



Teaching & Learning Policy (Senior School)

Rationale

The policy for teaching and learning reflects the aims and objectives of Edgbaston High School for Girls and supports its vision as stated in the Staff Handbook. We recognise that teaching and learning is the central activity of the school and that the overall success of our pupils is dependent on its quality.

Linked policies:

- Assessment and Reporting
- More Able, Gifted and Talented
- e-safety
- Library
- Performance Management
- Rewards and Sanctions
- Special Educational Needs
- EAL
- Curriculum Policy
- Prevent Policy

Objectives

- To provide opportunities to articulate best practice to which the school aspires.
- To share strategies for improvement.
- To maintain a whole school culture of high expectations that teaching is good and learning effective in a safe environment in which independent learners can flourish.
- To promote a whole school ethos which enables everyone to work collaboratively, share knowledge and celebrate success.
- To plan and teach lessons which promote lifelong learning and foster intellectual curiosity.
- To create a sense of confidence and security for the learners, so that girls are willing to learn from each other, to take risks and explore, testing their powers of reasoning.

Success Criteria

- Students understand the level at which they are working and how to progress to the next level.
- Pupils acquire new knowledge.
- Pupils make good or better progress. Learning is structured for them to achieve, participate and progress according to their potential.
- Lessons are tailored to individual need (age, aptitude, prior attainment).
- Students have a voice in the learning process so they can establish a learning dialogue with their teachers.
- Learning allows students to take responsibility for their progress, be creative, resilient and independent learners.
- Students are able to think and learn for themselves in a variety of ways.
- Students are informed of their progress, their successes celebrated and rewarded.

Methodology

1. Implementation (Teaching & Learning)

At Edgbaston High School, we recognise the key attributes of provision by our teachers within schemes of work and within lessons. When planning lessons in schemes of work*, teachers should:

- Plan lessons effectively for all students as part of a coherent scheme of learning in order to maximise the opportunities to achieve the learning outcomes.
- Be inventive, enthusiastic and passionate and be encouraged to take risks and incorporate a range of teaching styles in their lesson planning.
- Outline the learning and skill acquisition expected to take place in the set Learning Objectives in every lesson.
- Differentiate activities in their planning, along with extension activities for higher performing students and ensure students are actively involved in their learning.
- Incorporate developing software and technology to enhance the pupil learning experience.
- Plan for effective use of homework and ensure students are aware of the assessment criteria.**
- Provide students with constructive oral and written feedback, which ensures students are aware of their current attainment and how to make progress.**
- Build opportunities for review & consolidation and independent learning into Schemes of Work***
- Plan for effective Assessment of Learning and Assessment for Learning.
- Be mindful of the importance of pace and challenge within their planning.
- Build opportunities to develop independent learning habits that encourage growth mindset, taking risks and relish challenge.***
- Share good teaching and learning practice and resources both within and across departments.
- Ensure classroom observation is an integral part of performance management and self-review. Peer observation and informal observation of a colleague forms part of the annual appraisal process.
- Teaching should effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society. Fundamental British Values are actively promoted throughout the curriculum both in lessons and extra-curricular activities and discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

*See Appendix 1: Essential Characteristics of Effective Schemes of Work

** See Appendix 2: The Role of Assessment in Successful T&L

***See Appendix 3: Independent Learning.

(Remote Learning)

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to face'.

Edgbaston High School is committed to providing continuity of education for its pupils in the event of an extended school closure. While such situations are inevitably highly varied in their causes, we will endeavour to provide continued learning for our pupils during any period of closure in the following ways:

- The provision of relevant and appropriate written work/tasks for each subject area
- Regular, live lessons from staff, with the ability for pupils to ask questions of their teachers in real time
- The opportunity for pupils to have their work assessed by their teachers and receive feedback on it.

