



# The Tiffin Girls' School TEACHING AND LEARNING POLICY

REVISED February 2022

## RATIONALE

1. This policy sets out the principles of our approach to Teaching and Learning at The Tiffin Girls' School. It also serves to provide guidance to teaching staff to enable them to reflect on and develop their teaching in order to maximise their students' learning. Further practical guidance can be found in the 'policy in practice' document.

## The School's Vision and Values

2. To provide 'an intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society'.
3. The school's motto *sapere aude* – dare to be wise – is embodied in its core values of *Community*, *Love of Learning* and *Character*.

## *Sapere aude - dare to be wise*

### **Community**

Collaboration  
Active Citizens  
Celebrate

### **Love of Learning**

Inspiration  
Embrace knowledge  
Creative and Critical thinking

### **Character**

Integrity and Respect  
Courage and Resilience  
Independence and Initiative

## VISION FOR TEACHING AND LEARNING

4. Teaching staff at the Tiffin Girls' School are committed to:
  - Making Teaching and Learning an inspirational, challenging and enriching experience.
  - Being passionate about our subject material and conveying this enthusiasm to our students.
  - Developing learners' resilience, independence, self-motivation and self-awareness.
  - Providing a safe, secure and supportive environment in which all students' contributions are valued.
  - Actively developing students' skills, knowledge and understanding, to ensure that they can engage with the challenges of the curriculum.
  - Consistently providing opportunities for students to stretch and challenge themselves
  - Implementing a curriculum that enables all students to achieve their potential and adapting our planning in response to students' developing needs.
  - Helping students to understand their progression through the curriculum and to make connections across subject areas.
  - Developing students' understanding of the learning process.
  - Enabling students to take increasing ownership of their learning beyond the content of the curriculum, to increase their capacities of metacognition and self-efficacy.
  - Engaging in educational research and identifying opportunities for implementation.
  - Encouraging wider reading.

- Giving students opportunities that enable them to learn beyond the curriculum and develop their cultural capital.
- Providing wider learning opportunities outside the classroom.
- Promoting equality, diversity and inclusivity through the curriculum.
- Promoting critical and creative thinking.

### **Teachers' Standards**

5. This policy incorporates the Teachers' Standards currently in force in England which are annexed to this policy.

### **Developing Teachers' Classroom Practice**

6. We are committed to continually improving our practice. The school does not prescribe particular styles of pedagogy, recognising that the well-informed teacher is best placed to choose the approach(es) that will drive students' learning.
7. The school is committed to providing staff with continuing professional development to help each teacher develop their practice and approaches to teaching. Our whole-school CPD combines whole-school foci and the opportunity for individual teachers to explore their own areas of interest choosing one of four strands, which are rooted in research informed evidence to improve classroom practice. The four strands in 2021/2 are: Inquiry project, Diving into Theory, Lesson Study, and Curriculum. This whole school CPD forms one of the appraisal targets for all teaching staff. Each half term a Teaching and Learning group meets to consider aspects of research in more detail. The Teaching and Learning leads also meet once per half term with other members of the Kingston Teaching and Learning network to share best practice.

### **IMPLEMENTATION OF THE CURRICULUM**

8. The Tiffin Girls' School aims to provide a curriculum that:
  - is rich, ambitious and broad, encompassing academic lessons and enrichment opportunities
  - meets the needs of every learner and is supported by robust tracking systems
  - fosters the school values of Community, Love of Learning and Character.
9. Our curriculum is designed to stretch and challenge our able learners:
  - Teachers establish challenging end points for students' learning.
  - Teachers sequence learning to enable students to draw on prior skills and knowledge.
  - Teachers use key questions or focused objectives to challenge students and to encourage them to engage with high-order thinking about subject content.
  - Verbal and written feedback encourage students to push their thinking further.
  - Teachers use modelling to help students develop learning routines that facilitate progress.
  - Exemplar materials help students understand the expectations for progress and outcomes.
  - Teachers use questioning to push students' thinking.
  - Teachers look for opportunities to make links with learning in other subject areas and with prior learning in their own subject. Students are therefore able to develop their recall ability and transfer knowledge skills and understanding between subject areas.
  - Teachers build retrieval practice into the learning cycle in lessons, and focus on memorisation techniques.
  - Teachers aim to ensure that students are aware of where their learning sits within the curriculum and what progression looks like.

