TEACHING AND LEARNING POLICY 2024

Contents

Aims and Principles

To ensure all students are provided with high quality learning experiences, leading to a consistently high level of pupil achievement and attitude.

Key Principles

Outstanding Learning for all

- Teachers will use evidence informed practice to expertly ensure that all students can remember more and do more over time.
- Teachers will systematically review and adapt their curriculum as a progression model in light of evidence to ensure that it engineers success and maximises learning.

All are outstanding Learners

- Teachers will ensure that all students understand themselves as learners
- Know strategies for maximising their learning
- Know how to go about implementing them.
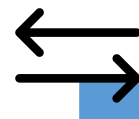
Responsiveness to all

- In order to meet the needs of all students, teaching will be continually responsive to what all students – particularly those who are disadvantaged or who have special educational needs - know and know how to do at each moment.
- The curriculum will be systematically adapted to meet the needs of students who are at risk of making less progress.

Outstanding Learning For all – The Learning Journey
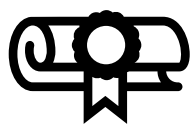
| Curriculum Intent - progression and belonging | Reading | Pedagogy | Metacogniton | responsiveness | visible consistency |

Curriculum Intent – Progression and belonging

Progression Model

Teachers will develop a cohesive, cumulative and highly sequenced subject curriculum designed with long-term memory and short-term cognitive load in mind. Teachers will plan the curriculum around "destinations" – clearly defined and mapped curriculum end points in the following areas:

- "Knowledge", semantic knowledge (being able to recall, define and use vocabulary in complex sentences). This knowledge is cemented through repeated testing.
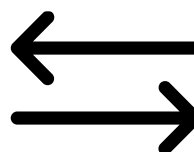- "Understanding" – schematic knowledge (being able to explain how vocabulary links to core concepts which need pre-teaching). This knowledge is cemented though repeated organising.
- "Skills" - procedural knowledge (being able to explain the steps to undertake in order to meet success criteria). This knowledge is cemented by repeated practising.
- "Attributes" – knowledge of metacognition (being able to explain how the brain learns, how character is developed and the importance of mindset in successful goal attainment). This knowledge is cemented by repeated reflection.

Teachers adopt the "TOPR" approach both in lesson planning and in the communication of the learning process to students to improve their metacognition.

T – Test

O – Organise

P – Practise

R - Reflect

Diversity, inclusion and belonging

Teachers will ensure that all students can see themselves in the curriculum and that curriculum decision are made with a view to ensuring all students have a sense of belonging in Warlingham School and the wider community. This will entail careful consideration of:

- Stimulus materials, for example selection of texts, case studies, sources and examples
- Topic areas
- Perspectives and voices

Reading

Teachers will explicitly teach reading in every learning sequence so that:

All students develop a love of reading - reading for pleasure

- All students have the vocabulary to understand a wide range of texts – reading for understanding
- All students are strategic readers using reading strategies to be able to find useful information in texts quickly – reading for information
- All students reflect on what makes a good written answer in each discipline – reading for writing

Pedagogy

Learning Journey Principles

Teachers will structure the delivery of the curriculum around the four principles of The Learning Journey.

- Sharing the destination
- Checking starting points
- Guiding and securing next steps
- Checking arrival

Evidence Based practice

Teachers will ensure their understanding of The Learning Journey is constantly developing in light of the best research. This policy will develop with teachers' shared understanding of the Learning Journey.

Rosenshine's Principles

The Learning Journey is underpinned by Rosenshine's principles of instruction. Teachers will plan learning sequences with these principles evident.

- Daily Review
- Present new material in small steps
- Ask questions
- Provide models
- Guide student practice
- Check understanding
- Obtain a high success rate
- Provide scaffolds
- Independent Practice
- Weekly and monthly review

Metacognition & Practice 4 Progress

Teachers will support students' ownership of their Learning Journey by using evidence-based techniques in lessons and explaining to students why certain specific techniques are proven to support student learning. These are "Practise 4 Progress" techniques.

