



## **Teaching and Learning Policy**

**2023 – 2024**

*Last Reviewed: September 2023*

*Next Review Due: September 2024*

### **Vision statement for Leicester Preparatory School**

Leicester Preparatory School is committed to striving for excellence in all that we do at the school. Our vision is that students become **independent, ambitious, resilient** learners who strive to do their best for themselves, the school and wider community, always because they are motivated, act with **integrity**, understand the value of teamwork and have an inner **confidence**. They will be guided by outstanding teachers and support staff who will work as a team to inspire students to be more than they thought they could be.

Our students will be able to contribute positively to the school and wider community, understand how their actions impact on a wider, global world. They will become citizens who know how to conduct themselves by being **respectful**. As we continue to develop our teaching and our curriculum we are aiming for outstanding in all that we do.

**Mission statement:** we aim to fulfil our vision for the school by:

- ▯▯ Delivering outstanding lessons based on expert subject knowledge delivered by passionate, nurturing teachers.
  
- ▯▯ Ensure all the school community, aspire to embed the values within our vision in all they do at the school.
  
- ▯▯ Strive to continually improve the academic and extra-curricular, experience for students, by providing learning opportunities that develop life skills and widen pupil's horizons so we achieve excellence.

### **Statement of Intent**

At Leicester Preparatory School we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn - 'Learning for life'.

## **Aims:**

- ▯▯ To provide a personalised learning experience for every child that takes full account of their individual needs', interests and aspirations.
- ▯▯ To ensure that our students are active and independent learners who are motivated to achieve their best in every learning situation and will continue to do so throughout their lives.
- ▯▯ To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- ▯▯ To make links with the learning that students do outside and beyond the classroom.
- ▯▯ To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.
- ▯▯ To identify and share good practice in teaching and learning across all curriculum areas.
- ▯▯ To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- ▯▯ To improve levels of achievement and attainment because of all of the above.

## **Objectives of policy**

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson.

## **Principles of policy**

### **Staff will:**

- support and challenge students to achieve their best
- provide high quality, dynamic and stimulating lessons
- provide high levels of interaction for all pupils
- provide regular and meaningful home learning
- provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- encourage and support
- provide high quality feedback
- work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
- develop our range of teaching and learning styles to create an exciting and creative learning culture
- listen to students' views and be open to their opinions
- evaluate and reflect on their practice.

## Students will:

- participate fully in lessons
- strive for continual improvement
- support each other (and their teacher) so that all learn effectively •

take an active part in learning within and beyond the classroom

- take pride in developing and applying their literacy and numeracy skills across the curriculum
- be enthusiastic, resilient and responsible in learning and improving skills
- respond positively to feedback and improve their work as a result of effective feedback
- rise to challenges, working collaboratively and supportively.

## Procedure

### Planning and Preparation:

- ☐☐ All teachers should plan lessons that allow all pupils to progress in their learning
- ☐☐ Learning Objective/Outcomes should be evident and clear to the students. Success Criteria must be made explicit to all students
- ☐☐ The lesson should have a structure which will typically be based upon schemes of work and personalised learning lesson plans
- ☐☐ A variety of learning activities should be planned, taking into account the individual needs of the students
- ☐☐ The use of resources, including ICT, must be carefully planned to enhance learning.
- ☐☐ A variety of active questioning techniques should be used and, where possible questions should be pre-planned
- ☐☐ All teachers should have an in depth knowledge and understanding of the scheme of work / exam specification they are teaching.

### Teaching:

- ☐☐ Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- ☐☐ Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. School policies should be followed for consistent positive behaviour management.

### Marking and Feedback (see the related policy)

- ☐☐ Teachers should assess pupils' work regularly, according to the schools marking and feedback framework
- ☐☐ Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies
- ☐☐ Effective use of data is critical to inform students, parents and other staff of pupil progress towards targets.

## **Tracking student progress**

All teachers have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against individual target grades. This is reported to parents termly in interim assessments. All teachers will identify students in their class in need of additional support, including vulnerable groups such as SEND students and the most able. Interventions put in place will be identified in action plans/interventions or individual education plans and will be used to inform planning.

