Upton-by-Chester High School

Learning and Teaching Policy

Policy Link	
SLT	Mrs E Bradbury
Governor	
Statutory	No

To	Date
Committee	February 2025
Full Governing Body	March 2025
Next Review	February 2027
Make available on:	**Yes/ No**
School website	Yes
Staff shared area	Yes

'Learning to shape the future'

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1. Aims

This policy aims to:

- Explain how we will create an environment at our school where learners learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all learners in our school
- Involve learners, parents/ carers and the wider school community in learners' education and development

2. Guiding principles

We are implementing a curriculum which will support our learners to shape the future. This means that they have the knowledge, skills and understanding to be active citizens in their local and global community. Through high-quality learning and teaching, we want to support our learners to be able to lead fulfilling and productive lives.

Learners learn best at our school 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 purpose and relevance of what they are learning
- Know what outcome is intended for the lesson
- Understand the task
- Can practice, and demonstrate, what they are learning
- Can prove what they have understood to show their progress
- Can link what they are doing to other experiences
- 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 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 mistakes are ok and mistakes can help us to learn.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility and everyone in our school community has an important role to play in delivering our guiding principles.

3.1 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 through, for example, Show My Homework, school website, effective communication and the assessment calendar. We will clearly communicate the purpose of home learning and encourage its completion.
- Update parents/carers on learners' progress by providing two written reports each year and a parent/ carer Progress Review Evening. Year 7, 10 and 12 also receive a "settling in" attitude to learning report in addition to these reports.
- Meet the expectations and principles set out in our curriculum, behaviour and feedback policies and protocols.
- Plan and teach all lessons following our bespoke Maximising Success Model.

3.2 Support staff

Support staff at our school will:

- Know learners well, including their Learner Passport, and skilfully differentiate support to meet their individual learning needs.
- Support the learning of all vulnerable learners in the classrooms they are based in.
- Support literacy development for all learners in the classrooms they support.
- Support teaching and learning with flexibility and resourcefulness using the Teaching Assistant Maximising Success Model.
- Use agreed assessment for learning strategies as agreed with the class teacher.
- Use effective marking and feedback as required, under the direction of the teacher, to support the progress of the learners.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of learners to teachers.
- Ask well-constructed questions of learners to make sure they have 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 school's policies.

3.3 Heads of Department

Heads of Department at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows learners to make good or better progress from their starting points.
- Promote and use our Maximising Success teaching model
- Ensure, through rigorous quality assurance processes and activities, that the quality of learning and teaching is of a high standard across the department. To have a

clear overview of the strengths and areas for development in the department.

- To take timely action to address any underperformance in learning and teaching.
- Make effective use of department time to quality develop learning and teaching and to develop the sharing of best practice.
- Drive improvement in their subject/phase, working with teachers to identify any challenges.
- Timetable their subject effectively to ensure the highest quality of learning and teaching and making best use of the skills within a department, in order for learners to:
  - Achieve breadth and depth
  - Fully understand the topic by demonstrating progress in learning
  - Respond and act on teacher feedback to promote a deeper understanding
- Moderate progress across their subject(s) by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on weaknesses identified in their monitoring activities (Learning reviews, learning walks, book looks, learner voice and other quality development activities)
- Create and share a clear vision for the learning and teaching in their curriculum area with high alignment to the whole school learning and teaching vision.
- Encourage teachers to share ideas, resources and good practice.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Meet the expectations and principles set out in our curriculum, behaviour and feedback policies and protocols.

3.4 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 learners to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality learning and teaching across the school
- Manage resources to support high-quality learning and teaching.
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of professional development (PL) 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 and principles set out in our curriculum, behaviour and feedback policies and protocols.

3.5 Learners

Learners at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights

of others to learn

- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Receive feedback on their work so that they know how to improve
- Be curious, ambitious, engaged and confident
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behaviour policy

3.6 Parents and carers

Parents and carers of learners at our school will:

- Value learning
- Encourage their child to develop as a learner
- Make sure their 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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning, including engaging with Show My Homework.

