



**SEXEY'S**  
SCHOOL

*Working together with a determination  
to be exceptional in all that we do*

# ***Teaching and Learning Policy***

**September 2021**

Signed:

Headteacher

<b>Date of Policy</b>	1 <sup>st</sup> September 2021
<b>SLT Lead</b>	Assistant Head Teaching and Learning
<b>Date of next review</b>	July 2022

## **SCHOOL ETHOS AND VALUES**

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

## **COVID-19 RESPONSE**

During the period of time that schools are operating in a way that is different to pre-COVID-19 we will make certain adjustments to policies and procedures. Any adjustments will be made will have these key principles:-

- Reduce the risk posed to all members of the school community due to COVID-19
- Focus on staff and students well being
- Maintain a strong focus on consistently high teaching and learning inside and outside the classroom
- Students are not disadvantaged by experience, opportunity or resource
- Commitment to embedding the 7 core values of the school

This policy has been reviewed and aligned to the whole school response to COVID-19

## **AIMS OF POLICY**

- To ensure high quality teaching and learning for all students.
- Provide a framework for the teaching of exceptional lessons within which there is flexibility for subject specific expertise.
- To promote consistently high levels of teaching.
- To raise attainment by integrating metacognition strategies within all lessons.
- Share good practice and provide other references to support the planning of exceptional lessons.
- To provide a bespoke CPD programme and clear procedures to support the on-going development of teaching staff.

## **SEXEY'S PRINCIPLES OF TEACHING AND LEARNING**

Sexey's School believes that all students are entitled to receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential. Constant review and evaluation of best practice is essential for the effective and engaging delivery of lessons. Our key principles of teaching and learning have been guided by the latest pedagogical literature and research with the impact being evidenced by the Education Endowment Foundation. These are:

- High expectations for Behaviour of Learning
- Making it stick
- Quality of Instruction
- Responsive Teaching
- Effective Feedback
- Subject Mastery

## **CONSISTENCY IN EXPERIENCE - SEXEY'S LESSON STRUCTURE**

Teaching and Learning is guided by the Sexey's Lesson Structure, which is an evidence-based format that maximises the progress of all students in all lessons. The Sexey's lesson structure forms the basis of all lessons at the school. This school wide 'system' is for teaching with commonality in all lessons. This structure provides consistency in experience for students.

Teachers teach within the framework of the Sexey's Lesson Structure; however, the methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson. Within the Teaching and Learning handbook there is further guidance on the Sexey's Lesson Structure.

The teacher instruction phase (20 minutes) and deliberate practice phase (20 minutes) can be delivered as two distinctive and defined phases in the lesson, or can be 'chunked' to allow a more blended approach to the lesson, this will be determined by the teacher, subject and topic. What is important is that there is dedicated and recognizable time spent on both. Both of these hold vital importance in a lesson both the teacher instruction to teach the students and deliberate practice so students can apply their learning.

Through use of the Sexey's lesson structure and key essential elements based on evidence based research and best practice models, we ensure all students access consistently high quality learning experiences.

### **Key elements**

- Low stakes quiz – questions divided into 3 sets of questions and timer displayed
- Sharing of Learning Objectives and the Big Picture with students, which are visually displayed to students
- Consistency in lesson structure
- Explicit teaching of tier 2 and 3 vocabulary, that is also displayed in the lesson
- Teacher Instruction – uninterrupted sharing of knowledge including the Big Picture
- Deliberate practice so students can apply their learning and teachers can provide live feedback and monitor learning and progress
- Plenary – where lesson learning objectives are revisited so students and teachers are aware of learning achieved and use this to inform next steps planning and support.

Within subject areas, a recognizable PowerPoint is used to support the consistency of experience for students. Exemplar templates are available from the Assistant Head Teaching and Learning or in the Teaching and Learning Handbook.

Teachers should refer to Appendix 1 for clarity on ensuring consistency in experience.

### **Practical lessons**

For practical lessons that require a particular time frame to complete the learning e.g. Food Tech, or include movement time e.g. PE there is an understanding that the lesson structure will have a variation to best accommodate the learning.

### **Student engagement**

The active engagement of students is essential if the teaching and learning process is to be successful. This requires the use of a range of teaching methods in order to:

- Support students to **plan, monitor and evaluate** their learning.
- Enabling students to **activate prior knowledge**.
- **Modelling** the task being undertaken.
- **Scaffolding** tasks to support **differentiation** and **challenge**.
- Set an appropriate level of **challenge** to develop the progress made by all students.
- Facilitate both **guided** and **deliberate practice**.

## **SUPPORTING TEACHING AND LEARNING**

The priority of the school remains the sharing of best practice and the continued opportunities to develop teaching practice. We do this through a range of mechanisms.

### **Developmental Drop In**

Developmental Drop In (DDI) is an entitlement for all teaching staff that provides continued opportunities to develop their teaching practice. DDIs are in place of high-stakes, low-frequency lesson observations. DDIs will not form part of the appraisal process.

- DDI themes are shared in advance through focus weeks.
- DDI will be for approximately 10 - 15 minutes.
- During each DDI the observed teacher will have one actionable step related to Sexey's principles of teaching.
- All teachers will have a regular DDI with bespoke feedback being provided within 2 days of the DDI.
- Staff will receive feedback that will provide information relating to their good practice and an actionable step to support further development. The actionable step may vary depending on the part of the lesson observed that may also vary – this would need to be tracked and monitored separately.

