



<h1>Stephenson Studio School</h1> <h2>Teaching and Learning Policy</h2>

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Signed by

_____ Chair of governors Date:

_____ Headteacher Date:

Teaching and Learning Policy

Rationale:

All students are entitled to the highest standards of teaching and learning and safeguarding at Stephenson Studio School to enable them to achieve. As a school we are committed to the continual development of teaching and learning across our teaching staff, to meet the needs of every student. We strive to identify best practice from within our school and nationally, using the most up-to-date research on effective learning and share this with teachers through a wide Professional Learning offer. We have implemented systems to continually improve the quality of teaching and learning and safeguarding and monitor, evaluate and review these regularly to ensure that we meet the needs of every student and teacher at Stephenson Studio School.

This policy rests on the framework of the Teaching Standards, which enables teachers to build from these minimum expectations of practice for all teachers.

The policy will be used to inform; training and support, to support quality assurance, and to hold teachers, subject leaders and support staff to account.

Context:

2018 OFSTED inspection judged that the Quality of Teaching requires improvement across the school.

The report suggested that:

- Adults work well with teachers to provide support to pupils who have SEN and/or disabilities. This support helps these pupils to become secure in their learning.
- Positive relationships between teachers and pupils ensure that most pupils engage well with their work and develop confidence in their approach to their learning. Pupils appreciate the positive relationships that they have with their teachers.
- Where learning is most effective, teachers have high expectations of their pupils. They set tasks that match pupils' abilities and provide encouragement to ensure that pupils engage well with the learning. In a mathematics lesson, for example, the teacher asked pupils to consider different words that they associated with the concept of probability. Pupils engaged well with the ensuing discussion that this task generated.
- Teachers carefully ask questions to check that all pupils understand what they are learning. Where they identify gaps in pupils' knowledge, they provide appropriate support. In a business studies lesson, for example, the teacher identified through careful questioning that not all pupils fully understood the difference between fixed and variable costs. In response, before moving the learning on, the teacher provided the necessary clarification so that all pupils understood the difference.

Areas that were identified for development in order to ensure that teaching is consistently good across the whole school:

- Pupils do not make as much progress as they should.
- Not all teachers check well enough that pupils fully understand what they have learned before moving learning on. This can lead to pupils not being secure in their learning.
- Pupils do not consistently receive advice and guidance that is precise enough to help them to improve their work.
- When teachers do provide precise feedback, they do not always provide pupils with the opportunity to act on this advice. On such occasions, pupils are unable to take the necessary action to improve their understanding.
- Not all teachers provide work that is appropriately challenging to enable pupils, particularly those of average ability, to make at least the progress that they should.

This policy is designed to not only respond to areas identified for development but to build on highlighted good practice and engage with evolving research to further improve teaching and learning.

Expectations:

To support the improvement in teaching and learning, the school will provide all teachers with:

- Appropriate training based upon best practice, areas identified through quality assurance and staff self-evaluation
- Opportunity to take part in peer observations that offer accurate, helpful feedback, and encourages reflection and action planning for improvement in a supportive and collaborative context.
- Scheme of Learning Framework, Lesson Planning Proforma and corporate PowerPoint slide format that support them when planning lessons over time, highlighting expectations and features of effective teaching and learning.

[Annex 1- Scheme of Learning Framework]

[Annex 2 – Lesson Planning Proforma]

[Annex 3 – Corporate Lesson Slide Format]

- Coaching conversations with all staff both following QA and within line management process.
- Feedback following QA activity and review.
- School endorsed strategies through the ‘Stephenson Teaching and Learning Handbook’ which includes both non-negotiables and support strategies within the ‘Stephenson Way’

[Annex 4 – Stephenson Teaching and Learning Handbook]

To support the improvement in teaching and learning, all subject leaders and teachers must and will meet the teachers’ standards:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning Environment

[Annex 5 – Teachers’ Standards)

To support the improvement in teaching and learning, all subject leaders and teachers must and will also:

8. Develop a personalised approach that meets the needs of all individual students through regular reference to and review of Individual Education Plans (IEPs)
9. Support all students to develop high quality Employability Skills through the CREATE framework
10. Teach and support the development of Metacognitive skills in all students
11. Ensure that all steps have been taken to ensure that the quality of teaching and learning is also effective when carried out virtually/remotely
12. Use and contribute to the Teaching and Learning Handbook

[Annex 6 – IEP Template]

[Annex 7 – CREATE Framework]

To support the improvement in teaching and learning, SEND team and teaching assistants will meet the Teaching Assistant Standards, particularly to:

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
3. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
4. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6. Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

[Annex 8 – Teaching Assistant Standards]

To support the improvement in teaching and learning, SEND team and teaching assistants will also:

7. Develop a personalised approach that meets the needs of individual students through regular reference to and review of Individual Education Plans (IEPs)
8. Support students to develop high quality Employability Skills through the CREATE framework
9. Teach and support the development of students' Metacognitive skills

To support the improvement in teaching and learning, students will demonstrate commitment to the Stephenson Pledge:

1. To be positive, resilient and not make excuses
2. To treat all staff and the school environment with respect
3. To be kind, supportive and respectful to all students, regardless of our differences
4. To work hard, to be the best that I can be
5. To be proud to be Stephenson!

