



## 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

The intent of our policy is to consistently provide high-quality teaching in all areas of the school. Through high quality teaching, students will make the progress that matches their potential and develop their love, passion and curiosity for learning. 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.

Student Productivity and Engagement	
Teachers set a clear learning objective	Students understand what they are learning and why
Teachers use a variety of interactive teaching methods and use technology effectively	Students are engaged and motivated
Teachers promote collaboration by facilitating group or peer work	Students are encouraged to actively participate
Teachers are enthusiastic regarding their subject and lesson	Students are inspired and interested in their learning
Behaviour for Learning	
Teachers genuinely have high, clear expectations and consistent routines in the classroom	Students demonstrate positive behaviour
Teachers apply the behaviour policy consistently	Students learning is not disrupted by others
Teachers foster a positive, supportive and inclusive learning environment	Students express their ideas with confidence



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Teachers recognise and reward positive behaviour with praise and house points	Students feel valued and repeat positive behaviour and efforts
Teachers build a positive working relationship with pupils	Students feel they can express their feelings and challenges leading to improved mental health and academic outcomes
<b>Assessment for Learning</b>	
Teachers encourage students to reflect on their learning and respond to targets provided	Students learn how to identify their own areas for growth and take ownership of their learning process
Teachers identify learning gaps and plan subsequent lessons accordingly.	Students are able to catch up on the areas missed from the curriculum
Teachers provide timely and constructive feedback to students	Students recognise their strengths and areas for development resulting in improved understanding and performance
Teachers constantly check that all pupils have understood the learning	Students have an improved comprehension and retention of the subject.
<b>Teacher Input</b>	
Teachers are organised and all aspects of the lesson have a purpose	Students understand why they are learning and are more engaged with their learning
Teachers have high and detailed subject knowledge	Students are challenged and access a deeper understanding of the subject.
Teachers give clear instructions and explain with clarity using visual aids where required	Students grasp complex ideas and retain them
Teachers connect learning to students' backgrounds, interests and current affairs	Students can relate to their learning and are more engaged
Teachers plan and address misconceptions	Students overcome common misconceptions and avoid making the same mistakes
Teachers link learning to exam specification	Students access all content and achieve their full potential
<b>Adaptive Teaching</b>	
Teachers adapt instruction to meet diverse learning needs	Students of all abilities can access the tasks and make expected progress
Teachers ensure that work and tasks challenge all learners	Students are always challenged
Teachers provide scaffolding, breaking down complex concepts into manageable parts for less able students	Students feel supported and gain confidence in completing tasks
Teachers use a variety of questions styles to address individual students' needs	Students engage with personalised learning



Teachers provide model answers	Students are given a visual or verbal example of what they are expected to produce
<b>Student Progress</b>	
Teachers provide regular feedback	Students understand how to improve their work
Teachers interleave learning and build on knowledge that has already been learnt via an appropriate curriculum	Students can link new concepts to existing knowledge making learning more meaningful and easier to understand
Teachers show students how to work independently.	Students take ownership of their work, manage their time effectively, analyse problems and develop solutions without relying on support, increasing their resilience

This policy will be monitored by middle leaders, lead practitioners and senior leaders through,

- Line management meetings
- Learning walks
- Book looks
- Student voice
- Lesson Observations

Teachers are also able to gain informal feedback via the school's Steplab platform.

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. 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.



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### Impact

- Students develop an interest and passion for the subject they are being taught
- Students 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
- All lessons are planned and delivered to meet the needs of all students;
- Students are actively involved in their learning and product 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:

