



## Teaching and Learning Policy

**Review Period: Annual**

**Status: Non Statutory**

**Next review: Spring 2021**

### Introduction

The Teaching and Learning policy at Sunnydown School has been designed in consultation with the staff and boys at the School. It is designed to ensure that there is consistency and a structure throughout all lessons (The Sunnydown 4), but at the same time encourages all teaching staff to express their individual skills and talent within their learning environment. It is also recognised that teaching and learning also takes place outside the classroom and staff are encouraged to take advantage of every opportunity throughout the school day (and beyond for boarders) to add to the learning experience at Sunnydown.

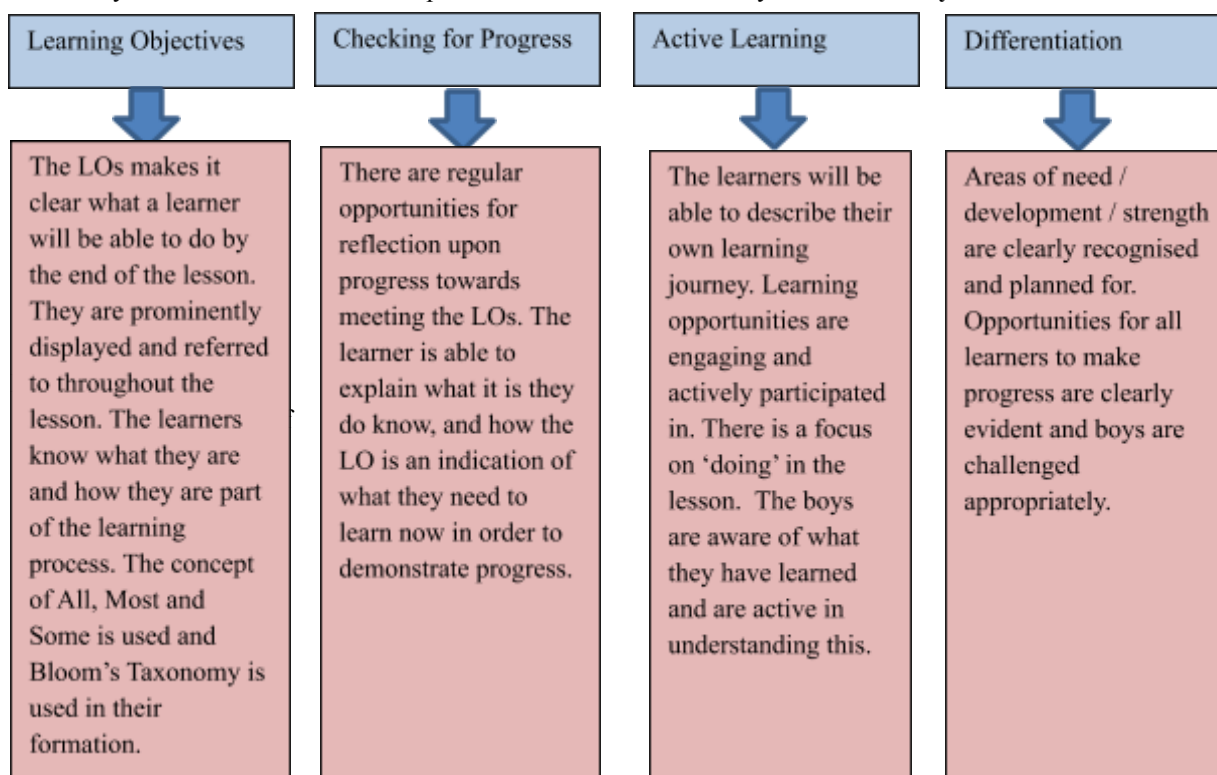
It is through this experience and a curriculum that is fit for purpose that we aim to develop the boys' 'Resilience', 'Independence', 'Co-operation' and 'Engagement' (RICE3) which is at the core of everything that we do at Sunnydown to prepare the boys for their next stage in life.

