



# Teaching and Learning Policy

## 2024/25

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Ratified By	Headteacher
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## **Background and Guiding Principles**

Westside School provides a holistic education for young people in a caring, supportive and nurturing environment. We recognise that every young person has the capacity to make a success of him or herself regardless of their circumstances and individual starting points. Therefore, we are committed to providing an inclusive and wide-ranging educational provision so that all young people leave here ready for the next phase of their educational journey. We strive to give all students at Westside School the highest quality learning experience.

Pupils learn best at Westside when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

## **Standards**

At Westside School, we aim to:

- Create a welcoming classroom environment.
- Ensure that every student is fully engaged in lessons.
- Ensure that there is a sense of purpose and pace in every lesson.
- Match learning styles to the needs of the individual learner through differentiation.
- Ensure that schemes of learning are accessible to all levels of ability.
- Create challenge in lessons for all students, making clear link with assessment criteria.
- Enable students to become self-governing, independent learners.
- Engage students' curiosity.

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

We aim to:

- Meet the needs and aspirations of all students
- Ensure that all students can access the curriculum
- Identify student achievements and areas for improvement in order for appropriate intervention strategies to be put into place at the earliest opportunity
- Ensure a consistent approach across the School in terms of teaching and learning
- Involve all staff in developing and improving the quality of teaching and learning
- Provide all staff with appropriate training and other developmental opportunities to enhance their teaching
- Explain how we'll create an environment at our school where pupils learn best and love to do so.
- Involve pupils, parents and the wider school community in pupils' learning and development

## **Curriculum**

Key Stage 3 students have a varied programme which includes:

- English
- Maths
- Science
- ICT
- Citizenship
- Religious Studies
- PE
- Art
- History
- PSHCE
- Music

Key Stage 4 students are expected to study for a range of GCSE and vocational qualifications:

- English Language
- Maths
- Biology
- Sport
- Citizenship
- Religious Studies
- Sociology
- Art
- ICT
- Business Studies
- Hospitality
- Hair and Beauty
- PSHCE
- Enterprise

- Sports Science

## **Roles and Responsibilities**

### Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Actively engage parents/carers in their child's learning. This is done through a variety of methods including parent meetings, newsletters, school website, parent letters and telephone communication.
- Update parents/carers on pupils' progress at the end of every term, providing data about academic progress, attitude to learning, effort and conduct. Annually, parents will receive a full written report with teacher comments on their child's progress.
- Meet the expectations set out in this policy and other relevant policies regarding teaching and learning.
- Plan lessons to take into account the needs of all
- Ensure students know their targets and how to reach them
- Ensure books are well marked and offer students advice and encouragement
- Ensure schemes of work and lesson plans take into account exam board criteria, are suitably challenging, contain varied resources and activities, and provide appropriate assessment opportunities (self, peer and more formal)
- Be able to reflect on their own practice and make relevant adjustments
- Welcome the observations/feedback of other professionals

### **Support Staff (Progress leaders)**

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the teaching and learning policy and other relevant policies

## **Senior Leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the teaching and learning policy and other relevant policies.

## **Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn
- Be curious, ambitious and engaged learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the Behaviour Policy

## **Parents and Carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Support us in ensuring your child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment

- Communicate with the school to share information promptly
- Provide resources as required to support learning i.e. Uniform
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **Trustees**

Trustees at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

### **Schemes of Work**

Lead teachers in each subject area are expected to produce overview schemes of work in an agreed format. Teachers should retain a copy for themselves. Copies must also be stored centrally by the Head of Teaching and Learning, and accessible to all members of staff. These should be monitored and updated every half term to reflect best practice. It is the responsibility of individual teachers to follow the agreed schemes of work. Schemes of work are also expected to contain contingency elements, in response to the need for students to be taught remotely.

Staff will plan work throughout the year and will set time constraints upon their colleagues to complete sections of their scheme of learning and develop his /her own four-part lesson plans in line with specific schemes of learning.

### **Planning**

As set in our curriculum statement, high quality teaching must show evidence of planning, and the setting of clearly-achievable learning outcomes using concepts such as Blooms Taxonomy to ensure achievement for all learners.

Lessons should be carefully planned to include the following:

- Lesson Objective/Keywords and Literacy/Numeracy focus.
- Settling activity/Do now task
- Starter that promotes recall
- Main Activity including any notes required for learning (which may also include an assessment task)
- Active Modelling (if appropriate)
- Independent work task
- Plenary

It is essential that lessons are planned to include suitable differentiation to support students who may find it difficult to access the work and to challenge the more able. Planning should take into account the particular learning styles and needs of individual students.