Any provision of remote learning to achieve these three aims assumes that pupils and staff have access to the internet at home. Parents/carers should contact the school at the earliest opportunity if internet or Teams access is an issue. However, we cannot assume that everyone has access to printing facilities, so any work set and submitted for assessment will be entirely electronically set and distributed.

- Work will be set using Class Notebook, Teams or Kerboodle. Homework is set using SatchelOne. All students are informed about SatchelOne and know that they are required to use it to see their homework.
- Live lessons are accessed through Microsoft Teams.

For all years individual tasks will be set for classes alongside the 'live' contact and it is expected that pupils will work on these tasks during the week in which they are set. During this time, teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group and to be available for pupils to ask questions in real time. Pupils are encouraged to take part in the live sessions that are available if they are well enough to do so.

See Appendix 4: Remote Learning.

2. Monitoring

The Head of Department has a duty both to the Senior Management Team (SMT) and to teaching staff in their area, to monitor learning and teaching in order to ensure standards are high, and to facilitate the ongoing progress of their teams.

- Heads of Department must ensure that the principles of normal and best practice in teaching and learning, as set out in the Departmental Handbook, are used as the basis for their departmental policies on teaching and learning and their ongoing development plans. They are key staff in ensuring that what is set out in policy is applied effectively on a day-to-day, lesson-by-lesson basis.
- Heads of Department are responsible for researching and developing the use of technology and software to improve teaching and learning within their departments.
- The sharing of good practice, (including the effective use of ICT) features at both staff, departmental and MMT meetings.
- Subject staff should be encouraged to review and reflect on their practice on a regular basis and to attend appropriate INSET to enhance their professional skills and to participate in cluster groups.
- SMT are responsible for monitoring the quality of teaching and learning across the school, identifying where development is needed and support that development.

See Appendix 5: Outline of Monitoring Activities for Departments and/or Whole School/Key Stage/Year Group

Evaluation

The monitoring of the quality of classroom practice by Heads of Department and SMT is both an evaluative and developmental tool, which is used to develop teaching and learning over time. Provision and monitoring will be evaluated throughout the year within department meetings and departmental evaluation documentation.

Appendix 1: Essential Characteristics of Effective Schemes of Work

Schemes of Work should take proper account of the needs of all pupils in terms of ability, need and aptitude and include:

- Opportunities for pupils to develop and use their speaking, listening, literacy and numeracy skills.
- Opportunities for pupils to develop their thinking and problem solving skills.
- Opportunities for pupils to develop resilience and grit.
- Opportunities for independent learning.
- Opportunities for pupils to develop their interpersonal skills.
- High expectations and opportunities for stretch and challenge for pupils of all ability.
- Guidance on differentiation, including provision for More Able, Gifted and Talented pupils, students with additional learning needs, students for whom English is an additional language and pupils who have other particular needs such as those who perform a caring role at home as young carers.
- Effective and relevant use of ICT and new technologies in lessons to enhance subject learning and skill development.
- Sufficient variety of activities to access and develop the various learning styles that pupils bring to the lessons.
- Opportunities to review progress through a variety of assessment techniques.
- Opportunities for high quality feedback to pupils.
- Opportunities for pupils to identify their strengths and areas for development.
- Opportunities for pupils to learn about how the topic links to the world of work and careers.

Appendix 2: The Role of Assessment in Successful T&L

Formative assessment (assessment for learning) should play a central role in the planning of schemes, lessons, topics or lesson sequences. Assessment will include both formative, continuous assessment and summative assessment in order to secure and support pupil progress both within a lesson and also over time. Teachers will also use assessment to plan and modify provision for pupils.

A range of methods are used to give pupils regular, timely and constructive feedback. When appropriate, teachers will use relevant subject examination assessment arrangements. Feedback should both acknowledge what the pupil has done well and give advice to improve further. Pupils are expected to respond to feedback and to be actively involved in their target setting. At its most fundamental level, assessment is the only way that a teacher knows whether or not learning objectives have been achieved.