This policy should be read in conjunction with:

- Marking & Feedback policy
- Curriculum policy
- Assessment policy

### The Sunnydown 4

The Sunnydown 4 are the minimum expectations that should be clearly evident in **every** lesson.



- Teachers will be observed every term by the Deputy Headteacher (DHT) and supported by the Middle Leader with responsibility for teaching and learning.
  - Senior Staff performing observations may decide to observe some members of teaching staff more than three times. In this event, the member of staff will be informed and told why.
  - Staff may also wish to request further observations in support of their development. This may or may not be formally recorded.
- Peer observations are actively encouraged and staff are able to speak with the DHT who can help them to choose specific lessons to support their area of interest.
- Staff should be given at least 1 week prior notice to prepare for the observation.
- Staff being observed will be expected to show some evidence of planning. This could be in a variety of formats including spider diagrams, flow diagrams, lists etc.
- Staff should be given the opportunity to receive feedback on their lesson, both verbally and in the form of the agreed monitoring sheet, within the space of one week. One copy of the completed monitoring sheet will be given to the member of staff and one will be given to the DHT in charge of lesson observations. It is the responsibility of the teacher who has been observed to seek the feedback after the observation.
- Staff will have a discussion with their observer at the feedback session on the ‘Sunnydown 4’ as well as other aspects of the lesson.
- Staff are given a grade for each of the ‘Sunnydown 4’ to identify areas for focus their next observation. It also provides useful data to support peer observation. These grades are linked across to Ofsted criteria and grading boundaries.
- Senior staff who are observing lessons should be able to give staff feedback on how to improve lessons or to guide them towards examples of exemplary practice in the School.
- Staff should understand that Lesson Observations are a supportive action within the School and teachers are encouraged to ask senior staff to observe in lessons where they are experiencing difficulties in order to gain support in moving forwards with these classes/lessons.
- Staff should be given appropriate time to start activities and high quality plenaries to ensure that the classroom is a calm learning environment.

### **RICE3**

RICE is a concept in the School which encompasses everything that we do. It stands for **R**esilience, **I**ndependence and **C**o-operation. These terms are used as core life skills and as the Mission of the School. The 3 **E**'s at the end relate to **E**ncouraged, **E**mpowered and **E**nabled.

### **Learning Walks**

Members of the Senior Leadership Team will do regular learning walks at different times during the week. There will be a focus for the learning walks which staff will be made aware of. Senior members who are participating in the learning walk will also be looking at classroom environments in an attempt to ensure as much consistency and continuity as possible in the learning environment and that they are supporting literacy and numeracy strategies.

### **Student Voice**

The School Council is consulted on any major changes to the way that teaching and learning is delivered at Sunnydown.

### **SMSC/PSHE**

SMSC/PSHE coordinator to perform one walk per term to see evidence of SMSC in classroom environment and to see evidence of good practice to share with other staff.

**Marking**

Marking is conducted in line with the school Marking & Feedback policy and monitored during learning walks, lesson observations and periodic book scrutiny.

**CPD**

The process of TME allows the DHT to direct staff to colleagues who have shown particular skills in one or more of the Sunnydown 4. This has allowed the creation of a supportive network and database for use when directing support. Regular training is given on teaching and learning on pre-arranged training days as well as throughout the year as appropriate.

**Homework**

Homework is set in KS4 for each of the GCSE subjects once a week and there is one homework topic per week in KS3. Homework is differentiated to the individual needs of the students and, if appropriate, their pathway.

**Assessment**

There is a separate policy for assessment that should be read in conjunction with this policy.

**Addendum to Policy**

Sunnydown is currently in the process of becoming a Google school. It is likely that this will have an impact upon teaching and learning at Sunnydown. We would not want this policy to restrict or confine the rapidity of this process so Sunnydown needs to maintain some flexibility in interpretation within this policy to allow the progress of becoming a Google school to be unimpeded.