



DENBIGH SCHOOL



Denbigh School

Teaching and Learning Policy

2022

V.1

1. Rational and Ethos

- 1.1** This policy outlines the school's approach to Teaching & Learning throughout all years of Denbigh School. Teaching and Learning is at the core purpose of the school. How we teach and what we teach is what makes a difference to the pupils in our care and can significantly alter their life chances. Therefore, this policy should be considered central to all areas of Denbigh School life.

The school's vision is that all teachers will have the highest aspirations for their students. All students should be challenged and inspired.

This can be distilled to three words which encapsulate our vision for excellent Teaching and Learning at Denbigh School.

- Consistency
- Challenge
- Inspiration

1.2 Ethos

Teaching & Learning at Denbigh School should:

- 1.2.1** Challenge all learners
- 1.2.2** Have consistently high aspirations for all learners
- 1.2.3** Adapt to assessment
- 1.2.4** Recognise that students enjoy learning new things – words, facts, dates, skills etc.
- 1.2.5** Have an emphasis on strong subject knowledge & cultural capital
- 1.2.6** Inspire students to become lifelong learners
- 1.2.7** Inspire students to continue to study a subject in the future
- 1.2.8** Adhere to a set of common core principles to ensure a more consistent approach
- 1.2.9** Have high expectations in terms of behaviour and engagement

2. Roles and responsibilities

- 2.1** The Head of School and Deputy Headteacher responsible for Teaching & Learning are responsible for ensuring that the Teaching and Learning that occurs across the school is of the highest standard.
- 2.2** The Teaching and Learning Policy will be reviewed annually by the Deputy Headteacher responsible for Teaching & Learning to ensure that it is appropriate and meets the needs of the school.
- 2.3.** The Deputy Headteacher responsible for Teaching & Learning will be responsible for ensuring that all teaching staff receive training on the school's approach and expectations around Teaching and Learning.

- 2.4 Faculty Leaders (Heads of Faculty, Year Group Leaders and Heads of Subject) are responsible for ensuring that teaching staff within their faculty areas are teaching to the highest possible standard and are aware of the schools' expectations, monitoring the practice of teachers and addressing such practice where it falls short of the expectations set out in this policy document.
- 2.5 Teachers are responsible for ensuring that they are aware of the schools' expectations around Teaching and Learning and for ensuring that their practice meets the requirements set out in this policy document.

3. Principles

- 3.1. Denbigh School expects every teacher to consistently deliver good lessons - no child deserves less.
- 3.2. High standards and expectations around behaviour and attitudes to learning are the bedrock of good teaching and learning in a school. Teaching and learning cannot be exceptional without it.
- 3.3. Teachers should aspire to inspire their students to continue to study their subject in the future.
- 3.4. Exceptional teaching and learning go hand-in-hand with an exceptional curriculum. One cannot be achieved without the other.
- 3.5. Strong subject and subject pedagogical knowledge are vital to good teaching and learning.
- 3.6. The school's approach to teaching and learning will be research-led. Leaders and teachers will be encouraged to draw upon the most up-to-date pedagogical research to inform their practice.
- 3.7. The Teaching & Learning Code will align to the requirements set out in the teaching standards.

4. Expectations

- 4.1 The schools' expectations around teaching and learning are set out each year in the Teaching & Learning Code. All teachers are required to meet this standard as a minimum.
- 4.2 The Teaching and Learning Code is the minimum expected standard. Teachers should be encouraged to teach beyond this standard.
- 4.3 The Teaching & Learning Code is reviewed each year by the DHT responsible for Teaching & Learning
- 4.4 Any amendments to the Teaching & Learning Code will be communicated to staff at the earliest possible opportunity and/or before the first monitoring window commences.

- 4.5 The school has a responsibility to ensure that teaching staff have access to excellent Continuous Professional Development to help develop subject and subject pedagogical knowledge.

5. Monitoring, reporting and evaluating

- 5.1. The Teaching and Learning Code is reviewed each year as part of the school's annual review
- 5.2. Teaching and learning is monitored at the school by the Deputy Headteacher and Assistant Headteacher responsible for Teaching & Learning, alongside the Head of Faculty, Year Group Leader and Heads of Subject through:
 - 5.2.1. Learning walks and lesson sampling.
 - 5.2.2. Work sampling and homework sampling.
 - 5.2.3. Lesson observations.
- 5.3 Monitoring and evaluating teaching and learning will primarily take place during calendared windows – although it may take place outside of these windows.
- 5.4 Where concerns are identified these will be fed back directly to the teacher via the teacher's line manager or another senior colleague.

6. Staff training

- 6.1. Teaching staff will receive regular training on teaching and learning.
- 6.2. All new staff will receive an Induction Programme with training on the school's approach to teaching and learning.
- 6.3. The school will provide teachers with regular access to research led CPD.

7. Assessment and Review

- 7.1. Teachers will be asked to complete a staff survey each year, giving them the opportunity to provide feedback on the school's approach to teaching and learning.

Appendix 1

Denbigh School - Teaching & Learning Code

1. The beginning of the lesson

- 1.1 Students should enter the room in an orderly manner. Teachers should enforce this expectation.
- 1.2 Students must be given a starter activity that challenges them as soon as they enter the classroom.
- 1.3 Teachers greets students positively
- 1.4 Teachers take registers aloud.
- 1.5 Teachers will challenge latecomers and record any minutes late.