Summative assessment, including reporting, must be frequent and rigorous enough to ensure sufficient systematically recorded evidence exists to monitor progress and make predictions/set targets, based on Standardised National data such as Access Reading Comprehension Data/ VERNON Spelling Test/ MIDYIS/ALIS/ BASE/ INCAS etc., to ensure we are providing Stretch and Challenge and to identify those girls needing additional support.

Appendix 3: Independent Learning

At Edgbaston High School for Girls, we believe that key elements of independent learning are:

- A strong relationship between pupils and teachers involving trust and mutual respect.
- A collaborative partnership, fostering independent learning but within a supportive, secure environment.
- An enabling environment: material resources, social interaction and support, access to ICT.
- An awareness of different learning styles.
- An ability to plan, self-manage, self-monitor and self-motivate.
- The development of curiosity and creative thought.
- Pupils respond enthusiastically to opportunities for creativity and when challenged in their thinking.
- An appreciation that facing difficulties is integral to learning.
- An understanding that pupils respond best to constructive feedback.

Characteristics of effective independent learning

We recognise that excellent pupil personal development will be demonstrated through very good attitudes to learning. Characteristics of effective Independent Learning seen in pupils will include:

- willingness to challenge their own understanding;
- resilience;
- high levels of initiative and independence;
- ability to apply knowledge with confidence;
- willingness to participate;
- comfortable making mistakes;
- acceptance that failure is an integral aspect of learning;
- drawing inter and intra-curricular links;
- application of basic skills to unfamiliar situations;
- ability to identify bias;
- proactive approach to school life.

Provision to encourage independent learning

- Years 7-13 iPads.
- Pupil Review: bi-annual target setting across all Key Stages.
- Interim Report and Full Report reading by girls prior to reports being sent home.
- Use of TEAMS, OneNote and other platforms to link school to home.
- Subject Sixth Form mentors.
- Presenting in Assembly.
- Fundraising activities.

Within the Curriculum

Blooms Taxonomy:

- Teacher feedback and T&L Dialogue.
- Various activities in lessons encouraging girls to see patterns, connections and to draw their own conclusions; to hypothesise and synthesise.
- Questioning in lessons avoiding an over emphasis on right/wrong answers; Encouraging open-ended questioning asking girls to justify their answers. e.g. How does this relate to what we have been talking about? What do you think causes? What evidence is there to support what you are saying? How could you look another way at this?

Group work:

- Group work that encourages pupils to take an active role in their own learning, and encourages pupils to think and talk about their understanding, to question ideas and get ideas from others. Focus on problem solving, project work, group discussion of issues, decision making tasks, tasks that involve sharing information, researching an issue, all stimulate learning.
- Opportunities in lessons / homework to make decisions e.g. choice in questions, tasks, approaches, presentation.
- Independent Learning opportunities highlighted.
- Departmental Projects.

Homework:

- Self-assessment.
- Peer assessment.
- T&L Dialogue and Teacher feedback.
- Research on the internet.

Resources:

- Provision of Reading Lists and well-resourced Library across subjects at all Key Stages.
- E-journals/ resources/peer review links offered to students to access relevant issues and research studies.
- iPads integrated into curriculum to enable pupils to research and work independently.
- Extend, Enrich, Enjoy.

Co-curricular:

- Wide range of clubs and activities available at lunchtime and after school encourages individual choice and self-motivation to pursue individual passions.
- Involvement in external and internal competitions.
- Research Essay competitions regularly updated on the notice board outside G12.
- Revision study days and courses organised.
- Development of collaborative opportunities.
- Optional academic activities.
- House Events.

- Leadership roles in which girls are encouraged to show initiative.
- Career Initiatives to promote.
- Support Clubs.
- Academic Drop-In Clinics.
- Revision Sessions.
- Off timetable Enrichment Days.
- Trips and educational visits.
- Opportunities to support local community projects and events.

