Chelmsford County High School for Girls

Teaching & Learning Policy

Approved by the Governing Body: 1st November 2023

Deleted: 23rd October 2019

CHELMSFORD COUNTY HIGH SCHOOL for SCHOOLS

Teaching and Learning Policy

At Chelmsford County High School for Girls, we are committed to pursuing excellence in Teaching and Learning, and so, offering an outstanding experience for every one of our students. Our curriculum is ambitious, rich, and challenging and we are continually looking for ways in which we can deliver highly academic subject content in a research-engaged, dynamic, and successful manner for all students.

We take a holistic view of education, which ensures that our Teaching and Learning strategies and our Pastoral support and services are closely linked to ensure that barriers to learning are challenged and overcome.

We are leaders in girls' education and engage, as a founding member, with the International Coalition of Girls' Schools (ICGS). The work of ICGS is to advance the mission of girls' schools. Girls' schools play a vital role in educating and empowering girls, which is essential to overcoming our world's greatest challenges, from climate change to human rights, from global health to sustainable human development. The purpose of ICGS is to nurture the girls who will become the indispensable women leaders of tomorrow. We, at CCHS, engage with the work of the ICGS and demonstrate our commitment to excellence in girls' education and empowerment through our Teaching and Learning practices and opportunities.

AIMS & OBJECTIVES

The Teaching and Learning Policy provides the framework for the delivery of the school's curriculum and ensures that students:

- experience high quality teaching and learning in all lessons
- feel supported in their lessons
- work with varied groups of students
- experience a level of challenge appropriate to their ability
- experience a variety of pedagogical approaches in their lessons
- are aware of the assessment criteria for set tasks
- have opportunities to assess their own work and the work of their peers
- are exposed to high quality learning resources
- are given the opportunity to reflect on their learninghave equality of opportunity through the delivery of the curriculum
- receive a broad and balanced curriculum through a range of subjects

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

From teacher training to educational leadership – we aim to nurture and inspire the teachers and school leaders of tomorrow through excellence in personalised training and development.

Aims

- sustain a coherent and modern CPD provision
- ensure excellence in current roles
- facilitate career progression

Developing Practice Through Research

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<#>are owners of their own learning¶

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We develop our Teaching and Learning practices through our own experience and reflections, as well as by engaging with academic research, on a local, national, and international level:

Engaged **Locally**:

- Chelmsford Teaching School Alliance (CTSA)
- Billericay Teaching School Alliance (BTSA)
- Saffron Teaching Schools Hub (STSH)

Engaged **Nationally**:

- Prince's Teaching Institute (PTI)
- National Association for Able Children in Education (NACE)
- Elevate Education

Engaged **Internationally**:

- International Coalition of Girls' Schools (ICGS, based in the USA)
- 'Advance Girls' research projects

INSET, Twilight CPD and Department CPD

We provide colleagues with four dedicated days of INSET, which are aligned with our School Development Priorities for the calendar year. Moreover, we offer six twilight sessions, also akin to our School Development Priorities. Colleagues are expected to engage with professional development and implement appropriate elements within their teaching practice.

Colleagues are also required to engage in professional development on a department level. The school allocates four hours of time for colleagues to collaborate and communicate in relation to key department foci. These professional development sessions are co-ordinated by the Subject Leader, around key areas of departmental development.

THE IMPLEMENTATION OF TEACHING AND LEARNING

Teachers:

- should engage with their professional responsibilities in accordance with the Teaching Standards.
  - In accordance with these standards, teachers should make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers should act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupil (DfE, 2023).
- will plan and deliver engaging and challenging lessons in accordance with schemes of work co-ordinated by their subject leader.
- provide learners with the opportunity to explore key concepts in stimulating learning environments.
- will engage with appropriate educational and pedagogical research, provided through continuous professional development opportunities, to enhance their teaching practice, and thus, the educational experience of their students.
- will provide students with regular examples of both summative and formative feedback as outlined in our assessment principles framework. Teachers will also give students the

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opportunity to address misconceptions identified through teacher feedback. The assessment of students' work will then inform subsequent planning.

- will provide students additional learning opportunities beyond the classroom, in accordance with our Homework Policy.
- share in the task of collectively planning the work of the department, as reasonably delegated to them, and have the responsibility for the delivery of outstanding quality lessons that are appropriately planned and then the assessed.