- Blank Page retrieval
- Thinking maps
- Flash cards
- Knowledge organisers
- Dual coding
- Mnemonics – both verbal and visual.
- Memory palace
- Practice papers
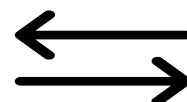
Responsiveness

Teaching should be "**responsive**" which is defined as a continual process of adapting teaching in light of the evidence gained from assessment or from student contextual information.

Adapting teaching refers to a teacher's agility in changing tack or course in order to address misconceptions, increase fluency of recall or fill important gaps in prior learning. It also refers to the specific ways that a teacher changes plans in order to meet the needs of students with SEND.

Responsiveness to continuous assessment

The Learning Journey is a dialogic process where the curricular decisions of the teacher are made in response to the checking of student answers and performance.

Assessment should therefore always be:

- Continuous
- Meaningful
- Manageable
- Motivating

Teachers will have a clear rationale and plan for assessment within each unit so that

- They are able to be responsive in their teaching, adapting their curriculum and lessons to respond to changing student starting points
- They are able to give timely feedback to students, parents and other stakeholders about which curriculum endpoints have and have not been mastered and guidance about next steps. Teachers will keep records where appropriate to support this process. Teachers will consider cognitive load when giving feedback to ensure it is meaningful
- They can engineer the success of all students, providing opportunities for authentic praise

Student work narratives should clearly show regular interaction with feedback. This can be in the form of:

- Marking
- Oral individual feedback in class
- Whole class feedback
- Peer assessment
- Self-assessment

Student voice will reveal that students can talk about their Learning Journey.

Responsiveness to student need

Teaching will be inclusive, considering the learning needs of all the children in the classroom, especially those with SEND. This includes pre-teaching, re-teaching, scaffolding, providing differentiated work and creating an inclusive learning environment. (Wave 1)

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

Teachers will communicate and collaborate with other professionals within school to provide specific, additional and time-limited interventions for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Where teaching assistants are used, teachers will develop systems of communication that ensure that intervention is effective at enabling student independence, has clear success criteria and is time-limited (Wave 2).

When necessary, teachers will support specialists working with or within the school targeting provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.

Visible consistencies

Visible consistencies represent patterns of classroom practice that, if delivered by all routinely and systematically, can enhance the overall culture of learning, the atmosphere of focussed attention to learning and the predictability that supports all students - but especially those with SEND - to self-regulate, become independent in their learning, and gain life-long habits and expectations that will support them throughout their careers.

Warlingham's visible consistencies are:

- Punctual start to lesson
- Seating plan
- Do now task or register completed in silence
- Destination shared
- Students' attention is focused on learning
- Effective use of the behaviour for learning policy
- Low level disruption is always challenged
- Uniform policy is adhered to

SEND Provision:

- Cream coloured backgrounds
- Comic sans or Open sans fonts

Home Learning

Home learning is work that is set to be done outside the taught curriculum. It contains an element of independent study as it is not directly supervised by a teacher. Home Learning can be completed within school, for example, in the Learning Resource Centre when tasks require books, software or equipment not found readily at home. Home learning enhances in school learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.

Home Learning at Warlingham should be

1. Integrated: Planned and focused activities linked with what is being learned in class.
2. Rewarding: Not be used as a punishment or penalty for poor performance.
3. Interactive: Pupils should receive specific and timely feedback on homework.
4. Purposeful: the purpose of homework should be clear to students (e.g. to increase a specific area of knowledge, or fluency in a particular area)?

The types of work set for home learning Evidence suggests that short, frequent home learning closely monitored by teachers has greatest impact (Hattie).

There are three valid types of homework which have some positive impact (Rosário et al., 2015):

• Practice.

• Preparation.

• Extension.

According to Vatterott (2009), the most impactful home learning tasks are ones that focus on practice, checking for understanding, or applying the knowledge or skills students have learned in their lesson.

Outstanding Learners - The Warlingham Learner
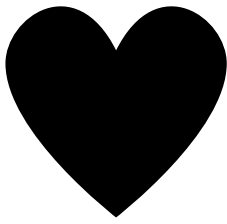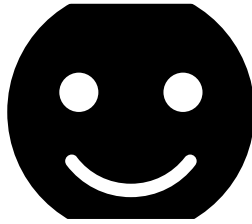
| Explicit teaching of character and values | Explicit teaching of behaviour and attitudes | Explicit teaching of Social, Moral, Spiritual and cultural literacy | Careers - supporting students top have goals and hope. |

Explicit teaching of Character and Values

Teachers will support students to build resilience by identifying with the school values of courage, commitment and kindness. Teachers will develop student understanding of those values and in particular, the 9 Warlingham Learner Characteristics.

