

**Senior School and Preparatory School Teaching and Learning Policy**

**Rationale**

The Teaching and Learning Policy is designed to reflect the aims of the School’s Mission Statement.  We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have ”Strength of Mind, Strength of Values, Strength of Purpose”.

**Aims**

The policy aims to provide:

1. **Clear** expectations that students should have of their teachers and clear expectations that teachers should have of students;
2. **Confidence** in the way we assess, monitor and evaluate the progress of our students;
3. **Consistency** through regular sharing of best practice and regular appraisal of teaching staff.

The aims of the policy are based on the eight tenets of the Teachers’ Standards:

* Set high expectations which inspire, motivate and challenge;
* Promote good progress and outcomes;
* Demonstrate good subject and curriculum knowledge;
* Plan and teach well-structured lessons;
* Adapt teaching to respond to the strengths and needs of all pupils;
* Make accurate and productive use of assessment;
* Manage behaviour effectively to ensure a good and safe learning environment;
* Fulfil wider professional responsibilities.

**Responsibilities**

* The Senior Deputy Head has overall responsibility for the organisation, delivery and monitoring of the whole school curriculum in accordance with the Mission Statement of the School.
* The Head of the Preparatory School is responsible for the organisation, delivery and monitoring of the Preparatory School curriculum including the Nursery and EYFS, working closely with the Head of Nursery and Deputy Head of the Preparatory School.
* The Curriculum Director has responsibility for whole school timetabling.
* The responsibility for Teaching and Learning is shared across Academic Assistant Head, Senior Deputy Head, Faculty Chairs and Heads of Department
* The Senior Deputy Head has overall responsibility for whole school Appraisal

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* The responsibility for the implementation of this policy on a lesson-to-lesson basis lies with individual teachers.
* Heads of Department play a key role in the monitoring of teaching and learning within their subject areas, promoting and facilitating best practice through regular professional dialogue, lesson observation, work scrutiny and appraisal.
* Faculty Chairs are responsible for supporting Heads of Department (HoDs) within their Faculty to promote the highest standards of teaching and learning within the Faculty, and provide supportive line-management of HoDs within their Faculty.

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* The responsibility for the implementation of this policy on a lesson-to-lesson basis lies with individual teachers.
* The Head and Deputy of the Preparatory School, assisted by the individual subject leaders plays a key role in the monitoring of teaching and learning within each subject area, promoting and facilitating best practice through regular professional dialogue, lesson observation, work scrutiny and appraisal.
* The Head of the Preparatory School is responsible for the effective and efficient appraisal of the teaching staff to promote the highest standards of teaching and learning within the Preparatory School.

**Implementation**

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**Excellent practice is likely to include:**

* Reference to detailed schemes of work or lessons that have been planned to include a variety of relevant tasks. This **should** include opportunities for independent thinking, questioning, collaboration, use of ICT, and opportunities for students to demonstrate progress in their learning and/or new skills;
* Teacher should arrive punctually to all classes;
* Lesson objectives displayed/written on board and explained (where appropriate);
* Success criteria is given to pupils when setting tasks for assessment providing:
1. Opportunities for Assessment for Learning
2. Time for pupil **reflection and correction**,
3. Verbal feedback
4. Targets setting and regularly review of targets. Opportunities for peer and self- assessment with use of stickers/ stamps/ house points and teacher’s written comment to praise good work and chart next steps for individual pupil progress;
* An engaging starter activity, focused and challenging main content, homework set in good time, securely understood and recorded in the planner by all, together with a plenary which reinforces the learning objectives;
* Teaching should : demonstrate a variety of methods; include a number of resources in reference to the VLE ; include the full range of appropriate ICT; convey enthusiasm driven by excellent subject knowledge; promote an expectation of high standards of behaviour; possess a passion to instil intellectual curiosity and demonstrate clearly an awareness of those students within the EAL, SEND and AGT groups and where appropriate, differentiation for pupils within these categories;
* Exercise books/folders to include a copy of the departmental marking policy (written with regard to the whole school marking policy);
* Mark Book/Planner to include the recording of prep marks, test scores, Studies Grades effort and attainment, target grades if appropriate, EAL, SEND and AGT information.
* A focus on student progress over time

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**Excellent practice is likely to include:**

* Reference to detailed schemes of work or lessons that have been planned to include a variety of relevant and differentiated tasks. This **should** include a link to the VLE and opportunities for independent thinking, questioning, collaboration, use of ICT, and opportunities for pupils of different abilities to demonstrate progress in their learning and/or new skills;
* The **I can… skills based** lesson objectives should be displayed/written on the board and explained (where appropriate);
* Planning should also include regular reference to the following 21st Century Habits for Learning enabling pupils :
1. to explore their God-given talents and know what kind of person they want to be
2. to “think big” and seek truth and purpose in their learning
3. to focus their attention and develop resilience in problem solving

