



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### TEACHING AND LEARNING POLICY

#### Intent

To ensure that the broad and ambitious curriculum we offer is supported by the teaching and learning expectations of our learning journey. The intent of our policy is to provide consistent high quality teaching and learning throughout all areas of the school. Through high quality, teaching and learning students will make the progress that matches their potential, and develop their love and passion for learning. Teaching and Learning will be fully supported by internal and external Continued Professional Development (CPD) and a robust Performance Management process with aspirational objectives for all teachers. Our policy promotes the expectations of our Shirley Learning Journey and incorporates fully and consistently the values of a Shirley Learner.

Through our vision, values and learning journey we want all students to fulfil their potential and become successful global citizens with the belief they can be the best in the world at whatever they want to achieve

#### We aim to:

- Challenge all students to fulfil their potential in all aspects of their lives;
- Provide opportunities for all students to achieve academically, morally and socially;
- Provide a safe environment for all to strive for excellence;
- Work in partnership with students and families;
- Provide the best education possible for our talented and diverse community;
- Offer a broad curriculum that meets the needs of all our students.

#### Implementation

To deliver the teaching and learning expected throughout the school all lessons must meet the expectations of the Shirley Learning Journey. It is the expectation that staff plan, mark and teach to the highest quality to ensure consistency throughout the school in all departments.

The Expectation	For Learners	For Teachers
High Expectations	Attitude meets expectations of the teacher  Active participation in the lesson  Consistent self-challenge	Clear seating plan  Promotion of high expectations  All learners stretched and challenged
Learning and Progress	Understand how learning links together  Response to marking demonstrates progress	Clear sequence of learning which demonstrates progression



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

	All set tasks are completed by the deadline provided	Marking and feedback clearly evidence progress  Tasks and opportunities promote a high level of student productivity
Input	On task and well behaved  Excellent presentation of work  Engaged in learning and making contributions  Demonstrate respect towards peers and teacher  Arrive at the lesson ready to learn	Use of higher-order thinking questions  Encourage student-led learning and independence  Monitor and reinforce high expectations of presentation  Relevant subject knowledge and well planned lesson evident  Well-paced lesson differentiated to meet the needs of all learners and cover content and skills
Retrieval	Can retrieve learning from previous topics  Complete all retrieval practice activities	Opportunities for retrieval practice embedded  Opportunities for retrieval gauge learning from / last lesson / last week / last month / last term / last year
Connections	Make connections between topics and subjects  Use subject specific vocabulary across the curriculum  Connect learning to potential future careers	Include and promote language for life and opportunities for wider reading in order to enhance cultural capital  Include and promote maths across the curriculum (wherever possible)  Promote career opportunities (where appropriate)
Consolidating Progress	Articulate what has been learnt and how it links to prior learning  Demonstrate knowledge in all forms of assessment	Use of plenaries  Continuous assessment of learning



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

	Prepare for future learning with teacher guidance	Challenge students to prepare for future learning through independent tasks
--	---	---

Policy will be monitored by middle leaders, lead practitioners and senior leaders. This monitoring will take place via:

- Line management meetings;
- Lessons observations;
- Department deep dives;
- Learning walks;
- Book scrutinies;
- Student voice.

Teachers are also able to gain informal feedback via the schools learning partners' cards.

Bespoke and specific CPD will be offered throughout the year and will support and reinforce all areas of the Shirley Learning Journey. Internal expertise will be provided through Middle Leaders, Lead Practitioners and Senior Leaders.. External support will also be offered to departments and staff that have requested support or might benefit from additional specialist input.

### **Marking and Assessment:**

Students' work will be marked in line with the school marking and feedback expectations. Students will be assessed regularly within lessons and the data collected will be used to track progress and help to identify strategies to help all students to develop. In line with the school assessment calendar Key Stage 3 (Year 7, 8 and 9) will have data reported once per term. Key Stage 4 (Year 10 and 11) will have formal exams twice per year and two additional optional data collections. Key Stage 5 will have 3 data collections and additional information collected to support UCAS applications.

### **Homework:**

- All homework should be set in accordance with the school homework policy;
- All work will be marked in line with the school marking and feedback policy;
- Students should get the opportunities to respond to feedback and make improvement based on the feedback given.