All teachers have the responsibility to monitor assessment, to analyse data, to identify individuals or groups who are making less progress than expected, and to intervene where necessary to ensure students get back on track.

Review of teaching, learning and assessment is on-going and regular, and will involve:

- ☐☐ Appraisal/performance management
- ☐☐ Reviews of schemes of work and curriculum design
- ☐☐ Lesson observations
- ☐☐ Learning Walks
- ☐☐ Work scrutiny
- ☐☐ Student voice
- ☐☐ Annual School self-evaluation

## **Monitoring and Evaluation of Teaching, Learning and Assessment**

### **Aims:**

- ☐☐ To make secure judgements of teaching and learning across the school
- ☐☐ To monitor and evaluate the progress of students during a lesson and over time
- ☐☐ To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- ☐☐ To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- ☐☐ Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- ☐☐ Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- ☐☐ Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.

Reviews of T&L will take place on an on-going basis and will involve:

- ▯▯ Management of performance overtime in line with the Teacher Standards, by a senior leader or Head teacher
- ▯▯ Lesson observations conducted by members of the Senior Leadership Team and/or Headteacher
- ▯▯ Learning Walks on a regular basis
- ▯▯ Work scrutiny within and out of lessons, samples requested for monitoring within the guidance of the marking and assessment framework.
- ▯▯ Student voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

## Protocols

At Leicester Preparatory School, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards. This will consist of the following per academic year:

- ▯▯ **Half termly** lesson observations  
**Half termly learning walks, each no more than 20 minutes, conducted by senior leaders.**

This is the guidance we use in Leicester Preparatory School. Additional informal learning walks will be conducted during the academic year. The sole purpose of these monitoring learning walks is to allow senior and middle leaders to evaluate the performance of their teams and monitor the progress of students within their charge for review, audit and planning purposes.

Observation can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

In this school, teachers' lessons will be observed on an appropriate and reasonable number of occasions based on individual circumstances of the teacher (for example NQTs, staff in need of additional support, staff on development programmes, peer observations of best practice or lesson study). The number of observations will be in accordance with the school management of performance policy, which includes provision for circumstances where concerns have been raised about a teacher's performance.

## **Protocols for Lesson Observations (including joint observations)**

### **During the lesson:**

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons will be graded where an observation lasts for at least 25 minutes.
2. The observer may need to talk to student or look at their work as part of the school - evaluation process.
3. Evidence: lesson plans, seating plan, class context sheets, identified cohorts, SEN information, classdojo info, marking and assessment tracking data will be used as part of the monitoring and evaluation process and should be available at all times and provided by the class teacher.

### **Feedback:**

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the lesson observation form.
2. Feedback will be honest and clear, setting out grading (in line with ISI judgements), strengths and areas for development.
3. Lesson observation forms will be stored centrally to inform the T&L audit trail and management of performance. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support for coming year.
4. Measuring progress in the lesson and overtime – use of student work scrutiny, tracking data, student voice. Lesson grading will take into account progress over time. See lesson expectations document for further guidance.
5. Judgements made about the quality of the teaching and learning will be based on the lesson expectations document and ISI criteria for lesson observation which has been adapted for use in Leicester Preparatory School
6. Lesson observation grades will be recorded in the PM overview folder and will be shared with the relevant senior and middle leaders.

## **Learning Walks**

### **Protocol for learning walks (including senior leadership learning walks, joint learning walks and middle leader learning walks)**

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Learning walks are a powerful tool to observe and develop common trends in classrooms and to audit typicality.

#### **During the learning walk:**

Evidence will include: lesson plans, seating plan, class context sheets, identified cohorts, SEN information, classdojo info, marking and assessment tracking data. This will be used as part of the monitoring and evaluation process and should be available at all times and provided by the class teacher.

