive and purposeful atmosphere
- Actively engage students in their learning so that they make their own meaning from it
- Systematically develop students' learning skills so that their learning becomes increasingly independent

- Use effective questioning and assessment for learning techniques to help students to reflect on what they already know, reinforce the learning being developed, and set targets for the future
- Have high expectations of students' resilience and the effort they should make to achieve their potential

High quality learning reveals itself in the following ways:

- Students will make progress because of the good teaching they receive
- Students show high levels of interest and engagement and work purposefully
- Students have a self-belief in what they can achieve, and express high aspirations for themselves
- Students can talk about what they are learning and identify the next steps they need to take
- Students actively assess their own work
- Students take increasing responsibility for their own learning and progress towards independent learning
- Students work in a variety of contexts, displaying a range of skills, including independent and interdependent working

A FRAMEWORK FOR HIGH QUALITY LESSONS (See appendices 1 – 5)

Lesson narrative is clear and fits the medium term plan

The students know what they are learning and why. There is evidence that the planned lesson fits into a sequence of lessons. The lesson has been adapted to meet the specific needs of the class.

Effective learning behaviours

The teacher has created a positive and safe learning environment based on mutual respect and well-being. There are clear rules and routines for behaviour. The class is managed effectively and students are involved and motivated. Students complete all work set and demonstrate resilience.

Effective scaffolding

There is evidence of effective scaffolding of spoken / written tasks? Students have been provided with appropriate support both to access tasks and extend their learning? They have been asked to 'GAP' texts before any extended reading or writing tasks?

Effective questioning and AFL

Questioning and other AFL techniques are used effectively to gauge students' understanding. The teacher reshapes explanations and tasks depending on student response.

Marking and feedback and student response

There is evidence that students' work is marked regularly. Students are given regular targeted feedback so they know how to improve. There is evidence of students responding to the feedback given.

Differentiation and challenge

The teacher demonstrates a clear understanding of the needs of all students. The teacher knows when and how to differentiate appropriately. There is appropriate challenge for all students, including SEND students and the more able and ambitious?

Extending learning through home learning

Home learning is an integral part of the learning process; it must be set so that students habitually review and reflect on what they have learnt in school. The idea that home learning is integral to learning and preparation for the next lesson should be part of the learning culture and ethos of the school.

The aim of home learning is to

- assess a level of knowledge and understanding of learning
- to promote independent learning skills, including effective research and presentational skills
- extend the students' knowledge and understanding of study in class
- reinforce the work covered in class allowing them time to practise and consolidate learning from class
- to help students be organised and take responsibility for their own learning
- help students become confident and successful learners inside and outside the classroom

Not all home learning is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Home learning should be planned and set to enable students to become both more independent in their approach to learning, and to encourage the development of their range of personal strategies for learning. It should directly relate to the work/topic being covered in the class and should be differentiated so that it is accessible to all learners. Staff should ensure that the students know that home learning is set using the Firefly learning platform, giving due time in the lesson for clear instructions about the home learning to be given. Good home learning will interest and motivate students, allowing them to remember and apply what they have learnt in class. Completion of the work will signal an achievement to the student. Students should have a clear understanding of the learning objectives and how the home learning fits into the sequence of learning. Where appropriate, students should have a clear understanding of how the home learning will be assessed, and the assessment criteria

Not all home learning needs to be formally assessed, but teachers must check that home learning has been completed and give verbal or written feedback. A consequence could be applied if home learning is incomplete or not to the required standard. Regular failure to do home learning should lead to action in line with the behaviour for learning policy.

It is important to bear in mind the following:

- Home learning is set using Firefly, our learning platform. Students are expected to view their home learning task on Firefly and complete it before the deadline / submission date.
- Feedback on home learning may be done with written teacher comments, verbally or by peer or self-assessment.

Home learning expectations

KS3	KS4
<p>English - at least once a week for up to 30 mins.</p> <p>Science - Y7 and 8 – once a week for up to 30 mins.</p> <p>Maths - once a week for up to 40 mins.</p> <p>Languages – up to 30 mins. Students are expected to learn new vocabulary after every lesson as well as regular writing or reading tasks</p> <p>DT teachers - 6 tasks per module. Each module lasts 10 weeks.</p> <p>Computing - once a week for up to 30 mins.</p> <p>Art - a project each term. Students will be expected to spend 30mins on their art project per week. Each project will be linked to their current SOW and will be designed to enhance and extend their in class learning.</p> <p>Drama - students up to three times across a unit of work (half term). This will consist of an evaluation, a practical task, and a research task.</p> <p>Dance – once a fortnight for up to 30 mins. These will be practical tasks.</p> <p>Music - weekly mini quizzes on firefly that take approximately 5 minutes to complete or a reflection task</p> <p>Humanities (history, geography and religious studies) - once a fortnight for up to 30 mins</p> <p>No home learning is set in PE at KS3.</p>	<p>The minimum expectation is that every subject teacher sets home learning once a week which takes one hour to complete.</p> <p>In science Y9, 10 and 11 have at least one piece of home learning per week approx. one hour.</p> <p>In art, students are expected to complete 1- 2 hours of artwork per week.</p> <p>Students can also access support material via Firefly and various other platforms.</p> <p>There will be key times during years 10 and 11 when students will be revising for important mock and GCSE exams when they will be required to spend more time on home learning.</p>