### **Impact**

- Students develop an interest and passion for the subject they are being taught;
- Student demonstrate their cultural capital development and connections between topics and subjects;
- Students are engaged in their lessons and their learning;
- Students articulate their aspirations and take the opportunities provided to achieve their potential;
- Students engage in extra-curricular and extended learning opportunities due the high quality teaching and learning they receive;
- Students link the Shirley Learner values to their lessons and display them consistently throughout their learning;



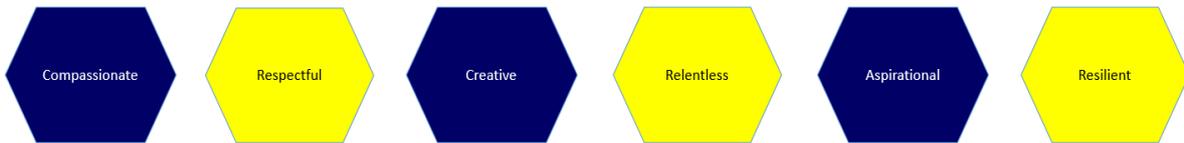
## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

- All lessons are planned and delivered to meet the needs of all students;
- Students are actively involved in their learning and produce high quality work and maximise productivity;
- Outcomes of all learners are in line with the expectation of the school;
- Identified gaps are reduced through differentiation, engagement and the consistency of policy implementation throughout the school.

We want all at SHS to believe in and maintain the values of our school:





## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### The Shirley Learning Journey

The Expectation	What does it look like?	
	FOR LEARNERS	FOR TEACHERS
<b>High Expectations</b>	Attitude meets expectations of the teacher	Clear seating plan
	Active participation in the lesson	Promotion of high expectations
	Consistent self-challenge	All learners stretched and challenged
<b>Learning and Progress</b>	Understand how learning links together	Clear sequence of learning which demonstrates progression
	Response to marking demonstrates progress	Marking and feedback clearly evidence progress
	All set tasks are completed by the deadline provided	Tasks and opportunities promote a high level of student productivity
<b>Input</b>	On task and well behaved	Use of higher-order thinking questions
	Excellent presentation of work	Encourage student-led learning and independence
	Engaged in learning and making contributions	Monitor and reinforce high expectations of presentation
	Demonstrate respect towards peers and teacher	Relevant subject knowledge and well planned lesson evident
	Arrive at the lesson ready to learn	Well-paced lesson differentiated to meet the needs of all learners and cover content and skills
<b>Retrieval</b>	Can retrieve learning from previous topics	Opportunities for retrieval practice embedded
	Complete all retrieval practice activities	Opportunities for retrieval gauge learning from / last lesson / last week / last month / last term / last year
<b>Connections</b>	Make connections between topics and subjects	Include and promote language for life and opportunities for wider reading in order to enhance cultural capital
	Use subject specific vocabulary across the curriculum	Include and promote maths across the curriculum (wherever possible)
	Connect learning to potential future careers	Promote career opportunities (where appropriate)
<b>Consolidating Progress</b>	Articulate what has been learnt and how it links to prior learning	Use of plenaries
	Demonstrate knowledge in all forms of assessment	Continuous assessment of learning
	Prepare for future learning with teacher guidance	Challenge students to prepare for future learning through independent tasks



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### Teaching and Learning

#### Lesson observation cycle and process notes.

##### Appendix Notes:

- Department Dives: These will be part of the lesson observation cycle and will take the place of a formal observation should a dive happen in your department. No additional demands will be made of the teacher. Department Dives will look at the quality of teaching, learning, and marking and student response. Any member of staff not yet achieving the school expectations will be observed again within the lesson observation cycle and this will count as the second observation of that cycle.
- Continued support will be offered throughout the lesson observation cycle to ensure that all staff have the resources and strategies to improve any areas that have been identified against the expected standards. Staff that require any level of support will be given advice and feedback to ensure that future lesson observations meet the standards expected. Once this is achieved, staff will return to the start of the lesson observation process. Should two further lesson observations not meet the school expectation (within a rolling 12-month period) staff previously on support will return to the stage they were on when they came off the lesson observation cycle.