At our school, we believe in providing a consistent and high-quality learning experience for all students. To ensure this, we have implemented the Westside planning template/proforma as the standard tool for lesson planning and teaching. This template helps teachers effectively plan their lessons by ensuring that all objectives are addressed and met. By using this proforma, we can guarantee that students receive uniform and comprehensive instruction across all subjects and grade levels.

Where possible; have learning objectives ready for learners to stick into their exercise books. At the beginning of the lesson try to discuss these at the start and refer to them throughout the lesson. Keywords should also be visible in every lesson

The purpose of lesson observations is to support teaching and learning across the School. They must not be seen as intimidating or threatening. They support the Performance Management process.

Formal lesson observations will take place every term. These will be by the Line Manager and could also include a member of SLT or a Trustee. The focus for the observation needs to be agreed between the observer and the observee beforehand. Any focus should link to student progress and/or Performance Management targets. A post-observation discussion must take place within 48 hours and written feedback provided. If the observee feels aggrieved by anything said or written, it must be taken up with the Head of Teaching and Learning immediately.

### **MER: Monitoring, Evaluation and Review**

Monitoring of teaching and learning will be completed by senior leadership, staff leading departments or delegated staff member, and may include observing lessons, and sampling work and periodic book reviews. Monitoring will take place weekly and will involve all teachers and Progress Leaders. The purpose is to monitor what is taking place across the school and to share ideas and good practice. Monitoring visits are published in the calendar. Lesson monitoring and evaluation continue to play a key role in the professional development (CPD) of all teachers and therefore teachers are encouraged to constantly evaluate their performance in the classroom through the performance management process, as well as through the training provided through staff development time.

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the students
- Planning scrutinies
- Book scrutinies

## **Learning Environment**

When pupils are at school, learning will take place in areas such as classrooms, outdoor spaces, halls, and ICT suites. These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

## **Differentiation**

Staff must ensure that the needs of all students are met. Differentiation must be carefully considered, especially in terms of resources used and support required when completing lengthy assignments.

If teaching is properly differentiated and caters for a range of learning styles, then the quality of teaching will improve and barriers to learning will be removed. The wider the range of abilities in our classes, the more we need an approach to teaching and learning that allows all students to access all areas of the curriculum.

Staff who are unsure of how to differentiate should seek advice from the SENCO or the Head of Teaching and Learning. Progress Leaders are expected to equip themselves with the information required to effectively discuss differentiation with classroom teachers for the students they support.

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are gifted and talented/most able

We will do this through the following strategies:

- Using support staff (Progress Leaders) effectively to provide extra support
- Working with our SEND co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames, word banks and other differentiated resources.

## **Support for SEND Students and Use of Progress Leaders**

It is imperative that all staff familiarise themselves with the School's SEND policy and the ECHPs and pen portraits of all students. These give vital information on how students learn, challenges they face and their targets (both short term and long term). We have a duty to provide the best education we can for all our students, regardless of their starting point.

- Every lesson should be supported by a PL. It is the responsibility of the class teacher to ensure that the PL is appropriately prepared for the lesson. Ideally this conversation should take place in the planning meetings, which must take place regularly, and at least once every week in the time provided.

## **Marking and feedback**

Effective marking is essential in enabling teachers to monitor the progress of students. Core subjects should aim to mark books/folders every week for all classes, while all other subjects should be marked every fortnight. As stated in our marking and feedback policy, there should be three opportunities for student response to marking every half term, this should be done using the orange marking feedback sheets. At Key Stage 4, it is recommended that these opportunities are used after all summative assessments to assess progress and allow students to reflect on areas of improvement. When marking books/folders, it is important to use the Westside Literacy Code.

## **Assessment, Recording and Reporting**

Teachers are expected to use formative and summative assessment procedures, to plan for and improve learning, and to report on students' achievement and attainment. Teachers will complete in class assessment each half-term. In addition, formal end of year examinations will be conducted. Teachers will provide regular targets for pupils and strategies on how they can improve. Parents will receive termly progress. In addition, there will be two Parents' Days per year for each year group. Teaching staff will be available to see students with their parents and to discuss their progress. In preparation for these events the pro-forma will need to be completed for each child. Copies of these should be retained by the class teacher and one given to the parent. Any students/parents who do not attend will have theirs posted home the following day.

## **Review**

The policy will undergo an annual review involving the headteacher, the Head of Teaching and Learning, a staff member, and the Trustees. During each review, the policy will be shared with relevant stakeholders.

## **Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy

- Non-examination assessment policy

### **Future Plans**

Developing students' oracy.

Developing students' extended writing.

Developing use of technology for assessment in the classroom.