Courage

- To be up for a challenge
- To be keen to improve
- To see mistakes as opportunities

Commitment

- To keep going when things get hard
- To plan and anticipate
- To manage distractions

Kindness

- To respect others – to think of others' feelings before acting
- To treat people as equals
- To volunteer

Explicit Teaching of behaviour and attitudes

Teachers will use the Warlingham Learner as a framework to develop an outstanding behaviour culture characterised by high support and high challenge.

At Warlingham, we are proud to belong to an inclusive, warm, welcoming and friendly school, built on mutual respect for each other, the school environment and our community. We feel safe, valued, respected and challenged to achieve the best for ourselves and others. We hold ourselves to the highest standards so that we are able to interact confidently, positively and successfully in a range of contexts and situations, at school and beyond.

At Warlingham all students are focussed and ready to learn. The classroom is a well-resourced, organised, safe place where high challenge and high support is evident for all stakeholders. Students are proud of their achievements which are visibly evident across the school.

At Warlingham we provide concrete and unambiguous definitions and explanations of the behaviours we expect to see. For example we might explicitly teach children to sit up, listen with 100% focus, ask and answer lots of questions, never interrupt and track the teacher. We might use evidence based strategies - such as mnemonics to reduce cognitive load - for example "SLANT" to support student memorisation and internalisation of expected behaviours. We teach students to be always well prepared for learning, which means we are well equipped, know where we are supposed to be and we arrive on time. Teachers ensure that lessons start with focus on routines that enable the teaching of positive behaviours, for example students put their equipment on their desks at the start of lessons without being asked. Start of lesson routines ensure a calm, focussed and prompt engagement with learning. End of lesson routines ensure an effective review of learning and clear behaviour expectations on leaving the classroom. The learning environment and equipment within it are respected and students always return used and borrowed resources in good condition at the end of the lesson.

Explicit teaching of Social, Moral, Spiritual and Cultural literacy

Teachers should ensure that the planned curriculum develops:

- The spiritual development of pupils so that they are increasingly able to be reflective about their own beliefs, sense of enjoyment and fascination in learning about themselves, others and the world around them.
- The moral development of pupils so that they are increasingly able to debate and recognise the difference between right and wrong so that they understand the consequences of their behaviour and actions, linking to the concept of respect.
- The social development of pupils so that they are increasingly able to engage with the fundamental British values and increasingly willing and able to participate in a variety of communities and social settings.
- The cultural development of pupils so that they are increasingly able to understand their own culture and appreciate a wide range of cultural influences, showing respect for different faiths and cultural diversity. Teachers should prioritise ensuring every student has a sense of belonging within school and the wider community.

British Values

Fundamental British values are defined as:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs
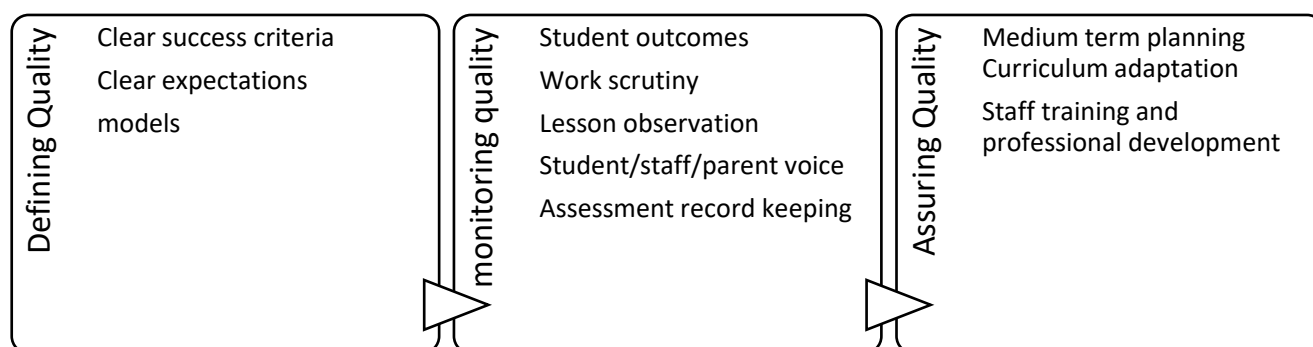
Explicit teaching of careers

Teachers will support students to have motivating career goals and both a sense of hope about the future and an understanding of the routes, pathways and the skills in demand from employers.

