



ST. SAMPSON'S HIGH SCHOOL

Teaching & Learning
& Quality Assurance
Policy

Last Review Date:	September 2024
Reviewer:	ECS
Next Review due:	September 2025

Teaching & Learning & Quality Assurance Policy

1. Introduction

1.1. Rationale:

All lessons should be challenging, enjoyable and successful.

1.2. Purposes:

- 1.2.1. Explain how to create an environment at our school where pupils learn best and love to do so
- 1.2.2. Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- 1.2.3. Promote high expectations and raising standards of achievement for all pupils in our school

Guidelines

2. Our Guiding Principles

Vision Statement

“At SSHS we are Successful, Supportive, Happy Society learning together. We excel whether in academic subjects, art, design, music or sport. We are safe and have the right to be protected from being hurt or badly treated. We voice our opinions respectfully, they are listened to and taken seriously. We work together as a whole community to create a great learning environment. We uphold each other’s rights through respect, encouragement and equality.”

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

- 3.1. Curriculum maps and Schemes of Learning should be available for all subjects specifying aims, content, methodology and stepped assessment opportunities, tier 2 & 3 vocabulary and any opportunities where

digital technology may be utilised.

We should be clear about what knowledge and skills we want our students to learn. Learning should include short and long term plans. Subject Leads / 2nd in departments are responsible for ensuring that SOL are in place. We would encourage departmental shared planning and resources. Department time should also utilise time to work on this and share good practice. Lessons should be adapted as appropriate for learners and consider all needs including SEND in line with the ALN code of practice. Schemes of Learning / Curriculum maps should have clear links to Diversity and Inclusion and SMSC opportunities. The Curriculum should allow for retrieval of prior learning using Do Now starter tasks and should inform students of the VIP's (Very Important Points) to be retained from the lesson, whilst building foundations for future learning.

- 3.2. Heads of department will work alongside curriculum alignment leads to ensure their curriculums align with all schools across the partnership.
- 3.3. Teachers should have a secure knowledge of all learners and their abilities. Teachers should be familiar with student starting points and progress. They should understand the background and context of all learners. Teachers should also be familiar with ALN records and the new ALN code of practice.
- 3.4. Every class should have a seating plan. Classcharts can support the creation of these which will also work to their student profile and provide important SEND information. Seating plans should also be available when staff are covering lessons. The support guide for using Class Charts is in the staff links portal under professional development.

4. Teaching Strategies and Learning Expectations:

4.1. Students begin the lesson with a "Do it now" activity that is relevant to their learning which uses tier 2 and or three subject specific vocabulary and could include retrieval questions from previous lessons to aid recall of key knowledge

4.2. The learning intentions of the lesson should be explicit. Students should be aware of what they will be learning and these should be revisited throughout the lesson. These will also form the basis of clearly communicated VIP's that students should be expected to learn during the lesson

4.3. The success criteria should be explicit so that students know what is expected of them and can assess their own progress against them.

4.4. The flow of the lesson is important. We also encourage learners to be stretched and challenged in our lessons

4.5. Learners of all abilities should have the opportunity to make progress

4.6. The lessons should have pace and focus.

4.7. Teachers should be aware of and responsive to the needs of individuals by using a variety of adaptive teaching techniques as and when appropriate

4.8. Lessons should be challenging with the use of targeted and open questioning. Cold Calling will also help

engage learners and avoid them becoming passive learners. Students should be encouraged to develop their own questions.