### **Performance Management Lesson Observation**

At a time agreed between an appraiser and the teacher, a lesson observation will take place during the summer term. Face-to-face feedback will follow soon after the observation and written feedback will document the observation. The lesson observation will take place following a substantial period of DDIs and CPD experiences and will provide teachers with the opportunity to showcase their teaching strengths. Information from observations will be recorded and will be used to assist with the appraisal process.

## **SUPPORTING EXCEPTIONAL TEACHING**

### **Teaching and Learning Meetings**

There will be regular Teaching and Learning CPD sessions throughout the academic year. The key purpose of these meetings is to provide an opportunity to further develop the quality of teaching and learning at Sexey's through a collaborative, evidence-based approach.

### **CPD Sessions**

Teaching and Learning will be a focus of the CPD programme with sessions run in a rotational cycle of meetings. The Teaching and Learning CPD sessions will feature a single lead agenda item linked to the Sexey's Principles of Teaching and Learning. 'High expectations of behaviour for learning' will be integrated into the Teaching and Learning programme but will also form part of Year Team and Faculty meeting agendas. All Teaching and Learning meetings will provide opportunity for colleagues to contribute to the CPD programme whilst further supporting on-going professional learning.

## **TEACHING ASSISTANTS AND COVER SUPERVISORS**

The Teaching Assistants at Sexey's play essential roles, contributing their skills in helping students to progress, learn and develop into successful members of our community.

Cover supervisors are integral members of the Sexey's community. The contribution that they make to Sexey's School is essential in order to allow for the sustained progression and development of our students. Cover supervisors and TAs are welcome to attend all Teaching

and Learning CPD sessions where they will have the opportunity to contribute to the CPD programme whilst further supporting their on-going professional learning.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

To ensure the effective and rigorous implementation and monitoring of the policy.

### **Leadership Team**

- To provide appropriate support, training and resources for faculties, subject areas and individual staff;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

### **Heads of Faculty**

- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy;
- To monitor and evaluate consistent delivery of the policy at faculty and subject level;
- To provide appropriate support to team members by providing training materials or advice and guidance;
- Support staff to take risks in new teaching methods.

Consistency is one of the key goals and the Assistant Headteacher, Teaching and Learning will need to produce a plan to discuss with the Head of Faculty to address any issues or inconsistencies found within the faculty.

### **Teaching Staff**

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective pace and challenge in all lessons and where the learning needs of all students are met.

- To ensure that their own teaching meets the national Teachers Standards;
- To implement this policy by planning and delivering high quality lessons in line with the Sexey's Lesson Structure;
- To have a growth mind set, be willing to take risks;
- Actively seek to reflect on their practice;
- Work collaboratively with colleagues to share best practice and improve teaching.

### **All Staff**

To be aware of the principles of the policy and how they can contribute to it.

### **Students**

- To work positively within lessons to enable staff to implement the policy effectively;
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework.

### **Those with parental responsibility**

To support the policy of the School, in line with the Home-School Agreement, by providing support for students/children at home, allowing them to continue to develop their learning effectively.

## **QUALITY ASSURANCE OF TEACHING AND LEARNING**

Members of the Leadership Team, Curriculum Leaders, Head of Years and other post-holders will quality assure aspects of teaching and learning at Sexey's through:

- Learning Walks.
- Book Looks.
- Student Voice.

#### **LINKED POLICIES**

- Curriculum
- Quality Assurance
- CPD

#### **POLICY REVIEW**

This policy will be reviewed annually

## Appendix 1: Ensuring consistency in quality of experience for students

**Issued: September 2021**

To support in ensuring we have consistency in quality of experience and opportunities below are the whole school expectations for feedback, checking and assessment of students work across the whole academic year. The quality assurance of the consistency of experience of students sits with the Heads of Faculty initially, supported by the Senior Leadership Team.

### Key Stage 3 - Year 7, 8, 9

Subject	Verbal feedback	Peer feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback <i>Either combination of whole class and individual or just individual</i>		Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks	Formal Exams Y / N
				Combination of Whole class written feedback using recommended template & Individual written feedback	Individual written feedback by teacher			
Maths	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y

English	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
Science	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
History / Geography	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
French	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
RE / Art / Music / Drama / IT / Photography / DT / Food	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	2	At least 1 a term	Y

### Key Stage 4 - Year 10 and 11

Subject	Verbal feedback	Peer feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback <i>Either combination of whole class and individual or just individual</i>		Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks	Formal Exams Y / N
				Combination of Whole class written feedback	Individual written feedback by teacher			

				<b>using recommended template &amp; Individual written feedback</b>				
All GCSE / BTEC L2	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
Core RE	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	0	0	N

### Sixth Form - Year 12 and 13

Subject	Verbal feedback	Peer feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback <i>Either combination of whole class and individual or just individual</i>		Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks	Formal Exams Y / N
				Combination of Whole class written feedback using recommended template & Individual written feedback	Individual written feedback by teacher			
All BTEC L3 /	Each lesson	As regularly as is appropriate	At least once every 6 hours of lessons	At least once every 6 hours of lessons either	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y

A Level examined subjects		and supports learning		WC or I (alternating)				
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