MONITORING AND EVALUATION OF THE QUALITY OF TEACHING & LEARNING

Roles and Responsibilities

All staff are responsible for raising attainment and for the teaching and learning that takes place at Friern Barnet School.

All staff will be expected to regularly evaluate themselves against the criteria within the teaching and learning policy and against the National Teachers' Standards.

Heads of Faculty and Heads of Department will be additionally expected to monitor and evaluate the performance of students and teachers in their area. Similarly, Heads of Year will be expected to monitor and evaluate the performance of students in their area.

SLT will also be expected to monitor the Heads of Faculty and Heads of Year that they line manage.

Accountabilities and responsibilities

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

- Self evaluation of their subject knowledge and understanding of educational initiatives
- Self evaluation of the quality and effectiveness of their own teaching and a commitment to improving practice through appropriate CPD
- Monitoring student progress to ensure they achieve well against prior achievements and similar groups nationally
- Monitoring cohorts of students in keeping with school priorities. E.g. Disadvantaged, SEN, WBR, EAL etc.
- Self-evaluation of their contribution to the policies and aspirations of the school

Form Tutors

Form tutors are responsible for contributing to, and monitoring the wellbeing of, individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- Monitoring academic progress and attitudes of individual students to learning through tracking
- Setting targets and guiding students on how to improve their attainment
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- Monitoring of behaviour, home learning, use of firefly, rewards and sanctions, uniform and attendance

Heads of Faculty and Heads of Department

Heads of Faculty and Heads of Department are responsible for leading and evaluating the quality of teaching and learning within their teams; for evaluating standards of student outcomes and for setting targets for improvement.

This is achieved by:

- Evaluating lesson planning and teaching and using this analysis to identify and share effective practice
- Ensuring curriculum coverage, continuity and progress of all students
- Establishing and implementing clear policies and practices for assessing, recording and reporting on student progress
- Analysing and interpreting data on students' performance; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. disadvantaged, gender groups, high, middle and low attainers, WBR, EAL etc)
- Monitoring students' work through sampling students' books and formal and informal lesson observation
- Observing teachers and giving constructive feedback

- Evaluating progress of teaching and learning targets in Faculty Improvement Plan (FIP), in line with the School Improvement Plan (SIP)
- Ensure they give leadership in the following areas
 - (i) Development and review of schemes of learning
 - (ii) Recruitment of new staff
 - (iii) Development of new teaching methodologies
 - (iv) Collaboration in teaching and learning between their faculty, the learning support faculty, mentors and outside agencies
 - (v) Quality management and assurance

The Head of Faculty/Heads of Department should:

- Consider the Teaching and Learning policy when planning, administering, monitoring and evaluating the faculty through documents (schemes of learning; handbook; FIP, development planning), and observation

Heads of Year

Heads of Year are responsible for monitoring, evaluating and promoting the overall progress, achievement and wellbeing of students in their year group.

This is achieved by:

- monitoring the progress and potential of the year group through close analysis of targets and identifying and setting targets for specific students according to their needs. e.g. underachievement, attendance and punctuality
- monitoring attitudes to learning through data analysis and learning walks
- monitoring the work of the tutors and the quality of tutor time

Senior Leadership Team

The Deputy Head Teacher who leads on teaching and learning will be responsible for:

- developing and taking responsibility for the school's Teaching and Learning Policy and associated policies, and their implementation
- taking overall responsibility for quality, monitoring, management and evaluation
- providing leadership in the teaching, learning and assessment in the school, including the development of skills needed by staff to develop into outstanding teachers
- promoting the identification and dissemination of good practice in the school's teaching and learning, including building links with other schools, teaching alliances and other agencies
- identifying and promoting joint initiatives in teaching and learning across subjects within the school
- liaising with and reporting to the governors about teaching and learning as required
- providing oversight of the systems and procedures which support teaching and learning
- monitoring and evaluating the quality of teaching and learning through analysis of: lesson observations; work sampling; autumn review analysis; interim report data analysis; faculty self-evaluation and feedback from line management meetings.

