

Teaching and Learning Policy

Date of issue:	March 2021, updated August 2021, 2022, 2023
Date of next review:	August 2024
Responsible person:	Deputy Head (Academic)
References:	Assessment Policy (3a) Curriculum Policy (2a 2b) EAL (English as an Additional Language) Policy (3b) Exam policies – 2023-24 Learning Development Department Handbook (3b) More Able Pupils Policy (3b) PSHE and Wellbeing Curriculum Policy (2d 5a) Relationships and Sex Education (2f) Special Educational Needs and Disability Act 2001 (SENDA) Policy (3b)
Policy number:	3a

1. THE CURRICULUM

All teachers will contribute to the teaching and learning required for the delivery of the St John's School curriculum; please read this policy in conjunction with the Curriculum Policy.

2. TEACHERS

Teaching staff will strive for excellence in all of their planning, teaching and assessment, and they will uphold the national Teachers' Standards (DfE, July 2011 and July 2021 update) and The Education (Independent School) Regulations 2014.

They will know the specifications of the public examination courses they teach and fulfil all the demands of the specifications, examination boards and JCQ, the latter as set out in the Exam Policy and accompanying examination policies and documentation.

They will know and contribute to the schemes of work, resources and department handbooks in the subjects they teach.

They will assess pupils' work regularly according to the Assessment Policy which also references the need to uphold their own departmental assessment policies. The latter recognises and sets out subject-specific needs and variations.

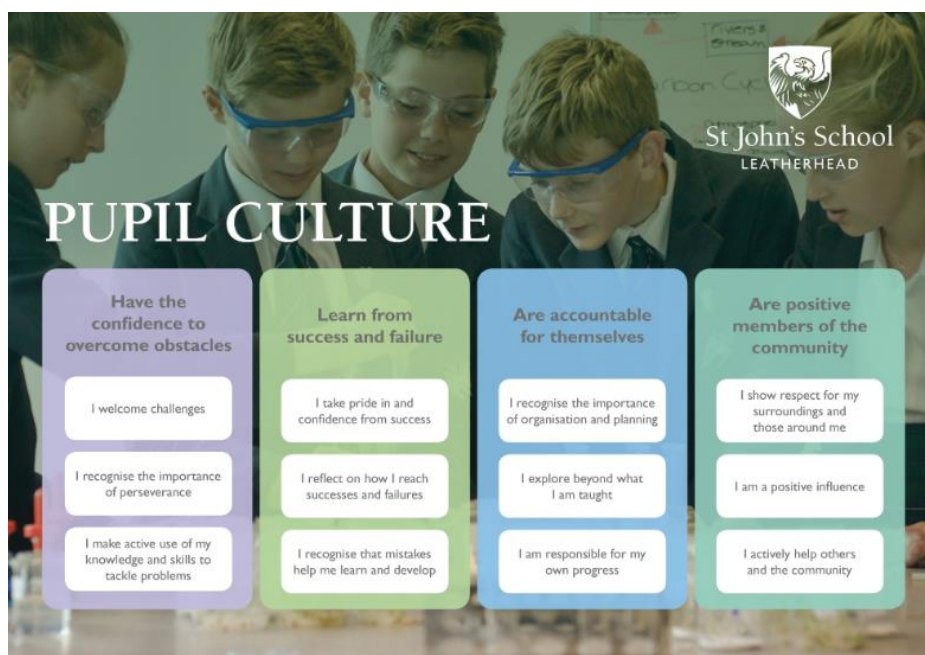
They will promote and enable good progress of all pupil groups through their awareness of and adherence to the Learning Development Handbook (including the SENDA and EAL policies) and the More Able Pupils Policy.

They will contribute to the School's co-curricular programme which supports the academic and personal development of all pupils alongside the curriculum provision.