- Teachers look for opportunities to extend students' learning beyond the curriculum.
- Teachers aim to progress quickly to access more complex content at an earlier stage.
- Learning activities help students to develop higher order skills such as analysis, application and evaluation from an early stage.
- Independent learning tasks, flipped learning and wider reading promote student independence and independent thought.
- Students are encouraged to develop their own perspective on their learning
- Teachers encourage students to engage with the wider context of their learning

10. Further information can be found in the Curriculum Policy.

### **An Effective Teaching and Learning Environment**

11. Classrooms should be tidy and well organised, to create a purposeful learning environment.

12. Relevant resources should be readily available to staff and students, to support learning.

13. Classroom displays provide many opportunities to support learning.

14. Teachers should consider the use of displays *for* learning in addition to displays of learning.

### **DEVELOPING OUR STUDENTS' POTENTIAL AS LEARNERS.**

15. Our aim is to enable students to take increasing ownership of their learning, to increase their capacities of metacognition and self-efficacy, and to ensure that they are able to engage with and benefit from the cognitive challenges of our curriculum.

16. We want to develop students who:

- Are able to take responsibility for their learning and progress.
- Can deploy metacognitive strategies to enable them to understand how they learn and to make adjustments to ensure that their learning is as effective as possible.
- Are confident that they can learn independently.
- Have the self-belief that they can achieve.
- Can engage with thinking deeply and understand the value of struggle and failure on their learning journey.
- Have the language to be able to discuss and evaluate their learning.
- Are resilient.
- Are able to apply their learning in different contexts and situations.
- Are confident to verbalise their opinions and views.
- Have the skills of inquiry that enable them to develop their ability to think creatively and to problem solve on their own and as part of a team.

### **PROGRESS**

17. It is the responsibility of both teachers and students to ensure that students' learning is progressing through the curriculum in each subject.

18. Teachers know how to assess progress in their subject, and do so in accordance with the Assessment and Feedback Policy.

19. Teachers give students opportunities to respond to their feedback.
20. Recognising that progress is rarely linear and that students make progress at different rates, teachers regularly give opportunities to revise, recap or otherwise review previously taught material in response to the developing needs of each class.

### **Planning to meet the needs of all learners**

21. Our aim is to stretch and challenge our high-ability learners.
22. Students have different needs but should aim for the same ambitious goals.
23. Our students are of a very high ability and as such, we aim to teach in a way that maximises their potential in each subject. Whilst recognising that there is a range of abilities among our students, we endeavour to provide an aspirational level of challenge that befits the high ability of the learners we teach.
24. Teachers are aware of whether students fall into any of the following subgroups:
  - Pupil Premium status (PP)
  - English as an additional language (EAL), either fluent (F) or competent (C)
  - Special educational need or disability (SEND), including School Support or EHCP.
  - Literacy Support Group (LSG)
  - Red intervention group
  - Amber intervention group
25. These students may require additional support in different areas. Two students with the same status may not necessarily require the same type of support, and this should be based on the student's own individual needs.
26. Teachers differentiate in their lessons as appropriate to the learning aims at hand and provide appropriate scaffolding.
27. Any intervention may take place inside or outside the classroom.

## **RESPONSIBILITIES OF TEACHING STAFF**

### **Classroom teachers**

28. Classroom teachers are responsible for:
  - Maintaining high standards of Teaching and Learning (see Appendix A)
  - Maintaining high standards of behaviour for learning.
  - Engaging in subject specific research
  - Referring to strategies and examples in the 'Policy in Practice' document where appropriate
  - Demonstrating outstanding subject knowledge
  - Promoting the Teaching and Learning focus for the year
  - Creating a love of learning within and outside of the classroom
  - Using the Assessment and Feedback Policy effectively to monitor the progress of their students and make appropriate adaptations to their teaching in order to support all students.

