



# SUSI EARNSHAW

*School of Academics & Performing Arts*

## **Teaching and Learning Policy**

Last updated: July 2021	Next review: July 2022
Ratified by: Julia Hammond (Head)	Date: 14 <sup>th</sup> July 2021

This policy should be read in conjunction with the following policies:

- CPD Policy
- Equal Opportunities Policy
- Marking and Assessment Policy

### **Rationale**

At Susi Earnshaw Theatre School, we believe that meeting the needs of each individual learner and helping each student to realise their potential is central to effective Teaching and Learning. Teaching and Learning are at the heart of the educational process at the Susi Earnshaw Theatre School and the quality of the interaction between student and teacher is of fundamental importance in raising standards of achievement. The high expectations we have of students and the achievements we strive to enable them to attain are at the heart of the work of all the staff at Susi Earnshaw Theatre School.

Staff in an effective and efficient school understand the systems in use, what is expected of them and the opportunities open to them, so that:

- Clear targets are set for every individual
- Lifelong learning is promoted

**Susi Earnshaw Theatre School will provide a positive culture and ethos which should lead to:**

- A culture of continuous improvement and confidence to manage change
- An emotionally intelligent school
- Creating a culture of high expectations and success
- The recognition and celebration of achievement of each member of the school community

The quality of Teaching and Learning is paramount to the success of the school and the individuals within the school. Quality Assurance processes monitor and evaluate the experiences of each member of the school community, which then inform school action plans.

### **Quality Assurance Processes**

The annual School Review Cycle will be drawn up during the summer term and disseminated to heads of department and subject leaders so that they can draw up Review Cycles for their areas. Review cycles identify when different quality assurance processes take place.

The quality assurance processes include:

- Developing Good Practice review (DGP)
- Achievement Reviews
- Learning Walks
- Work Scrutiny

The data produced is used to identify areas for both whole school and individual development. In this way, the SEF, SDP and CPD are linked.

### **Aims of the Teaching and Learning Policy**

- Establish an agreed range of practices in respect of Teaching and Learning.
- Promote the view of learning as a shared responsibility.
- Involve all staff in developing and improving the quality of Teaching and Learning.
- Plan opportunities for students to develop their personal potential.
- Meet the needs and aspirations of all students.
- Provide all staff with developmental opportunities to extend and enhance their range of teaching repertoires.

- Identify underperforming students and plan appropriate interventions to enhance their progress.
- Create and keep updated a folio of exemplary practice for new and existing teachers' continued professional development.

### **Expectations of the Head Teacher and Senior Leadership Team**

The Head teacher will work with the Senior Leadership Team to secure and sustain effective Teaching and Learning throughout the school. At the same time the Senior Leadership Team will monitor and evaluate the quality of teaching and standards of student progress and achievement through benchmarking and target setting. The Head teacher and Senior Leadership Team will strive to provide suitable resources and training in order to maximise student potential and attainment and have **80% of observed lessons graded as good or better.**

### **The Head teacher will work with the Senior Leadership Team to:**

- Create and maintain an environment and code of behaviour which promote and secure good teaching, effective learning, high standards of achievement and good behaviour and discipline.
- Determine, organise and implement a full, broad and balanced curriculum.
- Ensure that effective and appropriate support is available and planned for all students.
- Monitor and evaluate the quality of Teaching and Learning and achievement of all students, including those with additional needs.
- Have zero tolerance of inadequate teaching.
- Provide opportunities for staff progression through access to CPD like the

Teaching Leaders programme.

- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and well-being (ECM).
  - Ensure regular celebration of student achievement – sporting, cultural and academic.
- Subject Leaders will:**
- Implement and monitor a programme for the 'on track' strategy within their department.
  - Be accountable for the standards of Teaching and Learning within their department.
  - Lead the department by example and set high standards that can be sustained.
  - Participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly.
  - Support professional development activities within the department.
  - Ensure assessment procedures provide information to inform future planning.
  - Draw up and monitor a department development plan which the School priorities and targets for the department with the School Development Plan.
  - Have a clear overview of the department and have in place long, medium- and short-term plans which will provide a sound basis for the assessment of students and the evaluation of Teaching and Learning within the subject area.

- Regularly review schemes of work to ensure the knowledge and skills are appropriate to each teaching group.
- Regularly undertake learning walks to monitor learning, teaching and marking.

**Classroom Teachers will:**

- Plan effectively and deliver lessons appropriate to the teaching group.
- Monitor students' progress and maintain effective records.
- Create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their ability.
- Support students in their learning and help them to become confident independent learners.
- Use ICT selectively and appropriately to enhance the teaching process and motivate students towards positive attitudes to learning, enabling them to take more responsibility for their own learning.

**Support Staff will:**

- Work collaboratively with the class teacher in planning for Teaching and Learning.
- Support students in specific aspects of their learning, as agreed with the class teacher.

**Students to:**

- Aim to achieve goals and meet targets and respect the rights of others to do the same.
- Take responsibility for their own learning and be proactive in using self-assessment techniques.
- Meet deadlines for completing work.
- Prepare appropriately for each lesson and maintain high expectations of themselves.
- Observe the school rules.