All teachers will engage in and be responsible for their own continuous professional development, in accordance with the School's Professional Development Programme for Teachers. All teaching staff are expected to attend six professional development sessions per year and these will be appropriate to both the stage they are at in their teaching career and any preferred specialism they may wish to pursue. This will include being informed of and to be able to apply national and subject-specific developments in policy, practice and research, as well as to engage in collaborative, context-specific development which benefits the school. This will be enabled through formal, whole school provision (e.g. INSET days); as directed by their line manager to meet the School's specific needs; and through independently sourced, personally desirable methods (e.g. wider reading; online courses; postgraduate study).

3. PUPILS

Pupils should adhere to the principles of the St John's Pupil Culture, which focuses on the importance of pupils taking responsibility for their own progress and development both in and out of lessons.



4. MONITORING AND EVALUATION OF TEACHING AND LEARNING

St John's School monitors and evaluates the quality of teaching and learning through a range of strategies and sources of evidence. All academic staff are responsible for upholding the quality of teaching and learning and contributing to the ways in which it is monitored and evaluated. The underlying principle is that all academic staff are engaged in a process of continual improvement and that all monitoring and evaluation leads to actions which develop teaching and learning.

Classroom Teachers

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional performance and development. They should measure this against the ISI documentation relating to educational quality; the Teachers' Standards (DfE, 2011, 2021); the performance and feedback of their colleagues; ongoing pupil progress data; final outcomes; and measures of pupil engagement.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school;
- encouraging pupil feedback in both oral and written forms and including school surveys;
- contributing to departmental, pastoral and whole school discussions and documentation (e.g. department reviews; INSET discussions).

Classroom teachers are also responsible for their own knowledge and adherence to the guidelines, rules and regulations set out by external examination boards and JCQ, as detailed in the examinations policies, the JCQ regulations and course specifications.

Classroom teachers are also responsible for engaging with line managers and senior leaders in order to develop within the specific context of St John's School's whole school aims, systems and structures.

Heads of Departments

Heads of Departments are responsible for the effective teaching and learning within their subjects; evaluating the quality of teaching; ensuring high standards for pupils' achievements; and setting targets for improvement. They operate within the School's overall academic deadlines for reporting and assessing but also construct and implement subject-specific practice for day-to-day teaching and learning.

Heads of Departments are also responsible for their department's adherence to the guidelines, rules and regulations set out by external examination boards and JCQ, as detailed in the External Examinations Policy, the JCQ regulations and course specifications. The choice of the latter is the responsibility of the Heads of Departments.

This can be achieved by:

- evaluating the teaching of their subject and the planning of lessons, including by carrying out regular lesson observations and work scrutiny;
- ensuring curriculum design and coverage via the implementation of thorough schemes of work, which facilitate continuity and allow all pupils to make progress;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data;
- monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups;
- observing teachers regularly and giving constructive feedback (this will also inform the appraisal process);
- evaluating progress of teaching and learning targets in departmental development plans, in line with the School Development Plan; school's strategic priorities and also departmental reviews which are carried out at the start of every year.
- collating department policies and practice in a departmental handbook.

Heads of Departments will engage in analysing all of above to identify areas for development; strategies for setting and/or raising expectations; targets and actions for both individuals (staff and pupils) and key groups pupils. The focus and drive will be to ensure excellent quality, consistency and ongoing development.

Heads of Departments are also responsible for engaging with line managers and senior leaders in order to develop within the specific context of St John's School's whole school aims, systems and structures.

Pastoral staff (tutors, heads of years and senior house staff)

Pastoral staff (tutors, Heads of Years and Senior House Staff (SHS)) are responsible for contributing to and monitoring the progression, personal development and wellbeing of individual pupils in their care and for providing support and guidance to those pupils, both socially and academically. Heads of Year SHS oversee this for the whole year group/house and instigate monitoring and intervention, in conjunction with subject staff, to enable pupil progress.