## **Form tutors**

**29.** Form tutors are responsible for the general day-to-day wellbeing of their tutees within the school.

They also have a key role in Teaching and Learning and are responsible for:

- Maintaining high standards of behaviour for learning.
- Teaching pastoral lessons
- Providing pastoral care
- Signing planners on a weekly basis to ensure that students are recording and completing homework
- Monitoring student engagement with extra curricular activities, through a termly online reporting process. Form tutors then complete end of year reports that record students' experiences and progress in pastoral areas, and their engagement with extra curricular and enrichment activities.
- Discussing intervention opportunities with individual students
- Monitoring students who are underachieving, in conjunction with the Head of Year
- Supporting students with their organisation and time management
- Helping students plan revision timetables and develop their revision techniques
- Mentoring students identified by the Head of Year (Amber group)
- Referring any pastoral concerns that may impact on Teaching and Learning to the Head of Year and/or subject teachers.
- Liaising with students, parents/carers and staff as appropriate on issues relating to student progress

## **Heads of Department**

**30.** Heads of Department are responsible for:

- Maintaining high standards of behaviour for learning.
- Ensuring consistency of high standards of Teaching and Learning across their departments (see teaching standards)
- Sharing relevant Teaching and Learning resources, and ensuring that they are available for all Schemes of Learning
- Providing opportunities in department time to share best practice
- Referring to strategies and examples in 'the Policy in Practice' document where appropriate
- Completing the Quality Assurance process and feeding back appropriately to their team and SLT link
- Ensuring that staff are clear on curriculum and assessment requirements and are preparing students effectively for these
- Ensuring that staff receive any support required in behaviour for learning, to enable effective Teaching and Learning to take place
- Using all aspects of the Quality Assurance process, and informal learning walks, to ensure that the curriculum, Teaching and Learning materials and teaching strategies are supporting student learning, and plan for change where appropriate.
- Supporting their team in engaging in subject specific research
- Ensuring opportunities to expand students' cultural capital are built into the curriculum

## Heads of Year

### 31. Heads of Year are responsible for:

- Maintaining high standards of behaviour for learning.
- Tracking student involvement in extracurricular activities.
- Ensuring that staff are clear on the requirements of the pastoral curriculum and have the skills and knowledge to be able to deliver it effectively.
- Using learning walks and feedback from staff and students to ensure consistency of high standards of Teaching and Learning in pastoral lessons across their year group.
- Providing opportunities in Year meetings to share best practice
- Ensuring opportunities to expand students' cultural capital are built into the pastoral curriculum
- Completing the Quality Assurance process and feeding back appropriately to their team and SLT link
- Ensuring that staff receive any support required with behaviour for learning, to enable effective Teaching and Learning to take place
- Identifying students of concern from the analysis of data and feedback from staff, and putting strategies in place to support student learning and progress
- Liaising with parents/carers, students and staff where appropriate on issues relating to student progress.
- Monitoring the progress of key groups of students, Pupil Premium, EAL, those with literacy concerns and ensure effective intervention strategies are in place.

## Senior Leadership Team (SLT)

### 32. The SLT is responsible for:

- Communicating the school's vision for Teaching and Learning and for the curriculum to all staff and to other stakeholders.
- Setting appropriate whole-school targets for Teaching and Learning on an annual basis.
- Ensuring that these targets are reflected in department development plans
- Ensuring that middle leaders have the training, support and understanding effectively to fulfil their role in supporting Teaching and Learning and progress.
- Meeting regularly with Heads of Department and Heads of Year.
- Promoting strategies that ensure consistency of high standards of Teaching and Learning across departments and year groups
- Completing the Quality Assurance process with middle leaders and support them in identifying areas of strength and areas for development
- Ensuring that middle leaders are clear on curriculum and assessment requirements and have communicated these to their staff
- Ensuring that staff receive effective CPD to support effective Teaching and Learning and implementation of the curriculum.
- Supporting whole-school Teaching and Learning initiatives
- Reviewing Quality Assurance documentation on a regular basis to ensure it is effective and is being used appropriately
- Ensuring opportunities to expand students' cultural capital are discussed with middle leaders and built into the curriculum
- Supporting opportunities for students to learn outside the curriculum
- Monitoring the progress of key groups of students, Pupil Premium, EAL, those with literacy concerns.
- Analysing whole-school data and discussing intervention and other strategies with pastoral and academic middle leaders.