- 4.9. Teachers should be proactive in their support of students at all times, for example by circulating and prompting as necessary.
- 4.10. Teachers must insist on high standards and follow the behaviour policy.
- 4.11. Students should be expected to be involved and on-task throughout the lesson.
- 4.12. Activities should be varied and appropriate in line with curriculum content and the knowledge and understanding students are expected to gain and to optimise learning experiences
- 4.13. There should be opportunities for students to work independently, in pairs, groups or as a whole class. These will be easily communicated to the students by the teacher using our SSHS learning modes to signal changes to the activity and the expectations on the learner during these times
- 4.14. Students should be working harder than the teacher in lessons and we encourage challenging activities.
- 4.15. Homework should be an integral part of the course, be set regularly in accordance with the timetable, be clearly explained and recorded on Classcharts. Adequate time should be allowed for students to complete homework. Merits should be used to acknowledge good work and if a student fails to engage in homework that should also be recorded on classcharts. All work must be set on Classcharts so that students can see what they have been set and show a clear deadline. All students should be encouraged to use the library before school, at lunch (every day) or after school on a Tuesday and Thursday if they need some extra help. The link to the Homework policy is here: [Homework policy](#)
- 4.16. The plenary should refer to the intentions and success criteria and ensure that the learning 'sticks'.
- 4.17. Teachers should create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their ability.
- 4.18. Learning should be re-visited regularly to allow for good or better progress over time and allow for retrieval opportunities for learners.

Learning is not just an expectation in the classroom in subject lessons. Tutor time should also be an opportunity to start the day well. All students in year 7-10 will do tutor time reading 3 times a week with the tutor leading the reading and students engaging following their text.

4a: In the event of teacher absence

4a1.1. In cases of illness, staff are asked to comply with regulations laid down by the Education Office. To help in any necessary re-arrangement, the School Administrator, Mr Harris, should be contacted as soon as possible and no later than 7.30 a.m. on the first day of absence, and before 3.00 p.m. on each day of absence.

On the fourth day of any illness a Medical Note will be required from your GP and the green copy should be forwarded to Mr Harris. Any Sickness Benefit cheques received should be cashed by the payee and a deduction of this amount will take place from pay 4-6 weeks after sickness has taken place

4a1.2. All line managers must be copied into the emails so that they can clearly see what work is set and organise any work to be printed, copied ready for being in the teaching room.

4a1.3 All staff must be as clear as possible when setting work and it should have clear learning intentions and be able to be followed by a non-specialist. It is helpful if answers are provided for any tests that take place within class so cover teachers can help as much as possible with work. It is also really helpful if there is a pre-planned absence that a print out of the seating plan is taped to the desk. Electronic seating plans for cover lessons can be found in classcharts under the tab 'cover class' as well.

For all pre-planned absences all staff must use this template below making sure all aspects are filled in fully. We would request that this is also used when setting work when ill, however, if a member of staff does not feel well enough to set this much detail we would request that work is e mailed through to the HOD and PHS and they can then review work. Again, please be as detailed as possible so that good learning can take place in your absence.

4a1.4 In the event of long term absence, the HOD will set work for the classes and make sure materials are appropriate for the group and that a non specialist could follow the plans.

4a1.5 Requests for absence during the School day should be made in the first instance to the Principal. Should a member of staff become ill and / or needs to leave the premises for a personal reason they should see as a matter of courtesy the Principal or their Line Manager and Mr Harris for cover requirements with set work if at all possible for classes on that day.

4a1.6 Arrangements for Courses - Applications should be made to Assistant Principal in charge of CPD after conversation with the Line Manager; once agreed the signed form will be passed to the School Administrator by the Assistant Principal in order for cover to be arranged. Clear instructions for any cover requests including work to be set and a copy of the seating plan should be made available prior to the absence. As this is a planned absence, arrangements for duties should be swapped with a colleague where this isn't in place; the person attending the course should notify the school administrator. The Cover Lesson Plan template above should be used so that all work is set in advance. Any materials needed for the lesson should also be prepared and ideally left in the teaching room (or with the HOD) in preparation for the cover teacher to follow.

Any duties missed should be swapped where possible and if not able to be please inform PHS.

