



Shoeburyness High School

A member of Southend East Community Academy Trust

'Strong Partnerships, Strong community, Strong Schools'



TEACHING AND LEARNING POLICY

June 2019

Status : Non-statutory

Date of next revision : June 2021

Reviewed and monitored by : Deputy Headteacher

Approved by : SHS Academy Committee

**Signed by Chair of SHS
Academy committee :**

1. RATIONALE & PURPOSE

- 1.1 The Teaching and Learning Policy is designed so that all staff, both new and experienced, have a clear understanding of the School's expectations regarding teaching and learning. It is important to recognise and celebrate effective teaching and learning strategies.
- 1.2 Our aim is to ensure that through effective teaching and learning, each student in our community is given every opportunity to realise his or her full potential and thus to make a positive contribution to society by:
- increasing the range and variety of teaching strategies used by staff and personalised learning opportunities for pupils
 - setting out clear procedures for monitoring teaching and learning
 - celebrating and sharing best practice through our CPD programme

2. POLICY STATEMENT

2.1 TEACHING

- a) Lessons should be clearly planned in line with the school's core principles (a school lesson planning pro-forma is available) and schemes of work produced.
- b) The school expects teachers to use a range of teaching strategies and styles such that pupils experience a variety of learning opportunities.
- c) Teachers should ensure that any LSAs in their lessons are aware as to the expectations for support in each lesson.
- d) Lessons should state activities, have clear introductions, middles and plenaries where the lesson is recapped in terms of the initial planned lesson outcomes.
- e) All lessons must have clear expected learning outcomes which are shared with the pupils.
- f) Lessons should start and end promptly.
- g) Lessons should have opportunities to assess progress of the pupils and determine the next learning activity.
- h) Lessons must have opportunities for differentiation. This may take a variety of

approaches but should aim to both support and extend pupils.

- i) Teachers must ensure that class behaviour supports learning.
- j) Faculty Leaders should identify effective strategies and/or individual teachers and use these to share good practice.

3. CONSULTATION GROUP

3.1 SLT and Faculty Leaders

4. LINKS TO OTHER POLICIES & DOCUMENTS

4.1 Curriculum Policy, Assessment Policy,

5. MONITORING & EVALUATION ARRANGEMENTS

5.1 Teaching and learning will be monitored by SLT and Faculty Leaders to ensure that students make good progress. This will be done by:

- a) The use of assessment data to compare the performance of individual departments and individual classes. The stress will be on the level of value added being achieved and pupil progress and achievement being made
- b) Departmental reviews
- c) Observation of individual lessons
- d) Tracking of the learning experiences of individual pupils

5.2 Departmental planning will be monitored by SLT to ensure that all teaching and learning experiences are carefully planned. This will be done by:

- a) Scrutiny of Departmental schemes of work to ensure that they contain all the required elements and show evidence of differentiation and progression.
- b) Sampling of lesson plans
- c) Observation of individual lessons

5.3 Areas of weakness should also be recognised such that support and/or training can be offered in these areas.

6. ROLES & RESPONSIBILITIES

Governors	To review the policy biannually
Assistant Headteacher	To coordinate and support the work of the Faculty Leaders in delivering the policy
Faculty leaders	To ensure and support the delivery of the policy within their Curriculum area
Teaching Staff	To be responsible for delivering the policy in lessons

APPENDIX I

Procedures

- a) Teachers are expected to have knowledge of the level of prior achievement (KS2 data), current achievement in relation to their personal target, any special health needs and of any identified groups to which they belong (e.g. Looked after Child).
- b) Teachers are expected to record assessments and make this information available to allow tracking of pupil progress.
- c) A register must be taken at the beginning of every lesson.