



Gartree High School

Teaching and Learning Policy

Aim

As part of our commitment to raising attainment we have placed the teaching and learning agenda firmly at the heart of our school. We believe that good teaching which promotes learning, progress and enjoyment is the key to raising standards. As such we aim to ensure that every pupil has access to a high quality education which will allow them to maximise their full learning potential

Pupil Experience

At Gartree a pupil must experience every day in every lesson the following:

- To experience motivating, challenging, and engaging lessons every day
- To have all their individual needs met. Including; SEN/EAL/G&T/FSM
- To have an understanding of what the lesson is about, why it is being taught and what the outcome may look like.
- To have appropriate, planned support in lessons from the teacher and LSA's.
- To have their work marked regularly with constructive feedback that clearly explains how they can improve using AfL.
- To have regular homework that consolidates learning and stretches and challenges the pupil.
- To be treated with respect and experience the values we believe in.

Teacher expectations

Teachers at Gartree should strive to deliver high quality teaching and learning.

To achieve this, teachers must

- Arrive at lessons on time to meet the class at the door and set the standards for the lesson.
- Dismiss the class at the end of the lesson when the bell is sounded
- Model the attitude, behaviour and manners we expect from our pupils

All lessons will be

- Engaging, challenging and motivating
Evidence – Lesson observations, teacher planner, student council,
- Have short and long term planning that is informed by the progress and attainment of pupils in lessons.
Evidence - teacher planner and SoW.
- Use clear L.O. that are understood by the pupils so that they are aware of the lesson's aims and how they are going to progress.
Evidence - teacher planner, lesson observations and marking

- Planned using of pupil's flight paths to inform planning and teaching of pupils
Evidence - teacher planner, lesson observations and marking
- Planned so that teaching fully utilises LSA's in lessons
Evidence - teacher planner, lesson observations
- Use of AFL to inform planning and pupil progress
Evidence - teacher planner, pupil's work, lesson observations

All lessons will have

- Evidence of formative marking and constructive dialogue with pupils.
Evidence – teacher mark book and pupil books and folders.
- Evidence of regular setting and marking of H/W
Evidence – staff and pupil planners and mark books.

Teacher support

We aim to support colleagues to achieve these expectations by:

- Providing quality in house training focusing annually on a specific aspect of teaching and learning but at the same time ensuring that personalised professional development pathways are also available.
- Organising opportunities for colleagues to work collaboratively to share good practice.
- Allowing colleagues to attend external training which is specifically linked to their Performance Management targets or Subject Improvement Priorities.
- Providing coaching and mentoring where appropriate.

Quality Assurance

In order to ensure high quality teaching and learning the Senior Leadership Team and Curriculum Leaders aim to work in collaboration to constantly review our provision and practice so that we are able to assure quality standards and to drive forward improvement. To support this process of self-evaluation and self-challenge we have devised a robust monitoring schedule: including learning walks, joint lesson observations, PM observations and bi-annual departmental reviews.

Pupil Expectations

- Arrive on time with equipment for lessons.
- To always try your best and focus on the work within lessons and follow the learning route.
- Never to disrupt the learning of others in school.
- To complete H/W on time when it is set by teachers.
- To respect the school, teachers, each other and all the other staff who work at Gartree.
- To be sensible within the school and keep the building tidy.

Remote learning

Government guidance in response to the pandemic means that students and teachers may find themselves at home isolating for extended periods during term time. The principles on the quality of lessons and student experience remain the same. We aim to support high quality remote learning in the following ways.

- All students and teachers have been trained in the use of One Drive, MS Teams and email. This allows work to be easily sent and received between teachers and students.
- Where students do not have access to the internet from home, we will either provide a device on loan, or arrange for hard copy work for the student.
- For extended isolating periods, students will be expected to follow the school timetable from home and be available to work at normal lesson times wherever possible.
- Where they have sufficient notice of isolation, teachers will ensure work is available online by the start of all lessons. This may be delivered in a variety of formats.
- Where teachers are isolating but able to work, they will continue to provide suitable and engaging work for their classes. This may be delivered by a cover supervisor, or remotely through a live stream by the teacher.
- Teachers are aware of safeguarding issues raised by approaches such as live streaming and class chatrooms