Monitoring and Quality Assurance

Quality assurance is defined as the medium-term planning or the training and professional development that results from examination of the evidence of impact on student outcomes and performance.

Defining Quality	monitoring quality	Assuring Quality
Clear success criteria Clear expectations models	Student outcomes Work scrutiny Lesson observation Student/staff/parent voice Assessment record keeping	Medium term planning Curriculum adaptation Staff training and professional development

Aims

- To ensure that our monitoring of all key elements of the quality of education is robust, streamlined and strategic.
- To empower middle leaders to drive the quality of education in relation to their area(s) of leadership
- To ensure there is a clear next step in place to support improvement in the quality of education following the learning from monitoring and quality assurance
- To support consistent and effective line management of middle leaders
- To support the most strategic and effective use and impact of Senior and Middle Leader's time in monitoring and quality assurance

What do we mean by monitoring and quality assurance?

- **Defining Quality** – What constitutes 'quality' i.e. the expected standard for Warlingham School e.g. The Learning Journey, The Warlingham Learner etc
- **Monitoring –** The systematic checking to identify where the expected standard is being met and any areas where the standard is not being met
- **Assurance** – Taking action***** to ensure the expected standard is known and met

*This will range from a clear reiteration of the expected standard, support and training as to how best to deliver on the expected standard or targeted actions to challenge and hold colleagues to account and follow up.

Delivering an outstanding quality of education

For every element of the Quality of Education at Warlingham we need to secure these elements if we are to deliver our vision and curriculum intent for Warlingham Students.
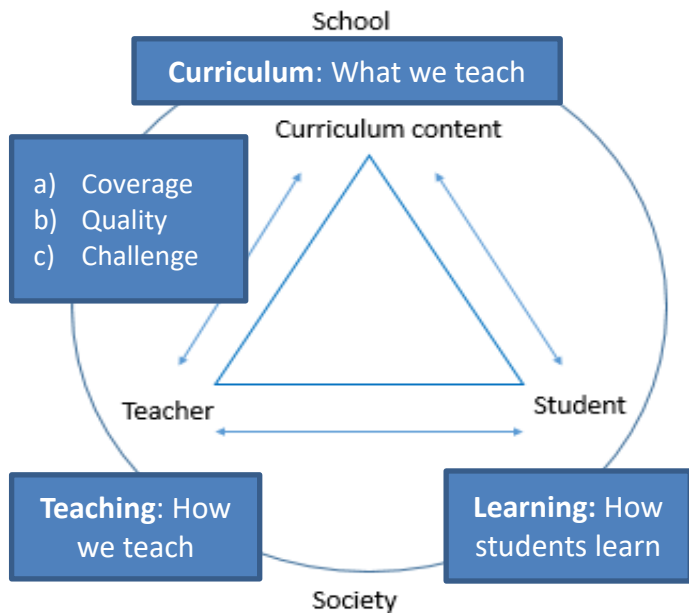
Quality

Curriculum
Our curriculum intent, the curriculum intent of each subject discipline and schemes of learning articulates the expected standard for monitoring and quality assurance

Teaching
The Learning Journey articulates the expected standard for monitoring and quality assurance

Learning
Flightpaths, Target grades, 'Presentation matters' and The Warlingham Learner articulate the expected standard for monitoring and quality assurance

Monitoring

Each of the 3 principle needs to be systematically checked to identify where the expected standards are being delivered and where this is not the case.

We have 4 main methods of monitoring:

- **General work scrutiny** – A detailed look at exercise books, folders, 'Show my homework' and assessed work of students.
- **Learner Feedback** – gathering the views of students (this can be via a questionnaire, online feedback form or interview)
- **Learning Walk** – visits to lessons
- **Data informed work scrutiny** – In-year assessment data will be used to identify target students or groups of students to look at the quality of their work and/or assessment material

All of these methods are components of a Deep Dive. This is a collaborative enquiry into the impact of the curriculum in specific areas.