Appendix 4: Remote Learning

Assessment and Feedback:

The work that is set will, as far as is possible, include one piece of work in each subject each week which is to be submitted for teacher assessment and feedback.

Student Expectations:

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submit work which is requested for feedback promptly.
- Check emails, and student notices within iSAMS, regularly, read and respond to communication from the school.
- Where pupils experience problems with IT systems they should contact the Director of Digital Strategy or the IT Tech Team.
- Pupils are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes but is not limited to:
 - Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
 - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
 - Ensuring they are located in a space conducive to productive working environment wherever possible (eg sat at a desk or table).
 - That cameras are turned off.

Staff Expectations:

Assuming they are well enough to work, staff are expected to:

- Ensure that work is set and made available on Microsoft Teams at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to pupils via electronic means to allow them to carry out this work at home.
- To be familiar with the use of Microsoft Teams, and to be available online through Teams at the times they would usually have lessons to engage in live delivery and support their classes.
- To deliver “live” lessons as per their teaching timetable.
- To set, assess and return work to pupils promptly by electronic means.
- To ensure they are dressed appropriately, with a neutral background for ‘camera on’ time.

Parental Expectations

- Provide support and encouragement for their daughters in and out of school and in communicating effectively with the school.

- Support full attendance and the meeting of deadlines, regular checking of the student planner, providing the necessary equipment and responding to communications from school, e.g. reports and letters home.
- Support the school in its values and aims in particular encouraging pupils to become independent and resilient learners.
- Reinforce the positive growth mindset values that we foster throughout the school and to encourage a well-balanced, healthy approach to learning. The wellbeing of our pupils is of utmost importance.

Pastoral and Safeguarding Support:

EHS is committed to providing high quality pastoral and safeguarding support, and this will continue during any period of school closure or remote learning.

Any online contact between pupils and staff must only take place through official school channels, which are:

- Edgbaston High School email addresses only. No personal email addresses must be used by either staff or pupils
- Microsoft Teams chat or Live lesson delivery (through Edgbaston High School email address only)
- Contact between pupils and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited

All the normal channels of communication regarding pastoral or safeguarding will remain open and contact details are on the school website.

During any period of school closure, the Safeguarding and Child Protection Policy still applies, as does the Staff Code of Conduct and the IT Acceptable Use agreements

Appendix 5: Monitoring Activities for Departments and/or Whole School/Key Stage/Year Group

When monitoring the quality of learning there should be evidence that pupils:

- Achieve productive outcomes and make progress.
- Acquire new knowledge or skills, develop ideas and increase their understanding.
- Apply intellectual, physical or creative effort to their work.
- Are productive and work at a good pace.
- Show interest in their work, and are able to sustain concentration and think and learn for themselves.
- Understand what they are doing, how well they have done, and how they can improve.

These criteria form the basis of any evaluation of the quality of learning at Edgbaston High School for Girls. Teaching is monitored on a whole school basis in the following ways:

Classroom observation, perusal of schemes of work, reading of reports from staff, monitoring of student work, line management meetings, discussion with staff and students, analysing database assessments, determining appropriate intervention strategies, and sharing good practice.

As a guide, a Head of Department should prioritise the following monitoring activities:

- Lesson observation of all teachers in their subject area.
- Work sampling from a cross section of a key stage.

- Discussion of pupil progress through a key stage using assessment data from teachers in the subject area.
- Feeding back to the SMT on the outcomes of this monitoring process.
- Feedback from a cross section of pupils with a focus on, for example, a key stage or a pedagogical issue on an informal basis.

The frequency of these processes will depend on the size of the department, the range of courses taught within the department, and the proportion of the school population taught by that department.

All monitoring of teaching and learning is to be done in a supportive way designed to reflect mutual respect that is vital between collegiate professionals. The aim of monitoring is to encourage the sharing of good practice, individual professional development and overall school improvement.