



Roding Valley
HIGH SCHOOL

Teaching and Learning Policy 2018-2019

*"Our vision is to be the school of choice for our local community, developing successful young people with high **aspirations**, who show **respect** for all and **endeavour** to become the very best that they can be."*

Reviewed: 21st November 2018
Approved: 23rd November 2018



Rationale:

The delivery of effective teaching and learning lies at the heart of each of the following priorities. We believe in lifelong learning and throughout our teaching we aim to equip our students with the skills, knowledge, and understanding necessary to enable them to make informed choices about the important things in their lives.

We endeavour to ensure that every student reaches their potential both academically and socially as we believe that the building of character is as important as the building of academic success. At Roding Valley we strive for outstanding progress. Furthermore, teachers do not only teach facts and skills relevant to their own topics, they also develop the student's literacy and numeracy skills and they are also responsible for the student's spiritual, moral, social and cultural development.

Vision:

*Our expectations **ARE** high. All lessons will encourage **ASPIRATION**, instil **RESPECT** and help all pupils **ENDEAVOUR** to realise their full potential, through developing a life-long love of learning.*

Teaching & Learning at Roding Valley High School

Key Principles

Our aim is that all Roding Valley lessons will effectively embed the following key components from our teaching and learning framework ACED:

Assessment (AfL): *Green pen marking/ CTG, Questioning, Feedback & Success criteria*

Teaching and learning is an interactive process. The term 'assessment' refers to all activities undertaken by teachers and by the students themselves, which involves a judgement on progress against an aim/ target. Assessment can be formative or summative, and information provided should be used to provide feedback and modify the teaching and learning activities in which the students are engaged.

Creativity (CfL): *Curiosity, Inspiration, SCAMPER, Choice, Independent tasks & Ingenuity*

Lessons should include a variety of tasks that not only show case their creativity and subject knowledge, but allows students to learn creatively. Activities which provides opportunities to substitute, combine, adapt, modify, put to another use (apply), eliminate and rearrange (SCAMPER) allow students to not only develop higher order skills but actively learn.

Engagement (EfL): *Do it now, Aspiration, Purpose, Intrinsic motivation, Expectation & Fun*

Active engagement for learning encourages students to take more responsibility for, and have ownership of, their learning, thus enhancing their academic experience and progress over time. When students are actively engaged, they behave better, focus on what is being taught, better process new information and as a result progress more over time. By maximising engagement in learning it facilitates deep, transformational learning that changes information into knowledge, enables the attainment of skills, and gives students that all important love of learning.





Differentiation (DfL): *TTTT (challenge), Scaffolding, Pitch, Higher order skills & Pace*

Differentiation is a teaching concept in which the classroom teacher plans for the diverse needs of students. The teacher must consider barriers to learning, access for the lower ability, as well as challenge and extension for the more able students in every classroom.

We believe that if you are a great teacher, who inspires great outcomes from students then our ACED framework at RVHS will provide you with the freedom to teach as you know best.

*Please refer to our **ACED Mastery Booklet** and **T&L Expectations Booklet** for additional guidance*

Marking

We believe that highly effective marking is critical if students are to make rapid progress.

We therefore have a marking policy and we regularly monitor the quality of marking through learning walks, lesson observations and book scrutiny.

Students are expected to make improvements and respond to staff comments via 'Closing the Gap' activities which may be based around content, skills and SPAG (spelling, punctuation and grammar).

*Please refer to our **Marking Policy** for additional guidance*

Home Learning

If students are to achieve their full potential they need to complete home learning.

Home learning is a key component of students making rapid progress and students should complete home learning on a daily basis. Parents should encourage students to use tasks set on Google Classroom and Show my Homework (SMHW) to consolidate learning from lessons and support with homework.

*Please refer to our **Home Learning Policy** for additional guidance*

Behaviour for Learning

Reward and positive praise is central to everything we do. We regularly celebrate success in lessons and assemblies. We have an 'honours' system in place which allows students to collect 'honours' as rewards as individuals and Form groups.

Our school expects outstanding behaviour and we have a specific Behaviour Policy to address poor behaviour in the classroom.

*Please refer to our **Student Conduct Policy** for additional guidance*

Continuing Professional Development of Staff

Continuous Professional Development (CPD) is key to innovative and effective teaching and learning. We want every teacher at every stage of their career to aspire to be the very best





that they can be. CPD is overseen by the Assistant Headteacher (Teaching and learning) and reflects the priorities of the School Improvement Plan.

The CPD programme at Roding Valley High School includes the following coaching pathways;

- 1. NQT Training Programme:** The purpose of this training is to help a teacher develop the expertise to become someone who consistently meets expectations in the classroom.
- 2. Professional Studies Programme:** The purpose of this training is to help a teacher develop the expertise to become someone who consistently meets and exceeds expectations in the classroom.
- 3. Excellent Classroom Teacher Programme:** The sessions will discuss key research evidence around teaching and learning and discuss tangible strategies that can be deployed in the classroom to raise and maximise achievement for all.
- 4. Lead Practitioner on the Harris Academy Programme:** Identified members of staff are encouraged to participate in the Harris Academy Lead Practitioners course in order to develop their skills in all areas to enable them to be part of a core group of staff who will provide and promote CPD amongst the wider staff. They will also form the core group of coaches to staff needing development.
- 5. Middle Leaders Training Programme (For current and aspiring HoDs or HoFs):** This programme is run for teachers who are aspiring to become a Head of Faculty (HoF)/ Department (HoD), or current HoFs/ HoDs.