A Deep dive follows the process outlined here:

Research context: Review of the subject-specific research base.	→ Review of intent, curriculum mapping, progression model and assessment framework	→ Development of hypotheses about areas of strength and areas for development	→ Exploration of Leadership intent and vision

Review of impact in student voice	← Review of impact in student work narrative	← Review of staff understanding of intent and implementation expectations	← Review of implementation in classrooms

Feedback to leaders	→ Development planning by leaders and departments

Assurance

Following monitoring there should be quality assurance which are the actions taken to ensure the expected standard is met.

Where monitoring above shows that the expected standard is being met this should be communicated clearly to those delivering the curriculum, teaching or learning and recognition given for the quality of their work. This can take several forms:

- Formal letter/certificate from the Principal/Senior Leadership
- Formal letter/certificate from Line Manager
- Email of thanks/recognition
- Verbal and face to face feedback
- Being asked to share practice with other colleagues

Where monitoring shows that the expected standard is not being met this should be communicated clearly to those delivering the curriculum, teaching, or learning and action taken to ensure the expected standard is met. This can take several forms:

- A conversation with the Line Manager and a second opportunity to show the expected standard is being delivered
- Guidance towards support materials e.g. Teaching and learning handbook, Warlinghamtl.com
- Training and support in how to deliver the expected standard
- Support from a lead teacher or mentor/coach
- The area to be included in departmental CPD sessions
- Involvement in a targeted element of the whole school elective CPD programme
- Included into Performance Management target setting and process
- A departmental curriculum review or Quality of Education review

Monitoring Processes

General work scrutiny

A detailed look at exercise books, folders, 'Satchel' and assessed work of students.

- **HOD/TLR** - A class set of exercise books or folders alongside any assessed work (if not in exercise books/folders) for the year group identified should be provided to the HOD to randomly sample.
- **SLT/**– A sample of students should be selected to provide all their exercise books/folders and assessed work (if not in exercise books/folders) to be monitored in the designated SLT meeting.

Learner Feedback

Gathering the views of students (this can be via a questionnaire, online feedback through SMHW, Microsoft form or interview).

- **HOD/TLR** – Student views will be gathered in relation to the focus of the monitoring. HODs will share and agree the method of gathering views beforehand with PJF for approval and key learning and actions electronically following feedback.
- **SLT** – A representative sample of students selected by SLT attend an informal meeting with SLT members (this will be in ACTIVE time, a lunchtime or another agreed point). SLT members will discuss the agreed focus of the monitoring and capture the views expressed by students. These will be shared and discussed at SLT, learning and actions agreed and shared with wider staff/HODs as applicable.

Learning Walk

Visits to lessons:

- **HOD/TLR** – A sample of lessons for the identified year groups will be visited by HODs/TLR holders. Where possible SLT Line Managers should QA at least one lesson visit. For teaching focused learning walks the Learning Journey is the expected standard that is monitored. For learning focused learning walks the student's target grades/flightpaths, the presentation expectations and the Warlingham learner are the expected standard that is monitored. These will involve using school wide monitoring forms. For curriculum focused learning walks these will involve a form that can be adapted to capture the fundamentals of the department curriculum intent.
- **SLT**– A sample of lessons for the identified year groups will be visited by SLT members. If the focus is teaching or learning the see above for the expected standard. For curriculum focused learning walks these will involve a form that captures the fundamentals of the school curriculum intent. These will be shared and discussed at SLT, learning and actions agreed and shared with wider staff/HODs as applicable.

Data informed work scrutiny

In-year assessment data will be used to identify target students or groups of students to look at the quality of their work and/or assessment material.

- **HOD/TLR** – The exercise books or folders alongside any assessed work (if not in exercise books/folders) for identified underperforming students or groups (as identified in the most recent data collection) should be provided to the HOD to monitor and identify learning and actions. Additionally, identifying a student/sample of students performing particularly well to explore the features of success should form part of the sample.
- **SLT** – A sample of students identified as underperforming or belonging to a group that is underperforming should be selected by SLT to provide all their exercise books/folders and assessed work (if not in exercise books/folders) to be monitored in the designated SLT meeting. Additionally, identifying a student/sample of students performing particularly well to explore the features of success should form part of the sample.