This is achieved by:

- monitoring academic progress and attitudes of individual pupils, across their full curriculum provision, through academic tracking;
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning through the St John's Pupil Culture;
- monitoring behaviour, homework, attitude to learning, rewards and sanctions, uniform, attendance and punctuality;
- setting targets, when appropriate, and offering pupils support in achieving their targets;
- upholding good practice in pastoral time which supports learning (e.g. private reading; one-to-one meetings);
- teaching and contributing to the PSHE and Wellbeing programme (see the PSHE schemes of work);
- informing subject staff of pastoral issues which may impact academic progress and supporting/advising strategies to overcome issues.

Senior Leadership Team (SLT)

The Deputy Head (Academic) and the SLT set priorities and targets for improvement in teaching and learning at whole school level, based on evidence gained from monitoring and evaluative procedures. They track progress against departmental targets and annual strategic priorities.

Monitoring and evaluation takes place through department reviews, work scrutiny, classroom observations of teaching and learning, pupil and parent/carer feedback, school data, INSET, the appraisal system and the St John's academic meetings structure (which enables discussion of teacher/department progress and issues).

All academic Heads of Departments are line-managed by the Deputy Head (Academic) directly or indirectly via three assistant heads (both line-managed by the Deputy Head (Academic)); this includes fortnightly meetings. Pastoral staff are line managed by the Deputy Head (Pastoral). The Deputy Head (Academic) also line manages other related roles, including the Exams. Officer and the SENCO.

The aims of the academic line management are:

- monitoring the effectiveness of middle leadership and management;
- analysing performance data and setting targets for improvement;
- giving support and arranging training for development;
- ensuring quality of standards and verifying judgements of middle leaders;
- evaluating the impact of INSET on teaching and learning;
- compliance with relevant statutory and/or regulatory bodies (e.g. DfE, ISI, JCQ, health and safety organisations, etc.).

The Head is responsible for monitoring the performance of members of the SLT. The Head and the Deputy Head (Academic) have a formal annual meeting in September/October with the Heads of Departments to present their annual Department Review of the previous year and their strategic plan for the current year.

Where relevant, all parties should use IT to support teaching and learning (for both administrative and teaching and learning purposes) in line with the Staff Conduct Policy (IT Acceptable Use), Online Safety Policy and the St John's School systems and structures.

5. LANGUAGE RELATING TO IDENTITY

St. John's School recognises that there are specific health and safeguarding issues for all of our community in relation to protected characteristics (Equality Act 2010), both as discrete aspects of identity or within an intersectional identity. Additionally, the school recognises that other elements of an individual's identity not noted in this legislation (e.g., class and economic identities) need to have the same principles applied. For teaching, learning and the curriculum, this appendix notes specific considerations which aim to ensure inclusivity.

Language of an offensive nature may appear in educational resources, most notably set texts, historical, cultural, media or other resources which are either central to or relevant to the delivery of the curriculum. The school will continue to use these where they are central or relevant to education and they will also be stocked in the library.

In using these materials, teachers will apply the following principles:

- Heads of departments will ensure, in advance, that their staff feel equipped and able to deal with challenging topics; additional support, observation and/or training will be arranged where required
- Alert pupils, in advance, to materials and/or content which they may find personally upsetting. This will be done by staff stating that they will approach the material in line with the principles stated below and highlight that anyone genuinely upset by the content may leave the room to either a) take a break for a couple of minutes in the corridor; or b) request to go to the medical centre to remove themselves from the classroom
- Not read offensive, discriminatory language out loud
- Prepare to fully explain the history and contexts of language, ideas, people and events; this includes the ways in which meanings shift over time and why notions of offensiveness are not fixed
- Be prepared to explain and respond to the impact of reading/learning about difficult language, ideas, people and events

- Challenge all students who either use or dismiss the impact of discriminatory language; pupils will be sanctioned in line with the school safeguarding and behaviour policies

6. MONITORING AND REVIEW

The Governing Council is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so. Governing Council delegates this responsibility to the Education Committee.

This document is reviewed and updated annually by the Deputy Head (Academic) or as events or legislation requires.