## **Mentors**

- 33.** Individual student mentors are responsible for:
- Meeting regularly with students
  - Liaising with parents/carers and other staff where necessary
  - Using data, plus feedback from staff and students, to identify areas of focus
  - Working strategically with students to support their learning and progress

## **LEARNING OUTSIDE THE CLASSROOM**

- 34.** The school recognises that much learning can take place outside of the classroom, and seeks to support students' learning in its broader sense through a wide range of opportunities that include the following:
- Enrichment opportunities
  - Extra-curricular activities and clubs
  - Young Enterprise and Mini Enterprise
  - The promotion of student leadership opportunities
  - Student-run clubs
  - Fundraising initiatives
  - Roles of responsibility, for example mentoring.
  - Pastoral Projects
  - Trips
  - Work experience

## **QUALITY ASSURANCE PROCESSES**

- 35.** During the autumn and summer terms teachers take part in the Quality Assurance process in order to monitor effective Teaching and Learning. This is completed in a number of ways:

### **Lesson observations**

- 36.** Lesson observations are valuable because they help teachers to improve the quality of Teaching and Learning by questioning and developing their current practice. They are an important part of a teacher's professional development and a coaching approach should be applied to the way in which they are conducted where possible. To facilitate this coaching approach, time must be put aside for important discussions to take place between the observers and the observed, *the tone of which must be developmental.*
- 37.** Lessons can be observed in a number of ways including learning walks, shorter part-lesson observations and more in-depth observations where the whole lesson is watched. All of these are important opportunities to share practice and are encouraged within school. However, to ensure that all teachers are able to hold meaningful conversations about Teaching and Learning at key points in the appraisal cycle, two lesson observations need to take place for each member of staff throughout the course of the year (the SLT link will attend one of these One of these will be either full-length lesson observations or 20 minute lesson observations. The type of observation may be determined by the teacher whose lesson is being visited. Peer and joint observations are encouraged within departments, although the Head of Department must ensure that every member of their team is observed by their line manager at least once in the year.

## **Feedback and Progress Checks**

38. The purpose of this Feedback and Progress Check is to ensure that all students are receiving diagnostic feedback, acting on it and making progress as a result.
39. A sample of students (highest, middle, and lowest attainers, EAL/PP, Literacy support group/intervention) are selected from one of the teacher's classes from a certain year group, as decided by the Head of Department.
40. The teacher provides their classwork and in discussion with either the Head of Department or other member of the team, they will check that feedback is diagnostic, regular and uses school-wide terminology (e.g. what went well/what next). There is evidence of Dedicated Improvement and Reflection Time and students respond to spelling, punctuation and grammar corrections for themselves. There is evidence that feedback (teacher, peer and self-assessment) leads to student progression over time. During this discussion, areas for development are decided together.

## **SLT and Departmental Learning Walks**

41. These provide an additional opportunity to focus on Teaching and Learning.
42. Middle leaders and SLT visit a number of lessons, spending a maximum of ten minutes in each. They observe student learning, may ask students about their learning, and look at students' work as part of that discussion. These learning walks allow staff to identify good practice that can be shared across the department, is an opportunity to recognise and celebrate effective Teaching and Learning, and supports the Quality Assurance process.

## **Peer learning walks**

43. Learning walks help to build positive relationships amongst staff, allowing people to see things in different departments, and share best practice. Peer learning walks will take place during the autumn and summer terms for a two-week period. Teaching staff can choose which of their lessons they will make available for other staff to visit. Staff are free to go to any of the lessons (maximum of three members of staff at a time) for 15 minutes, after which they should complete the feedback form, highlighting something they found effective within the lesson, and something they will take away to implement into their own teaching. These informal learning walks should always focus on the positive aspects of the Teaching and Learning taking place in the lesson.