Subject Leaders:

- will co-ordinate the creation of a well-sequenced, broad and balanced curriculum that build knowledge and skills. Subject Leaders should ensure that their curriculum is built to ensure that students have the opportunity to develop their long-term memory in relation to key concepts over time.
- will ensure Teaching and Learning strategies are used to promote good student progress over time.
- will use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- will monitor progress across their subject by, for example, reviewing students' progress against a range of evidence and performance data. Subject Leaders should provide regular progress updates regarding the progress of their students to their SLT line manager.
- will support subject teachers with extending students learning beyond the classroom, in accordance with our Homework Policy.
- will provide colleagues the opportunity to develop their teaching practice, for example, through Department CPD, Peer-Observations and other development opportunities.
- will bare overall responsibility for Teaching and Learning in their departments.

Senior Leaders:

- will have an oversight of the planning processes for departments which the have overall responsibility.
- will take accountability for the teaching, learning and assessment practices of the departments for which they have overall responsibility of.
- will provide colleagues with the professional development opportunities to develop their teaching practices, and subsequently, provide a better learning experience for our students.

Students:

- should engage with all lessons and activities to the best of their ability.
- should engage with homework and home-learning, applying and developing key strategies introduced in lessons.
- should take opportunities to reflect on their learning and address misconceptions outlined by their class teacher.

MONITORING, EVALUATION AND REVIEW

The quality of teaching and learning is monitored in a variety of ways:

- Subject Leaders and SLT Line Managers monitor the quality of Teaching and Learning on a day-to-day basis through regular and planned monitoring of teachers' planning, use of resources, formal and informal observation of lessons, lesson visits and the scrutiny of students' work.

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<#>Departments use the principles of the CCHS Learner profile and some of the ideas discussed at the *TeachMeets*. Departments will aim to keep up to date with the latest research on the most effective pedagogy for their subject area.¶
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<#>SLT Line Managers have oversight of the planning processes for departments for which they have responsibility¶
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<#>Subject Leaders co-ordinate the writing of schemes of work and have responsibility for the quality of planning and delivery¶
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<#>Subject Leaders gather and publish schemes of work to all users. They should delegate planning appropriately between members of the department¶
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<#>All Line Managers have responsibility for the quality of teaching and learning within the departments that they manage¶
¶
<#>Subject teachers share in the task of collectively planning the work of the department as reasonably delegated to them, and have the responsibility for the delivery of outstanding quality lessons that are appropriately planned and then the assessed. The assessment of students' work will then inform subsequent planning.¶
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- Subject Leaders and SLT Line Managers evaluate the effectiveness of teaching and learning by analysing outcomes of internal and external assessments and intervene effectively.

- There is a planned programme of formal lesson observations through Line Management Observations, Whole School Observations, Peer Observations and Departmental Deep Dives. Every teacher observed a minimum of three times throughout the year.

- Subject Leaders are required to complete a department self-evaluation form (DSEF) at key intervals throughout the year. Subject Leaders will conduct an examinations analysis in the first term of the academic year, with various analysis taking place after key whole school data reviews. These findings will be provided to SLT line managers and discussed in department meetings.

- Following a formal process of examination outcomes analysis in September, SLT decide which subject areas to focus on to review teaching & learning practice and identify development points, in the service of improving performance and outcomes.

ASSESSMENT AND FEEDBACK

Our vision is to have a key set of principles for cohesive marking across the school, inspiring all students and facilitating academic excellence, personalised feedback, and individual support. Assessment feedback should enable learners to move forward in their learning.

All students should:

- have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in student's work.
- be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Teachers are encouraged to:

- use whole-class feedback strategies to reduce their workload.
- focus their feedback to key assessments, in line with this policy. Colleagues are not obliged to review all work undertaken by students. Teachers should follow a key calendar of assessments, as outlined by their Subject Leader.
- follow key guidance, as outlined, in our 'key principles for assessment' framework.

Subject Leaders should:

- ensure an appropriate assessment calendar is in place.
- provide guidance, expertise and where appropriate, professional development, in providing effective and impactful feedback.
- monitor the quality of assessment feedback through appropriate assessment and feedback reviews.

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