- ☐☐ Senior and middle leaders will conduct learning walks as part of the school self-evaluation process.
  - ☐☐ Learning walks will be used to quality assure school and department policies and will be recorded in self-evaluation documents (SEFs).
  - ☐☐ Learning walks will not result in lessons being graded.
  - ☐☐ Written feedback is normally given. Verbal feedback can be requested or may be given (rather than written feedback), unless not requested.
- There will typically be short or no notice of learning walks.
- ☐☐ The outcome of learning walks will be tracked by coverage: staff, subject, year group, cohort and will be stored centrally to inform the T&L audit trail for school - evaluation to provide evidence of typicality.
  - ☐☐ Where possible learning walks will have a focus which will be given in advance.

#### **Feedback:**

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the learning walk form via email or paper copy.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Learning walk feedback will be stored centrally to inform the T&L audit trail and school evaluation process. If the learning walk is linked to a specific objective from a teacher's performance management they should be reminded of this by the walker. The purpose is twofold – to review progress and to identify areas for support for coming year.



## **Work Scrutiny**

### **Protocol for work scrutiny (including classwork, homework, internal exams, displayed work in classrooms and linked display areas around the school)**

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment and feedback.

#### **During work scrutiny:**

- ▯▯ Senior leaders will conduct work scrutiny as part of the school-evaluation process. This may occur within lessons or as a sample requested for monitoring within the guidance of the marking and assessment framework and home learning framework.
- ▯▯ Work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded in school - evaluation documents (SEFs).
- ▯▯ Written or verbal feedback will be given.
- ▯▯ There will typically be short notice of work scrutiny.
- ▯▯ The outcome of work scrutiny will be tracked by coverage: staff, subject, year group, cohort and will be stored centrally to inform the T&L audit trail to provide evidence of typicality in T&L and student progress.

### Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the work scrutiny form.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Work scrutiny forms will be stored centrally to inform the T&L audit trail. If the work scrutiny is linked to a specific objective from your performance you should be reminded of this by the scrutiniser. The purpose is twofold – to review progress and to identify areas for support for coming year.

### Evidence will be:

- Feedback – formative comments and advice/targets on each substantial work assessed with grades/levels where appropriate
- Literacy/Numeracy: Use of whole school literacy framework/numeracy framework
- Progress: Do students learn from their mistakes and modify their work?
- Challenge and expectation – marking and feedback analysis, pitch and pace of the lesson, work completed?
- Presentation - high expectations of handwriting and presentation
- Variety of activities/ resources to support learning.

### Student Voice

#### **Protocol:**

This research information is used to capture feedback from our school community and inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at Leicester Preparatory School. Evidence will focus on:

- Do students feel they are listened to?
- Do they have any say in how the school is run and in how their learning is organised?
- Do students have opportunities to take on leadership roles, to express their ideas publicly and to be consulted on major changes?

The monitoring and evaluation of the Teaching and Learning Policy is linked directly to the following school documents:

- Teaching and Learning Policy
- Marking, assessment and feedback Framework
- Performance Management Policy
- Home Learning Policy/Framework

## Continuous Professional Development

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar.

Teachers should:

- ☐☐ Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- ☐☐ Discuss learning and teaching in Department Development staff meeting time in order to share good practice;
- ☐☐ Plan their own CPD programme in conjunction with their Line Manager as a result of the performance management self-evaluation process and by reflecting on the Teacher's Standards document.

## Implementation of policy

The implementation of this policy is supported by the following frameworks and documents:

The Curriculum Policy

Performance Management Policy

Marking and Feedback Policy

The Assessment Policy

Teachers Standards – DFE

## Responsibilities

**The Proprietor and Headteacher** are responsible, in consultation with the Senior Leadership Team and teaching staff for establishing the policy for the promotion of high quality lessons and for reviewing it at the appointed review date.

**The Headteacher or designated senior leader (Teaching, Learning and Assessment)** is responsible for leading the development of teaching, learning and assessment across the school.

**The Teaching and Learning Leadership Team (SLT)** is responsible for the development of teaching and learning across the school.

**The Senior Leadership Team** is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

**Teachers** are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

**All staff** are responsible for applying the school's teaching, learning and assessment policy and procedures to provide high quality learning experiences for all students.

#### **Evaluation and development of policy**

The policy will be developed through consultation with staff, students and the School Board.

#### **Review cycle of policy**

This policy will be reviewed by the School Board annually in accordance with the school's review cycle