When, what, how and who?

All three elements of the quality of education will be systematically monitored and quality assured by leaders within the school. At a department level this will be led by HODs and TLR holders. At a whole school level this will be led by SLT. SLT Line Managers and Lead Teachers will help support and quality assure the monitoring undertaken in departments. A Calendar of QA activities will be published at the beginning of each year.

To ensure our monitoring of all key elements of the quality of education is robust, streamlined and strategic each year group will have been monitored in terms of Curriculum, Teaching and Learning at some point across the year. This will tie in with available data in the case of work scrutiny. Not every method of monitoring will be carried out with every year group although all will have had at least 3 of the 4. This means there is strategic coverage to provide breadth in our monitoring approach and by specifically allocating approach and year group, it ensures there is no overlap and therefore it is streamlined. The specific monitoring process will provide depth over breadth as the overall approach provides the breadth.

Record Keeping

In order to deliver on the 'assurance' element of this process clear records need to be kept to identify:

- Learning from monitoring
- Next steps in recognising and rewarding quality
- Next steps in taking action to address any areas where the expected standard is not being met
- Impact – closing the loop to check that actions taken have led to the expected standard now being met. Recognising and rewarding where it is and taking further actions to address it where it is not

The Governance of Teaching and Learning

While it is not for governors to get too involved in operational detail, the effective oversight of the teaching, learning and assessment strategy is essential as is the impact it has on student outcomes and the wider community. We aim to support effective governance by being clear about what constitutes outstanding teaching; developing the confidence of governors to immerse themselves in this definition and form judgments based on the widest sources of evidence; ensuring that governors participate in Warlingham School's quality monitoring cycle and establishing small ad hoc groups of governors to review evidence and progress as necessary.

School Leaders support teaching and learning by:

- Motivating, encouraging, trusting and valuing colleagues to do well
- Modelling, leading by example in teaching
- Providing opportunities to undertake greater responsibility and undergo development programmes from the second year of teaching
- Promoting professional development focused on teaching, learning and leadership, and keeping abreast of change
- Coaching
- Encouraging initiative and allowing people – students and staff – to experiment, confident they will be supported
- Showing interest and being generous with praise, encouragement and help in moving forward
- Building teams and empowering them

They do this by:

- Promoting and participating in teacher learning and development
- Planning, coordinating and evaluating teaching and the curriculum
- Establishing goals and expectations
- Strategic resourcing
- Ensuring an orderly and supportive environment

Leaders are dedicated to improving the quality of education through:

- Creating a collaborative culture: a collegiate approach ensures knowledge is shared through expectations and systems (such as 'learning triads)
- Ensuring staff learning: a non-negotiable process includes Professional Development Review, coaching and mentoring and systems for peer learning, as well as opportunities for action research
- Widening the community to include links with other cultures: networks, learning partnerships and outreach work can include engagement with national organisations and education in other countries

Summary

Learning and Teaching at Warlingham School will enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve more than they thought possible by striving to be the best they can be.
- Confident individuals who are able to live safe, healthy and fulfilling lives, demonstrating politeness and courtesy.
- responsible citizens who make a positive contribution to society, demonstrating consideration for others.

Links to other policies

The Teaching and Learning Policy references aspects of several other key policies.

- Behaviour For Learning Policy
- Careers Learning and Education Policy
- Curriculum Policy
- Equality Policy
- Home Learning Policy
- Literacy Policy
- Pupil Premium Policy
- SEND policy

Please refer to the if you seek further guidance on any of these areas.

Approved by Local Governing Body	Spring 2024
Due for review	Spring 2025
SLT Member	Mr R Toop

We thrive in a culture in which everyone wants to learn.

All staff improve their practice through rigorous self-reflection and self-directed improvement supported and enabled by a programme of developmental opportunities for reflection and for dialogue with other professionals.

Robust quality assurance means that leaders at all levels understand individuals' strengths and weaknesses and collaborate to empower all staff to improve.