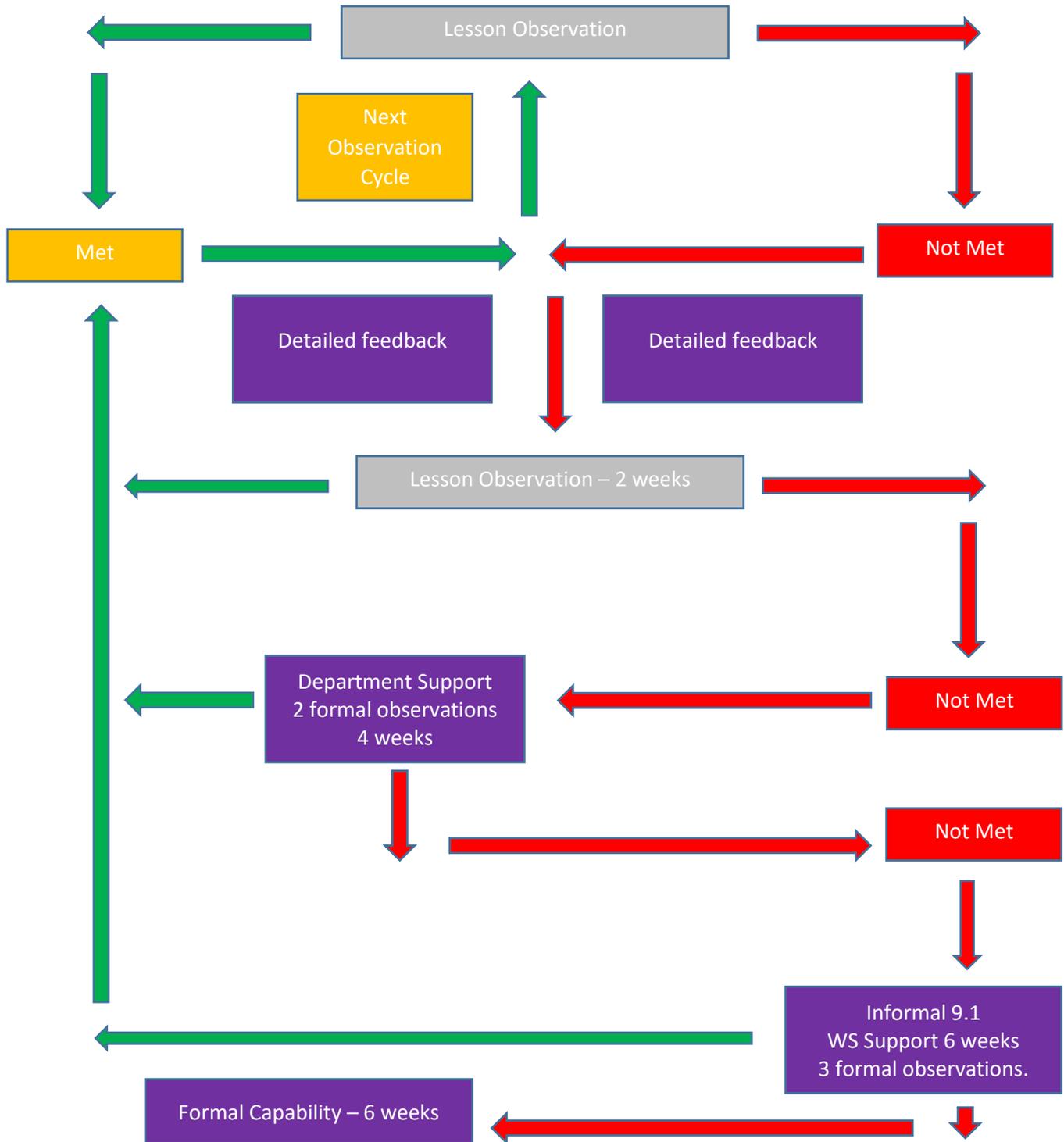


**SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE**

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

**Lesson Observation Flowchart:**





**SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE**

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

*As a Shirley Learner I am:*