3.7 Governors

Governors at our school will:

- Monitor the effective allocation of resources and funding to support the school's approach to learning and teaching
- Monitor the impact of learning and teaching strategies on learners' 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

4. Planning

The intent of the curriculum in Upton-by-Chester High school is supported by the vision of the school. We are implementing a curriculum, which will support our learners to shape the future. This means that they have the knowledge, skills and understanding to be active citizens in a global community. We want to support our learners to be able to lead fulfilling and productive lives.

Our curriculum intends to:

- Provide a broad and balanced curriculum that is truly comprehensive and accessible to all learners, to include:

I. Providing subject choices that support learners' learning and progression, and enable them to work towards achieving their goals

II. Developing learners' independent learning skills and resilience, to equip them for further/higher education and employment

III. Providing a broad curriculum prioritising a strong academic core of subjects, where appropriate, and ensuring a strong technical / vocational provision where required.

IV. Fostering a high level of independence in the acquisition of knowledge, skills and understanding.

- Ensure high-quality access to learning for all learners, particularly those who are disadvantaged, with high expectations and ambition for every learner and appropriate levels of challenge and support.
- Be suitably engaging to support learners in acquiring / maintaining positive attitudes to learning.
- Afford well-planned opportunities for all learners to develop excellent skills in literacy, numeracy and digital competency required for success in the wider curriculum and in adult life.
- Foster learners' creativity and curiosity and develop learners' skills and abilities to become independent learners.
- Expand learners' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility.
- Ensure that all learners are able to thrive and develop as healthy individuals and responsible citizens.

- Fosters a strength of character, confidence and resilience that will help learners make positive choices and overcome the challenges they are likely to encounter in life.
- Promote community cohesion and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Develop our intrinsic values of kindness, tolerance, respect, inclusivity and responsibility and focussing on being the best version of ourselves.

Teachers use our **Maximising Success Model for Learning** which is integral in ensuring that planning is of the highest quality, to maximise progress.

5. Learning environment

When learners are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms, science and technology areas and ICT suites.

These spaces will be kept safe, clean and ready for learners to use them.

They will be arranged to promote learning through:

- 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 learners' learning

6. Adaptive Teaching

Learning and teaching at our school will take the backgrounds, needs and abilities of all

learners into account. We will adapt teaching to cater to the needs of all of our learners, including:

- Learners with special educational needs and disabilities (SEND)
- Learners with English as an additional language (EAL)
- Disadvantaged learners
- Learners that are most able

This is achieved by:

- Using support staff and teaching assistants effectively to provide extra support
- Working with our SEND co-ordinator (SENCO), our learners with SEND, and their parents/ carers to establish the appropriate level of material to support these learners to make good progress
- Using ability groupings for certain subjects where appropriate (See grouping policy)
- Providing bespoke activities to drive further improvement for the more able

7. Home learning

Home learning, or homework, will support learners to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning tasks are communicated using Show my Homework (Satchel One). Paper copies of homework are available for learners who do not have consistent access to digital technology.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. We find that homework is most effective when it directly follows what has been learned in class so that is deepens understanding and helps build confidence.

8. Marking and feedback

Feedback will clearly explain to learners what they're doing well and what they need to do next to continue to improve their work and make progress.

It will be given verbally, digitally and in writing after specific pieces of work and assessments in line with our feedback protocol.

9. Assessment, recording and reporting

Curriculum areas track learners' progress using a combination of formative and summative assessments. There are regular assessment points throughout the academic year. These are shared with parents/ carers annually so they can support the progress of their child.

As a school, we also closely monitor learner progress against standards of prior attainment. We provide feedback for learners so that they know how to improve, issue two written reports per year and offer parent / carer Progress Review Evenings.

10. Monitoring and evaluation

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

We will monitor and evaluate the impact of teaching on learners' learning through:

- Conducting Learning Reviews
- Reviewing marking and feedback
- Gathering input from the school council
- Listening to the voices of children and their parents/carers
- Book looks
- Reviewing departmental practices
- Data Analysis

11. Review

This policy will be reviewed every year. At every review, the policy will be shared with the full governing board for comment and ratification.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Grouping Policy
- Quality Development Policy
- SEND policy and information
- Feedback protocol
- Home-school agreement
- Equality information and objectives
- Appraisal policy
- Target setting policy