## **Student Voice**

44. Senior leaders meet with small groups of students to gather feedback on their experience of Teaching and Learning at the school. This can then be disseminated where appropriate and can inform future planning.
45. Teaching and Learning issues that are raised through the student survey or by form captains are addressed at School Council. Students receive feedback the school on the outcomes of these discussions.
46. Love of Learning representatives are elected in each form group. These students have responsibility to promote and support the school value of Love of Learning by researching effective ways of learning and feeding this back to their peers. Communication comes through the form of assemblies, QUINs, discussions, and a love of learning digest.



## Analysis of data including subgroups

47. Heads of Department should complete the Progress Tracking Sheet (PTS) documents at the end of each assessment point for each year group (see Assessment calendar) working closely with their team to identify strengths and areas for development.

## Link meetings

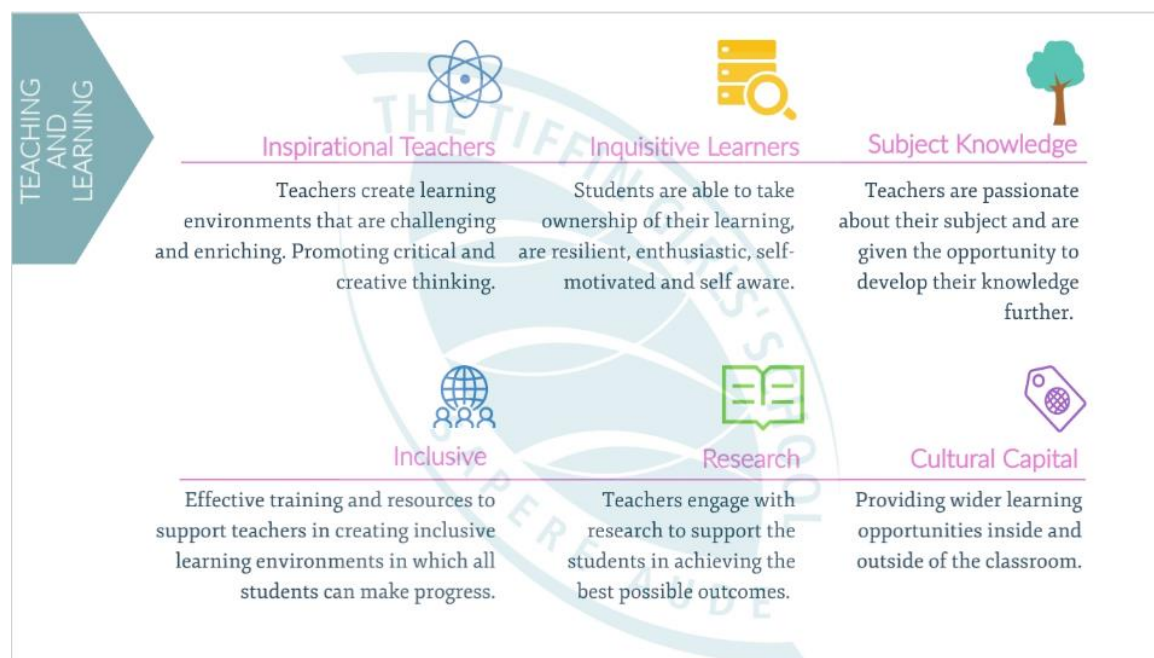
48. Heads of Department meet with their Line Manager once every fortnight during a timetabled period. During this time the Line Manager will discuss and support the needs of the department, and complete the Department Reflection and Planning Document, PTS, Quality Assurance documents when necessary.

## Curriculum outlines and overviews

49. During the summer term, Heads of Department should evaluate the impact of their curriculum over the year and decide if any, which changes need to be made in their curriculums. Heads of Department are expected to complete their Curriculum outlines and overviews for the forthcoming year, considering their curriculum vision and intent.

## Department Reflection and Planning Document

50. At the end of the Quality Assurance process in both the autumn and summer terms, Heads of Department should assess the progress of the department against the objectives in this document. They should also highlight strengths and areas for development, based on the outcomes of the lesson observations, learning walks, and feedback and progress checks, and set any new objectives where required.



## APPENDIX A

Pages 10-14 of the Department for Education Teachers' Standards are copied below. The full document can be read [here](#).

# Teachers' Standards

## Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## Part One: Teaching

### A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.