



HUDDERSFIELD GRAMMAR SCHOOL

TEACHING & LEARNING POLICY

Aims of Teaching and Learning at Huddersfield Grammar School

- To provide a safe, stimulating learning environment for all pupils and teachers.
- To enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school.
- To set high expectations for all pupils in order to raise their aspirations; and
- To raise standards of both teaching and learning.

Teachers at Huddersfield Grammar School will:

- Exert 'Moral discipline' demonstrating a determination to do our very best to communicate what matters most in the subject we are teaching; a respect for the children we teach; empathy and patience in order to maximise progress for all pupils.
- Have high expectations of the effort that pupils should make and what they can achieve.
- Work to create a supportive learning environment – of high, sustained cognitive challenge but low stress.
- Focus and structure their teaching so that pupils are clear about what is to be learned, how it is to be learned, and how it fits with what they already know.
- Be learners themselves, fostering in HGS pupils the desire and drive for knowledge and learning.
- Be committed to providing substantial and relevant learning experiences using stimulating activities matched to a range of learning styles.
- HGS teachers are expected to cater appropriately for those who have different learning abilities and needs, ensuring that they receive appropriate guidance and support through differentiated learning in order to facilitate their full participation in the lessons.
- Be committed to developing thinking strategies and problem-solving skills in pupils.
- Be committed to develop pupils' learning skills so that they are developing independent lifelong learners in the sense that they are capable of formulating, researching and answering their own questions.
- Be caring, ensuring that no child is left behind and making every child special.

- Work to maintain and develop positive self-esteem - paying attention at school, classroom and individual level to the five elements of positive self-esteem: belonging, aspirations, safety, identity and success
- Use assessment for learning to help pupils to reflect on what they already know, reinforce the learning being developed, and set targets for the future.
- Work as a team, demonstrating loyalty and commitment to the management, staff and culture of the school
- Create classroom environments that: promote learning, are bright, are irresistible, thought provoking and challenging
- Be professional, informed and committed
- Value diversity

Teachers need to make a full contribution to the corporate life of the school.

Therefore they should:

- Feel aligned and positive about the Vision, Values and Teaching Framework of the school and happy to share them with anyone interested.
- Work willingly and co-operatively with other teachers, share and be open to new ideas, aware of the skills of other teachers, and able to ask for help when needed.
- Be seen as a positive member of the teaching staff, participating in corporate activities.
- Feel confident to confront felt concerns (between any members of the school community) openly so that issues can be resolved in a creative manner.
- Make sure all school policies and procedures are adhered to.
- Take every opportunity to gain professional development and be able to show evidence of the new ideas you have introduced into the classroom.

Teaching

a) Planning and Preparation

Teachers should plan lessons:

- Which allow pupils to progress in their learning;
- Where the learning objectives are stated clearly;
- Which use a clear three part structure when appropriate, including starter, development of learning objective, and plenary.
- Which use plenaries to summarise learning, and promote understanding.
- Which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- Which are differentiated for varying needs by task, resources, outcomes and/or method;
- Which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;
- Which provide pace and challenge for all pupils;
- Which use effective questioning to direct and challenge pupils;
- Which meet external requirements;
- Which are informed, when appropriate, by liaison with other staff and Prep School teachers; and
- Which are enjoyable and interesting.

Teaching styles

Teachers should use teaching strategies which:

- Allow pupils to learn in a variety of learning styles
- Allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- Use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- Use others to deliver the lessons as appropriate (e.g. other pupils, outside agencies).

Assessment, Marking and Reporting (See Policy)

Teachers should:

- Assess pupils' work regularly according to the school assessment and marking policy;
- Use assessment for learning strategies to inform their teaching and support pupils' progress;
- Use assessment data to ensure that pupils are working at their full potential and set targets to achieve this; and
- Inform parents and appropriate staff of pupils' progress or underachievement.

Learning Support/Special Educational Needs (in accordance with the Policy for Special Educational Needs)

Teachers should:

- Be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, gifted and talented;
- Consult with the SENCO about the needs of individual pupils when appropriate;
- Work with Teaching Assistants and other staff to ensure pupils are best supported in their learning; and
- Use IEPs as working documents.

Continuous Professional Development is monitored by the Teaching and Learning Manager.

Teachers should:

- Work to continuously update their subject knowledge and teaching practice in line with current developments and initiatives through INSET;
- Work to share and acknowledge good practice; and
- Seek to develop their own continuous professional development in accordance with the Performance Management process.

Management at Huddersfield Grammar School will:

- Maintain and develop standards of teaching and learning
- Sustain and enhance the quality of pastoral care
- Ensure the provision of enriching extra-curricular activities
- Produce and implement an ongoing School Development Plan.
- Create a culture of continuous improvement in which staff work together to raise standards

- Implement an effective system of Performance Management
- Work to ensure that communications with parents are excellent
- Conduct an annual survey of parental opinion
- Ensure that the school is compliant with current regulations
- Manage the budget efficiently and effectively
- Ensure the efficient management of marketing and admissions procedures
- Work to gain maximum benefit from the services and support offered as a Cognita School
- Maintain good relationships with the appointed Education Executive and Cognita staff.

Pupils at Huddersfield Grammar School will be expected to:

- Learn and help others learn
- Think critically and creatively
- Develop intellectual integrity
- Be supportive of the beliefs, ideals and expectations of the school
- Strive to the best of their ability in all aspects of their schoolwork
- Monitor their own progress
- Value their own achievements and take pride in their school work
- Take care of the school environment, organise their resources and their own belongings
- Display acceptable social skills and manners
- Be respectful
- Value each other and care for one another – work with each other and in support of one another
- Take increased responsibility for their actions, learning, equipment and for the consequences of the choices they make
- Use materials and tools safely and considerately
- Be proud of their individual cultural identity
- Respect other cultures
- Show a sense of belonging and loyalty to the school
- Work in a variety of learning environments, on occasion, without adult supervision
- Work in a variety of group settings, to be able to listen to others and also to volunteer their own ideas
- Celebrate the achievements and success of others

Monitoring and Evaluation of Quality of Teaching and Learning

The School produces an annual plan for the monitoring of teaching and learning as arranged by the Teaching and Learning Manager. This includes lesson observations, work sampling, department appraisals, learning walks, professional development review, pupil questionnaire, parent questionnaire and self-evaluation.

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives;
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Self-evaluation of their contribution to the policies and aspirations of the school.

Form tutors are responsible for contributing to, and monitoring the progression and well being of, individual pupils in their tutor group and for providing support and advice to those pupils, both socially and academically.

This is achieved by.

- Monitoring academic progress and attitudes of individual pupils through academic tracking
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- Ensuring curriculum coverage, continuity and progress for all pupils;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups.
- Monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes.
- Evaluating progress of teaching and learning targets in line with the School Improvement Plan.

Heads of Key Stages are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- Monitoring the progress and potential of the pupils, and using pupil data to identify and set targets for specific pupils according to their needs.
- Maintaining an overview of the performance and experience of pupils in their year group

- Monitoring the work of tutors and quality of tutor time, e.g. checking of planners;
- Monitoring attitudes to learning through e.g. attendance and homework; and
- Reporting back to the Senior Leadership Team and to staff as requested.

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through department audits, work sampling and classroom observations of teaching and learning.

The Headmaster is responsible for monitoring the performance of members of the School Leadership Team.

A comprehensive review of teaching and learning takes in accordance with the Performance Management Programme and Evaluation of Teaching and Learning Plan.

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