MONITORING PROCESSES

a) Lesson Observation

A climate of mutual classroom observation is fostered and all colleagues are encouraged to observe

other teachers and share good practice as often as possible. Many members of staff are willing to be observed by other staff and faculties use observation and coaching methods as valuable professional development.

All teaching staff will have up to three hours of formal observations each year, completed by senior or middle leaders. Observations will be a combination of planned observations and drop-ins. A colleague's performance appraiser will be expected to conduct at least one observation during the annual cycle and as part of the performance appraisal process. All appraisal observations are arranged in advance. A variety of lessons should be selected for observation. Written and oral feedback should be given for all observations within 48 hours. There is opportunity for the member of staff observed to make verbal and written comments about the observation and feedback; the feedback itself should be conducted as a 'coaching conversation', rather than an imposed judgement. Arrangements are in place for colleagues to be offered professional development support where areas for improvement are agreed.

Once the observation has taken place, the strengths and areas for development are recorded on BlueSky, evident in the individual's portfolio and available to their appraiser and SLT. The observation is recorded and used for evaluation at individual, department, faculty and whole school level.

All formal observations are conducted using the school's lesson observation form which identifies our six key focus areas and lessons are RAG rated in each of these areas. The RAG ratings are used as a benchmark by senior and middle leaders for judging standards of teaching and learning in the school, as part of the ongoing process of school self-evaluation. Joint observations are arranged to ensure judgements are consistent and accurate.

If a member of staff's performance requires improvement, a follow up observation must take place with an agreed focus linked to the feedback from the previous lesson observation. The teacher must demonstrate sufficient progress towards the identified areas of concern. If this is not shown, a support plan is agreed with targets and a timescale of improvement. When this is not achieved formal procedures are followed to support the teacher meeting the required teaching standards. (Lesson Observation Record Sheets available on request)

c) Autumn Reviews

Each faculty is led by a Head of Faculty, and has a member of the Senior Leadership Team as a Line Manager. At the beginning of the Autumn Term a formal meeting takes place between the member of SLT and the Head of Faculty, to review progress from the previous year. The wider aim of the meeting is to:

- Monitor the effectiveness of leadership and management of their curriculum area
- Identify areas of strength and development
- Analyse performance data, exam analysis and to set targets for the forthcoming year
- Ensure qualities of standards and verify judgements of middle leaders
- Provide advice and guidance

These meetings are followed up with the Autumn Review when Senior Leadership Team and members of the Governing Body meet to review and analyse the findings of the subject meetings. This in turn leads to the setting of action points, priorities and targets for the forthcoming year. Progress is reviewed in the spring term and this in turn, feeds into the School's SEF.

d) Sharing good practice / building a learning community

There are many opportunities to encourage the sharing good practice within the school's Professional Development Programme (see Staff Development Policy).

- **Professional Development Opportunities (PDO)**

PDO sessions are scheduled regularly on Tuesdays throughout the academic year. The theme for each session is agreed through consultation and discussion with staff. Sessions may be led by school staff or by an external trainer or school partner. Sessions focus on meeting the training needs of individuals and groups within the organisation. The intention is for the sessions to promote dialogue and discussion on pedagogy and pastoral matters that will strengthen teaching and learning, as well as develop a greater understanding of the social, emotional and physical needs of the child.

- **Professional Learning Communities**

Professional Learning Communities (PLCs) are embedded into the continuing professional development programme and designed by experienced teachers. They also take place in the Tuesday after school CPD slot. This programme involves regular opportunities for staff to meet, to discuss strategies and share good practice, focusing on a whole school priority, which links directly into the SIP.

When teachers are not involved in either a PDO or PLC session they are expected to use this time on Tuesdays to focus on their own professional development in an area of their choice. This might include working with ECF and NPQ materials.

- **eLearning Networks and Partnerships**

There are opportunities to share good practice through partnership work with other institutions at local, regional and national level. Members of staff take an active role in leading training sessions within school and are involved in a range of external partnerships. There are also other opportunities to develop teaching and learning in partnership with other leading practitioners from these networks and across Barnet, London and other outstanding schools.

Appendices (paper copies available from the School)

Appendix 1 – Lesson plan pro forma

Appendix 2 – Lesson observation pro forma (teacher)

Appendix 3 – Work sampling pro forma (teacher).

Appendix 4 – Work sampling form (teacher – practical subjects)

Appendix 5 – Lesson observation pro forma (Support Staff)