To support the improvement in teaching and learning, students will also:

6. Engage with and work with tutors to develop strategies and targets within IEP
7. Apply employability and metacognitive skills wherever possible
8. Respond proactively feedback and use critique when re

Expected Outcomes

This will result in the following outcomes for students:

Knowledge

Employability skills

Attitude

Learning skills

- **Students attitude to work and attitude to learning is good** because they are motivated to meet teachers' high expectations
- **Students make more rapid progress** through their personalised journey which builds and uses metacognitive skills.
- **Students are better prepared for the next stage** because they know more (what they need to know), can do more (what they need to be able to do) and teachers have supported the development of their employability and work skills.
- **Students secure a high level of achievement** relative to their starting points.

Monitoring, Evaluation and Review:

The effective implementation of the Teaching and Learning policy will be subject to Monitoring, Evaluation and Review.

- Teachers/Subject Leads will facilitate subject specific student voice which will give them the opportunity to analyse the findings to improve provision for all students in their care.
- Teachers/Subject Leads will participate three 20 minute peer-paired reflective lesson visits per year based upon a jointly agreed focus and take part in peer-to-peer coaching conversations and log agreed next steps in their teacher planner.
- Teachers/Subject Leads will participate peer-to-peer 'book looks' based upon a jointly agreed focus and take part in peer-to-peer coaching conversations and log agreed next steps in their teacher planner.
- SLT will conduct three 20 minute reflective lesson visits per year based upon the Teaching Standards and the Stephenson Way for Teaching Learning and Assessment. Teachers will receive oral and written feedback that identifies strengths and areas for development (Even Better Ifs (EBIs)).

[Annex 9 – Quality Assurance Summary Sheet]

- SLT will monitor the quality of teaching through regular learning walks, and will provide support as appropriate to enable all teachers to develop their performance through structured coaching conversations.
- SLT will conduct half-termly random work scrutinies to monitor student progress and attitude to learning, and to validate that the Marking, Assessment and Feedback Policy is being adhered to. High quality practice identified will be shared, and celebrated. Poor quality practice will be addressed, with relevant teachers receiving guidance and clear expectations for improvement.
- Where the quality of teaching is below a good standard in most recent lesson observations, teachers will be provided with a follow-up lesson visit. Depending on outcome of this, teachers will be supported through the Teacher Enhancement Programme (TEP). Where necessary the Capability Policy will be utilised.

[Annex 10 – Teacher Enhancement Programme (TEP)]

- A Teaching and Learning Inset programme will be devised each year, drawing upon evidence from the lesson observation programme, supported by high-quality external inset facilitated by Thomas Estley Learning Alliance (TELA). It will identify areas within teaching and learning that require further development, by sharing outstanding practice on both current issues and future developments in teaching and learning. All teachers will understand how to improve the standard of classroom provision they provide.
- Termly performance data will be analysed by departments to highlight areas of concern in student performance, leading to appropriate support and intervention.
- In addition to previously outlined QA activity, SLT will conduct an annual Curriculum Review of all departments to monitor performance using a range of data sources, including checking termly assessments, work scrutiny findings, lesson observations and student questionnaires to inform Curriculum Action Plans and ensure appropriate training for staff to raise standards of teaching and learning.
- Evaluation of Curriculum Action Plans will be used to inform the School Development Plan, Self-Evaluation Form and INSET programme.
- SLT will evaluate their findings at the end of each term and discuss these at SLT meetings,
- Planning further actions to continue to raise performance at Stephenson Studio School.
- Subject Leaders will present their findings in link meetings, to ensure that identified good practice is celebrated and shared and poor practice is challenged and developed via relevant training, resulting in a consistently high level of performance across the school. They will review their findings and plan their next steps.

Links to Other Policies:

- Special Educational Needs Policy
- Marking, Assessment and Feedback Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy

- Capability Policy

Annex:

- [Annex 1- Scheme of Learning Framework]
- [Annex 2 - Lesson Planning Proforma]
- [Annex 3 - Corporate Lesson Slide Format]
- [Annex 4 - Stephenson Teaching and Learning Handbook]
- [Annex 5 - Teachers' Standards]
- [Annex 6 - IEP Template]
- [Annex 7 - CREATE Framework]
- [Annex 8 - Teaching Assistant Standards]
- [Annex 9 – Quality Assurance Summary Sheet]
- [Annex 10 – Teacher Enhancement Programme (TEP)]