(iv) to seek feedback and reflect upon it to improve their work

(v) to be a good team player

(vi) to design and organise my own learning and develop my WOW work portfolio

(vii) to share my ideas and be open to learn from my peers

* Success criteria is given to pupils when setting tasks for assessment providing:
1. Opportunities for Assessment for Learning
2. Time for pupil **reflection and correction**,
3. Verbal feedback
4. Targets setting and regularly review of targets in line with the **I can…** statement
5. Opportunities for peer and self- assessment with use of stickers/ stamps/ house points and teacher’s written comment to praise good work and chart next steps for individual pupil progress;
* An engaging starter activity, focused and challenging main content, homework set in good time, securely understood and recorded in the planner by all, together with a plenary which reinforces the **I can… statement** ;
* Teaching should : demonstrate a variety of methods; include a number of resources in reference to the VLE ; include the full range of appropriate ICT; convey enthusiasm driven by excellent subject knowledge; promote an expectation of high standards of behaviour; possess a passion to instil intellectual curiosity and demonstrate clearly an awareness of those students within the EAL, SEND and AGT groups and where appropriate, differentiation for pupils within these categories;
* Mark Book/Planner/ SIMS to include the recording of end of unit assessments, prep marks, test scores, Studies Grades effort and attainment, and EAL, SEND and AGT information.

**Outstanding Academic Progress**

This stems from the highest standards of conduct and excellent teaching.

Therefore students are also encouraged to:

* generate an infectious enthusiasm for learning;
* be proactive in making positive contributions to lessons;
* work independently, taking responsibility for their own learning;
* present work to a very high standard;
* ask for help ***before the lesson***when completing prep, if in difficulty;
* Show high levels of initiative when responding to tasks.

**Monitoring**

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**The Whole College undertakes a rigorous Quality Assurance Cycle, including:**

* Lesson Observations though informal peer monitoring and the appraisal system
* Learning Walks – These are carried out by members of SLT/FC/HoDs each term and inform leaders on such matters related to student attitudes to learning, flow of students to and from lessons, curriculum planning;
* Work Scrutiny (Department and Whole School) – Departmental work scrutiny takes place each term as does whole school scrutiny. The outcomes from a whole school scrutiny are shared with staff;
* HoDs, FCs and ICT Steering Group, Teaching and Learning Forum enables discussions on teaching and learning
* Departmental Minutes
* Student voice – this is most obvious through the pastoral lunches feedback forms, departmental student voice activities.
* Examination Results and Value Added – The Headmaster and Senior Deputy Head meets with each Head of Department once per year to analyse examination results and value added.
* WOW Board – This board situated in the Staff Common Room celebrates outstanding practice in marking and feedback;

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* WOW Board in each classroom, to celebrate as a portfolio each individual’s outstanding work;
* Celebratory exemplar work on displays
* Work Scrutiny (individual subject or whole school focus) each term conducted by all teaching staff, with the outcomes shared with all staff;
* The Head of the Preparatory School reviews GL Assessments , CATS 4 Spelling and Reading Ages data tracked on SIMS with individual class teachers in November and March to assess value added, levels of support / intervention required for pupils of all abilities and set individual pupil targets.
* Lesson Observations though informal peer monitoring and the appraisal system
* Learning Walks – These are carried out by members of SLT each term and inform leaders on such matters related to student attitudes to learning, flow of students to and from lessons, curriculum planning;

**Whole School – Class sets**

The School continues to provide a significant staff reduction on fees as we aim to encourage the children of teaching and non-teaching staff to attend Ratcliffe College. To support staff further, when possible, the children of staff should not be allocated to a class taught by their parent/guardian. There will be cases when the School will have no choice due to staffing or timetabling constraints to allocate staff to teach their own children. It is the responsibility of the HoD to flag-up any issues to the Curriculum Director and Assistant Head Academic when staff members have been allocated their own children to teach. HoDs should also do what is possible when setting to make sure this does not happen.

**Link to other policies and documents**

The following list is not exhaustive, but includes the key policies and documents that relate directly to the Teaching and Learning:

Safeguarding and Child Protection

Curriculum Policy

Staff Handbook, section B

Behaviour, Rewards and Sanctions

Feedback and Marking Policy

Prep Policy

Able, Gifted and Talented Policy

EAL Policy

SEND Policy

Appraisal Policy

EYFS Teaching and Learning Policy

**Review**

This policy is reviewed annually. It was last reviewed by the Academic Assistant Head, Senior Deputy Head and the Head of the Preparatory School, June 2018.