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Purpose, Values and Aims of Highfields School

Our Core Purpose

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential.

Our Values

Inclusion, fairness and equality
Respect and tolerance
Celebration of achievement
Personal reflection, honesty and mutual trust
Care for our environment

Aims – to achieve our core purpose and values we aim to:

- Respect all students and staff as individuals
- Celebrate diversity and promote equality
- Provide appropriate levels of challenge
- Develop understanding and enjoyment of learning
- Support and encourage individuals to make a valuable contribution to society
- Be a reflective school seeking continuous improvement
- Play an active part in our community
- Nurture physical and emotional well being
- Promote a happy, safe and stable environment





1. Aims

Teachers at Highfields should strive to deliver consistently effective lessons by:

- Meeting Teacher's Standards in full at all times
- Establishing a positive, productive and suitably challenging environment in which students demonstrate good attitudes to their learning and their work in an atmosphere of mutual respect for teachers and their peers.
- Ensuring thorough knowledge of the courses they teach and researching new developments in curriculum and awareness of teaching and learning initiatives so that their expertise and enthusiasm can be shared with students in order to challenge, enthuse and secure their progress.
- Trialling and adopting strategies agreed as part of improvement plans and as part of a commitment to continued professional development
- Using knowledge of prior attainment to be aware of capabilities and specific learning needs to plan effective and engaging lessons with differentiated activities and effective deployment of support so all students can access the curriculum, make good progress and develop their enthusiasm.
- Planning well-structured lessons that employ a variety of activities, resources and approaches that take into account different learning needs and styles, in order to ensure student engagement, enthusiasm, motivation and applications.
- Having clear and challenging learning objectives that form part of the structure of a lesson, are shared with students and reviewed throughout the lesson to ensure good progress within each lesson.
- Checking students understanding using a variety of assessment techniques and using that experience to inform interventions that ensure good student progress.
- Deploying and working in close partnership with learning support colleagues to ensure that SARU get the best provision available
- Explicitly training students to retain and retrieve a wide range of skills and knowledge when it is needed
- Providing students with the feedback they need both orally and through marking, in line with departmental and whole school policy, so that they know how well they have done and what they need to do in order to sustain good progress (see ARR Policy)
- Managing behaviour calmly, consistently and within the school's behaviour management strategy/ policy, using sanctions and recognition where appropriate and seeking to foster good attitudes to learning, self-esteem, independence, resilience and motivation.

2. Homework

Homework is used as appropriate by Highfields teachers to develop and embed knowledge. Subjects across the curriculum make very different use of homework and so many strategies will be department specific. Senior links and curriculum leaders meet regularly and assess the effectiveness of homework strategy over time and this is supported with learning from stakeholder surveys. Curriculum leaders take into account the following principles when setting homework.

Homework should:

- Be meaningful and never set to fulfil a notional homework timetable. Any homework completed by a student must be acknowledged in some way even if this is via random sampling (highlighting a sample of HW submitted) or via online assessment tools used for consolidation tests used by teachers as homework.





- Recognise that not all students have access to similar resources at home but that many students may be attracted by the ease of completion afforded by on-screen options
- Take a range of approaches depending on the learning needs of students at that time. Self-marking consolidation tests are to be considered where their quality is likely to be such that there is a good educational pay off for children
- Be as efficient as possible favouring low teacher input/ high impact approaches which protect the wellbeing of teachers and the effectiveness of their wider curriculum delivery

3. Continuing professional development

See CPD Policy.

4. Quality assurance

We aim to work collaboratively to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement.

We aim to use the quality assurance process as a means of supporting colleagues in their professional development so that they excel in their role within the school. To support this process of self-evaluation and self-challenge there is a robust self-evaluation schedule which includes:

- Informal lesson visits (also called learning walks)
- Formal lesson visits
- Work scrutiny (also called book looks)
- Line meetings
- Departmental meetings
- Departmental deep dives (often involving EMET partners)
- SLT Link meetings
- SLT meetings (school improvement is monitored at first SLT of each half term)
- Governors meetings (T&L has a nominated link governor)
- Cross EMET subject network meetings/ school improvement network (SIN) activities and evaluation visits of leadership by Deputy CEO (secondary) of EMET
- EMET QA and appraisal of headteacher/ senior leadership team

5. Roles and responsibilities

- Teachers are responsible for meeting teaching standards, evaluating the learning in their classrooms and making changes where required to improve, and for the effective direction of other learning staff in the classroom
- Teaching assistants are responsible for working under the leadership of the teacher in the classroom and providing skilful support/ intervention as required
- Heads of department are responsible for evaluating the quality of teaching and learning in their classrooms and for taking appropriate action to improve further
- Senior links are responsible for working closely with HoDs to ensure that teaching and learning is always strong and working within school policy to bring this about
- Directors of SARU are responsible for ensuring that SARU have a good quality of T&L across the curriculum



- Heads of year and pastoral staff are responsible for supporting attitude to learning and behaviour in the classroom that maximises the chance of students making best progress
- ALL senior leaders are responsible for ensuring that all T&L all day, every day is effective and likely to result in strong progress in all students
- The headteacher has overall responsibility for ensuring that T&L is effective and is improving the life chances of students
- The governors, especially any link governor to T&L, is responsible for holding the senior leadership team to account for the quality of T&L and for ensuring that strategic change is undertaken where required
- EMET (the trust) is responsible for quality assuring the work of the senior team and governors and addressing underperformance where it is found

6. Policy monitoring and evaluation

The monitoring of this policy will be ongoing to assess its efficacy and ensure it remains relevant and responsive to current practice and pedagogical development.

7. Associated Documents

Other policies which relate to the implementation of this policy are:

- Special Educational Needs Policy
- Assessment, Recording & Reporting Policy
- CPD Policy
- Behaviour policy