5. Management of Behaviour:

5.1. Teachers should be firm and fair with regards to managing behaviour and consistent in following the [Behaviour Policy](#)

5.2. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Warmly greet all students at the threshold of the class room at the start of each lesson.
- Provide a "Do Now" task that is linked to prior learning which uses tier 1 and or two subject specific vocabulary at the start of the lesson and students will do this in silence.
- Use Learning modes:
 - Quality audience
 - Individual learning
 - Paired learning
 - Ready to read
 - Assessment conditions
- Lessons will end with students standing behind their chairs and dismissed row by row.

6. Display:

- 6.1. Displays that are stimulating, varied, smart and relevant should be used with consideration for reducing students' cognitive load
- 6.2. Student work should be a key part of displays and they should represent students of all abilities.
- 6.3. Keywords (Tier 2 and 3), relevant to the topic being covered, should be displayed and we would encourage display of any relevant Knowledge Organisers.
- 6.4. Displays should be changed at least twice a year and should always support learning and modelling of work.
- 6.5. All departments should have subject specific keywords displayed prominently
- 6.6. All departments should have posters displaying strategies for decoding academic language (tier 2 vocabulary) and exam question command words

7. Quality Assurance: Monitoring and Evaluation of Teaching and Learning.

7.1. Aims:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To evaluate the performance of individual teachers against the Teacher Standards and HQIP essentials for educators and check that high standards of professional performance are established and maintained

- To identify group and individual training needs across the teaching and support staff and drive the CPD programme

7.2.

- Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.
- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives.
- Take an active part in sourcing and completing relevant CPD opportunities.
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.

7.3. Review of teaching and learning is on-going and regular, and will involve a variety of activities, including but not limited to

- DDI's
- Learning Walks
- Line Management meetings
- Pupil Book looks/work scrutiny
- Student Voice
- Staff Voice
- Departmental reviews/deep dives
- External reviews

7.4 Subject Leads should ensure that Homework is being set by all teachers within the department in line with school [policy](#) and clearly evident in pupils' work. The work should have clear links to learning in the lesson or prepare students for the next lesson. This does not have to be written work but Knowledge Organisers could be used in addition to sentence builder, retrieval quizzes, carousel or similar in line with school and SSP policies

7.5 The Subject Leader, HOY and SLT are expected to monitor all aspects of quality assurance for the areas of which they have responsibility.

7.6 There may be times where additional monitoring is required, for example, where a teacher has been identified having weaknesses in their teaching practice. If this is the case, a time limited informal support plan will be recommended. This action is meant to be supportive of the staff member. The plan must specifically outline the area(s) of weakness. The support may include for example, mentoring or coaching, lesson observations, learning walks, work sampling and/or CPD. It will be evaluated by the person named on the plan and progress will be discussed with the teacher at the end of the support period. If the informal plan concludes and there is deemed to be a lack of progress there is likely to be a further meeting to discuss these weaknesses and it may be necessary to introduce formal capability procedures.

7.7 Should formal procedures be needed, the school and HR would recommend the use of the established staff capability procedures [Employee Information - Capability Procedure](#) due to the

7.7 Should formal procedures be needed, the school and HR would recommend the use of the established staff capability procedures [Employee Information - Capability Procedure](#) due to the clarity of process for both parties, but the teacher has the right to work with the Education conduct and capability procedures found here [STATES OF GUERNSEY \(gov.gg\)](#) . Prior to any formal process an agreement will be sought to decide which procedures the colleague wishes to proceed.

8. Continuous Professional Development

8.1 We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar. We recognise the importance of subject specific CPD as well as whole school learning opportunities and have therefore built department specific CPD opportunities into the self-evaluation process.

8.2. Teachers are expected to:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss and peer review learning and teaching in Department Development time to share good practice, making use of the open-door policy.
- Actively engage with the whole school CPD programme
- Actively engage with department specific CPD in department time
- Actively engage with the Secondary School Partnership CPD programme
- Plan their own CPD programme in conjunction with their Line Manager