Please refer to our [Continual Professional Development Policy](#) for additional guidance

The Role of Learning Support

The Learning Support team and Classroom Assistants play a significant role in supporting the school in all aspects of teaching and learning. Collaboration of planning and teaching aims to meet all students' needs.

Monitoring and Review of Practice

The Teaching and Learning at Roding Valley High School is related to our School Improvement Plan. Teaching and learning is reviewed in light of national priorities, findings of Quality Assurance Reports, HMI inspections and the monitoring and review of practice.

Classroom practice is monitored by the respective Head of Faculty and attainment levels are tracked and monitored by the relevant member of the Senior Leadership Team for that subject area on a termly basis. This helps to inform us of the effectiveness of the Teaching and Learning within the school. The effectiveness of teachers' classroom practice is evaluated by observation cycles, learning walks and book scrutiny.





A provisional cycle of monitoring is detailed below:

Term	Details	Staff responsible
Autumn	<ul style="list-style-type: none"> • School learning walks with specific area of focus • Forensic approach to data/ interventions following assessments • Book scrutiny • SLT visibility • T&L feedback: students • Staff engagement in coaching 	HoD, HoF, YPLs & SLT
Spring	<ul style="list-style-type: none"> • Formal observations to take place during this term. Details found in 'RVHS Lesson observations guide 2018-19' document. • School learning walks with specific area of focus • Forensic approach to data/ interventions following assessments • Book scrutiny • SLT visibility • T&L feedback: students 	HoD, HoF, & SLT
Summer	<ul style="list-style-type: none"> • School learning walks with specific area of focus • Forensic approach to data/ interventions following assessments • Book scrutiny • SLT visibility • T&L feedback- students • Staff engagement in coaching 	HoD, HoF, YPLs & SLT

We revise our teaching and learning methods to ensure they are still relevant when we review our school policies or audit aspects of the School Improvement Plan.

Effective Teaching

Once a year, all staff will be subject to a formal lesson observation, using our own lesson observation form to assess whether a lesson has been effective or not. We observe lessons with respect to the ACED framework, ensuring that although expectations are clear, there is room for staff to express themselves and teach with freedom. Feedback is given on specific areas of strength and areas requiring improvement and identifies areas for further intervention such as mentoring and INSET or CPD sessions.

Please see our [ACED Mastery Booklet](#) and [T&L Expectations Booklet](#) for additional guidance





Coaching

All staff are committed to continuously improving standards. We have an effective coaching programme to help teachers reflect on their practice, share their strengths and work on their weaknesses. All staff will be coached and this will be via the CPD pathways or through a more intense development programme.

The Headteacher and the Assistant Headteacher (Teaching and Learning) review lesson observations and then assign coaches in order to help all teachers to develop. Coaching should not be seen as a negative; all outstanding teachers reflect on their in class practices and welcome feedback in order to continuously improve. Our goal is for all teaching staff to be coached to help maximise their potential, share good practise and improve outcomes for students.

Coaching at RVHS will be carried out as detailed below:

Term	Details	Staff responsible
Autumn	5 Week Coaching window	All staff
Spring	No coaching to take place, formal observations to take place during this term. Details found in 'RVHS Lesson observations guide 2018-19' document.	Line Mangers/ SLT
Summer	5 Week Coaching window	All staff

Please refer to our [Coaching at RVHS Framework](#) for additional guidance

Mentoring

Where staff are identified as needing extra support, we run two mentoring programmes. The first programme focusses on improving the effectiveness of leadership management strategies and the second on improving quality of teaching and learning within the classroom.

This intensive programme is reviewed every 5 weeks and will be carried out with a more experienced member of staff (typically from the Teaching & Learning team) who has particular strengths in the area the mentee needs to develop. Review is carried out by the Assistant Headteacher – (Teaching & Learning), with sustained areas of concern being identified and adapted as necessary.

Please refer to our [Mentoring Framework](#) for additional guidance





Staff induction and Probation

All teaching staff that join RVHS will be subject to a staff induction and a probationary period, which will be overseen and coordinated by the Assistant Headteacher (Teaching & Learning).

As part of the induction programme, staff will attend key sessions on safeguarding, teaching and learning and on wider expectations. Once new staff are made aware of all RVHS expectations, they will be observed to check how well they have settled in and to identify areas where support is needed.

Alongside the induction programme, all new teaching staff will be on probation, which will last for 3 months. As part of this, new staff will be subject to an interim review which is to be carried out by their line manager or a member of the senior leadership team. Upon satisfactory completion of the probationary period, staff will then be subject to the terms detailed by their contract.

Please refer to our [RVHS Probation Framework](#) for additional guidance

Organisation of Classes

To cater for the needs of all, we organise our students in a variety of ways. We believe that the organisation of classes should be the responsibility of the Head of Faculty, with regular reviews by SLT.

Partnership with Parents

Parents are informed of aspects of our teaching and learning e.g. setting, grouping and how to support their children with homework etc. in our School Prospectus. Reports are sent regularly to parents detailing the progress made by each child and indicating how the child can further improve. Priorities in the School Improvement Plan and how they will be implemented within the classes are discussed with the school's Leadership Team and parents are kept informed of any changes in practice via newsletter, ParentMail, Google Classroom, email, the school's website, and/or parents' meetings. We hold Open Evenings and regular Parent Forums to demonstrate methodologies/strategies being employed within the school. Parents are requested for their views on aspects of teaching and learning via parent surveys when the school reviews aspects of the School Improvement Plan.