**Parents and Carers to:**

- Work in partnership with the school in all aspects of their child's education.
- Support school initiatives which involve collaborative working to raise student achievement.
- Encourage and support their child to work to meet their potential.
- Attend consultative evenings, Academic Review Days or meetings to discuss their child's progress.

## **PROCEDURES Planning**

All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department.

Lessons should be recorded on the agreed format of the school lesson plan for formal observations.

Formal lesson plans should demonstrate how the lessons will build on students' current knowledge, understanding and skills so that sustained progress can be made.

Activities and tasks should be planned to reflect a well-balanced range of activities to include a range of Teaching and Learning styles.

Lessons should be differentiated to take into account individual learning needs.

## **Learning Environment**

- Ensure that there is a positive learning environment, characterised by high teacher and learner expectations.
- Ensure that there is a high-quality display in the classroom that reinforces expectations.
- Display exemplary work, together with levels and assessment criteria.  
Make sure the classroom is well organised and tidy.

## **At the Start of the Lesson**

- The teacher should be outside the door to welcome the students into the room in an orderly fashion.
- A register should be taken for each lesson, using the school system.
- Accurate records/marks should be kept by the teacher, alongside student targets and any information concerning additional educational needs.
- Engage students' interest with a warm up and starter activity.

## **Put the Learning in Context**

- The lesson should use time well and be structured with appropriate pace and challenge.
- Learning objective and outcomes should be shared with the students.
- A balance should be achieved between whole class interactive work, class teaching, individual work, group work, testing and assessment.
- Praise should be used where possible for achievement and effort.

## **At the End of the Lesson**

- A review of what students have learnt should take place.
- Check learning against outcomes shared at the beginning of the lesson.
- Use the school system to give appropriate rewards to students
- Establish an orderly end to the lesson before students are dismissed.

## **THE USE OF ASSESSMENT**

### **Assessment for Learning**

This section contains general guidance, in the form of a checklist, to support teachers at the Susi Earnshaw Theatre School to implement assessment for learning.

#### **Assessment for learning is effective when students:**

- show changes in their attitudes to learning and in their motivation, independence, initiative and confidence
- ask relevant questions
- show changes in their responses to questions
- improve their attainment
- are actively involved in formative assessment processes: for example, setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding.

#### **To effectively use assessment for learning, teachers need to:**

- know their students well, know why students make mistakes, and be able to make judgements about next steps or interventions
- share learning objectives/outcomes with students and use them to mark work or give feedback or rewards
- build in review time for themselves and their students
- give students examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse students' performance in tests and use the information for future learning plans
- feel confident and secure in classroom practice.

#### **In addition, teachers need to produce plans with:**

- emphasis on learning objectives/outcomes and on sharing them with students and other adults in the classroom
- assessment criteria for feedback and marking, peer and self-assessment
- differentiated classroom groups
- notes of students who need additional or consolidation work
- time for guided group sessions for explicit formative assessment opportunities

### **Assessment of Learning:**

- Record, track and discuss student progress with individuals
- Subject leaders analyse assessment and test results to see the effects of previous developments/initiatives and to identify any necessary revisions of medium-term plans.
- Analysis of data to identify improvement strategies.
- Targets and levels are shared with students and parents/carers.
- Parents/carers attend meetings to discuss progress.
- Reports are written to highlight progress and areas for development.

### **TEACHING FOR LEARNING CHECKLIST Questioning Strategies**

- Does the teacher use open-ended questions?
- Are students required to justify their answers?
- Does the teacher encourage thinking time?
- Are all students engaged in the question and answer process?
- Do sequences of questions scaffold learning?
- Do questions encourage higher level thinking?

### **Interactions with Students**

- Are interventions/interactions mostly concerned with improving understanding rather than classroom management?
- Are interactions always triggered by students? e.g. lack of understanding or behaviour?
- Does the teacher intervene to encourage depth and detail?

### **Target Setting**

- Are clear quality targets set and followed up?
- Are the characteristics of a high-quality piece of work shared with students?
- Do marking and feedback routines regularly set targets for future improvement and achievement?

### **Pace**

### **Challenge**

- Does the lesson contain a variety of learning activities?
- Does the lesson include an appropriate balance of high order learning activities?

- Does the structure of the lesson ensure that lower attaining students access some high order learning activities?
- Does the lesson include appropriate challenge to ensure the most able students achieve their potential?

### **Differentiation**

- Is prior knowledge of students used to plan the different kinds of work?
- Do students understand and respond to the different expectations that the teacher has of them?
- Are strategies used to ensure that the most able students are extended by tackling different types of work rather than just more of the same.

### **Problem Solving**

- Are time targets given to students?
- Are time targets pursued without compromising depth of student response?
- Are lessons structured to provide motivational goals and encourage students to work with pace.
- Do the activities set involve the use of a range of resources, including more demanding source material?
- Has the teacher created a climate in which students are expected to solve problems for themselves rather than rely on the teacher?

### **Expectation**

- Does the teacher clearly signal high expectations to students?