2. Planning

- 2.1 Teachers must be aware of groups of students in their class. These groups will include;
 - Disadvantaged students
 - HPA, MPA and LPA students
 - Students with SEND
 - Students with EAL
- 2.2 Lessons must be differentiated to challenge all learners.
- 2.3 Teachers should be clear about what they want their students to learn – not what they want them to do.
- 2.4 Lessons should be planned in sequences. New knowledge should build on previous learning.
- 2.5 Where a Raising Achievement Plan (RAP) is in place this should be followed.
- 2.6 Teachers should follow SONAR when planning lessons (Starter, Objectives, New knowledge, Assessment, Review)

Starter – Students are given a starter activity that challenges them and is relevant to their learning

Objectives – The learning objectives are made clear and have been communicated to students

New knowledge – Lessons will introduce some new knowledge or skill. This will be appropriate and challenge all learners

Assessment – Learning will be frequently and systematically assessed throughout the lesson

Review – The learning will be brought together with a plenary activity

3. Assessment & Marking

- 3.1** Assessment will be primarily formative.
- 3.2** Assessment will form part of every lesson in the school.
- 3.3** Teachers should maximise opportunities for questioning all students in the lesson.
- 3.4** Teachers should frequently use low stakes assessment to systematically test students' cumulative acquisition of knowledge.
- 3.5** Students should do a piece of written assessment at least once every three weeks.
- 3.6** Written assessments must be marked, and students must be given clear instructions on how to improve.
- 3.7** Written assessments must provide the teacher with enough evidence to accurately report attainment where required.
- 3.8** Teachers are only required to mark key pieces of assessment. 'Acknowledgement marking' is not required.
- 3.9** Assessment feedback should be kept in one location, ideally in an exercise book or a folder. Students must have access to this feedback.
- 3.10** In subjects where assessments cannot be written and kept in exercise books or folders, there must be a record of the feedback given.
- 3.11** Students must show a pride in the presentation of their work. Exercise books and folders must be well presented.
- 3.12** Spelling and grammatical errors should be highlighted.
- 3.13** Where students do not maintain a high standard of presentation, they will be responsible for the cost of replacement.

4. Behaviour & Engagement

- 4.1** All teachers must consistently use the school's consequence system.
- 4.2** Every class must have a seating plan. These should be shared with Heads of Faculty and be saved into the teachers Teaching & Learning Folder. Seating plans must be attached to any cover lesson set by the teacher.
- 4.3** Teachers should be aware of the distinction between engagement and behaviour and challenge a lack of engagement where necessary.
- 4.4** There should be no dead time. The pace of the lesson should be appropriate for all learners.
- 4.5** Teachers will take ownership of the behaviour of their students, employing a range of strategies to improve behaviour, including contacting parents where necessary.
- 4.6** Teachers should use the language of Engagement, Kindness & Respect and Do No Harm where appropriate.

4.7 Teachers should monitor student uniform to ensure that it meets the school's expectations.

5. The end of the lesson

5.1 All lessons must have a Review that pulls together the key learning from the lesson.

5.2 The teacher should briefly preview the next lesson or sequence of lessons.

5.3 Student should continue learning as close to the end of the lesson as possible.

5.4 Students should be stood behind their places, chairs tucked under and ready to be dismissed by the teacher.

5.5 The classroom should be left in an appropriate state for the next member of staff.

6. Homework

6.1 Homework should be set in accordance with the Year Group guidelines set out below.

6.2 Homework should be primarily focussed on extended practice enabling students to improve their fluency and confidence as well as supporting a deeper and more fluent recall of knowledge. Independent learning tasks and/ or research projects are acceptable where applicable to the curriculum.

6.3 Homework instructions/ details must be placed on the student app via SIMS and in the class TEAMS notification.

6.4 Homework should be set in a way that allows the teachers to determine which students have completed it, teachers need to be able to enter a percentage of completion on all progress reports.

Homework Guidelines

Year 7 & 8

- Homework is compulsory for all students
- Subjects with 1 hour per week should set a minimum of 1 ½ hours of homework per half term
- Subjects with 2 hours per week should set a minimum of 2 hours of homework per half term
- Subjects with 3 hours per week should set a minimum of 3 hours of homework per half term
- Faculties can decide how frequently this work is set
- There must be consistency across a faculty
- Project homework duration is capped at ½ term
- Half termly projects must include a milestone
- Teachers should be able to track who has completed the homework
- Homework can incorporate independent learning resources e.g. GCSE Pod, My Maths etc.

Year 9 – 11

- Homework is compulsory for all students
- There must be consistency across a faculty
- Homework should be set frequently
- Teachers do not need to set homework for 2 weeks per half term e.g. set homework 4 out of 6 weeks, 5 out of 7 weeks
- Each piece of homework set should take students a minimum 45 minutes to complete
- Teachers should be able to track who has completed the homework
- Homework can incorporate independent learning resources e.g. GCSE Pod, My Maths etc.

Year 12 & 13

- Homework is compulsory for all students
- Homework should be set weekly
- Reading homework's can be set, but these should not make up more than 25% of homework set per half term
- If a reading homework has been set, there should be some follow up learning activity that takes place in lessons
- Aside from reading homework, teachers should be able to track who has completed the homework
- Students should receive a minimum of two hours homework per week from each subject