



Teaching and Learning Policy

Warwick Senior School

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TEACHING AND LEARNING POLICY

Aims

At Warwick it is our aim to maximise every pupil's academic potential. While our curriculum is broad and encompassing of a full range subjects, we recognise that to be successful requires our pupils to develop as learners. To facilitate their learning, at whatever stage of their Warwick school career, all pupils are encouraged to adopt the school's learning values:

- Curiosity – to ask questions, challenge ideas and think for oneself
- Creativity – to use imagination, without limitations
- Courage – to embrace challenge and always to do what is right
- Perseverance – to keep trying and overcome challenges
- Responsibility – to create a better world around us
- Humility – to listen and respect others

These values are more than just a set of words. They represent a learning philosophy that, will not only lead to academic success at school but also provide the foundations for success at university and the wider world. These are illustrated fully on the school website.

Teaching and Learning forms a central aspect of our development planning. Through focused INSET and through working parties, staff are continually asked to reflect on what happens in their classroom as well as sharing and disseminating good practice. This has included using the work of educational practitioners in developing a growth mind-set amongst our pupils. The Teaching and Learning Committee meet fortnightly, sharing good practice and undertaking research projects.

Throughout the school a wide range of teaching methods and strategies are used to ensure all pupils achieve well in relation to their ability. We are committed to matching what is taught and how it is taught to the pupils' abilities and aptitudes.

Spiritual Moral Social and Cultural Development

In accordance with the school's aims, we would wish all pupils to develop a sense of identity, self-worth and character. The school as a Christian Foundation, whilst welcoming pupils from other faiths, does seek to develop an awareness and understanding of others' beliefs and faiths and of those with no faith at all. Likewise, we aim to introduce and develop pupils' understanding about their own and other cultures and develop a deep understanding of British values.

In learning about moral issues, we would wish pupils to have an understanding of the values of society, how values might change depending upon circumstance and develop knowledge on a range of views of moral and ethical issues. Across the curriculum, we endeavour to give pupils the chance to explore and develop moral values.

In fostering social development, we would aim to create an environment of fairness, trust and honesty, where pupils work well as a team and relate successfully to each other. Developing a sense of collective responsibility, effective collaboration and corporate discipline are viewed as key elements in this process.

All departments are encouraged to include within their teaching and learning SMSC as appropriate. Opportunities for SMSC are many and will vary between departments, although are rooted in the general aims outlined above. In addition, the role of Friday Afternoon Activities, clubs and societies, the extensive Games and Mentoring programme all contribute to SMSC.

Reporting and Assessment

In the Senior School, parents receive one full written report, three half termly grade reports (called Form Orders), and one parents' evening per year, plus other open evenings and social events. In the Junior School, parents receive one full written report and attend two parents' evenings. At the end of each term, marks in examined subjects are reported, along with grades for effort and attainment. In addition, there is a Form Tutor report as part of the full report each year.

Progression is tracked internally by a variety of methods at whole school and departmental level, with appropriate action being taken when a pupil's progress gives cause for concern. All pupils sit internal examinations at appropriate points in the school year.

Full details of the schedule for reports and parents' evenings, together with explanations of the nomenclature and grading used on reports and Form Orders are contained within the Academic Information booklet (for Senior School) and the Parental Handbook (for Junior School), which is distributed to all parents and staff at the beginning of the academic year.

Marking

Marking is an opportunity for both teacher and pupil to assess and evaluate academic progress in a supportive, consistent and individually tailored context. There are a number of possible approaches to marking – teacher marking, pupil self-marking, peer assessment for example.

Work should be marked frequently and returned promptly. This is likely to be once a week to encompass most work.

Progress on long-dated tasks should be monitored to ensure that interim and final deadlines are always met. Where pupils are engaged in project type, lengthier tasks, weekly assessment or consultation can take place alongside a terminal mark, i.e. pupils should not be left, even at A level, with a lengthy period prior to a deadline (2-3 weeks) without some form of interim assessment.

Departments are free to develop their own marking and grading criteria appropriate to the subject and level being studied. However, all pupils should understand the marking criteria and for most subjects this may be assisted by giving pupils inserts for exercise books or files.

It should be possible for a pupil to understand where and how he has gone wrong and what he needs to do to improve. The use of comments and targets for improvement are encouraged both by the teacher and pupil.

Marking in all subjects should have regard to standard presentation, care of exercise books, and pupils' use of English, particularly punctuation, spelling and grammar.

The work of dyslexic or other pupils with Curriculum Support should be in line with the advice received from the Curriculum Support Department.

The Head of Department is responsible for the development, monitoring and consistent application of a departmental marking policy. All departments are required to undertake work scrutiny during the course of an academic year, integral to which will be a review of marking.

Homework

Homework is set to reinforce, extend or provide opportunities for new learning. Independent learning is integral to homework setting.

Homework is set in accordance with the homework timetable, which includes guidance on the amount of time to be spent per subject. In most cases in Y7-9 pupils have until the following week to complete homework, which allows for effecting time management. In Y10-11 homework may be due in the same week, but will never be due in for the next day. Homework tasks may require the production of a written or creative piece, research notes or learning. If work is set to extend over a number of homework slots, staff should check and monitor progress frequently. Parents and pupils are guided as to how to best use their homework time.

Staff and parents are guided that not all timetabled homework slots need to be used, and at such times that no formal homework is set, pupils are encouraged to explore and develop their own intellectual interests in accordance with the school's learning values. Full guidance on how to best utilise such opportunities is given in the Academic Information booklet.

Use of ICT

The use of ICT is integral to teaching and learning, with a BYOD policy in place from Year 8 onwards. All departments are expected to use ICT to enhance teaching and learning, with opportunities for ICT being highlighted in department documentation. All departments are increasingly using electronic platforms for class materials and for lessons. Further information as to how departments use technology can be found on the school website.

Literacy and Numeracy

All departments have a responsibility for developing literacy and numerical skills. While the teaching of literacy and numeracy remains the main focus of the English and Mathematics departments respectively, all subjects will have opportunities for developing literacy and numerical skills through their teaching. All pupils have the school's simplified literacy and numeracy strategies printed/inserted in the front of exercise books/folders.

Libraries

In addition to providing a valuable resource for all pupils in general, the libraries support departments in developing their teaching and learning. Each department has a representative (which may or may not be the Head of Department) who liaises with the Librarian over current syllabuses and schemes of work and the resources that would be best suited to support what is being taught. In addition, many departments actively use the library for small and extended research-based projects. In the Junior School, all pupils pay weekly visits to the Library for one of their time-tabled English lessons. The Junior Librarian supports staff with resources to aid teaching of specific topics. In Year 6, Junior pupils are invited to become Librarians to assist younger pupils with their choices.

Junior and Senior School Links

In promoting greater continuity and progression between the end of Key Stage 2 and Key Stage 3, a representative (which may or may not be the Head of Department), meets with the member of staff responsible for the corresponding subject area. Such meetings facilitate the sharing of resources, exchange of Schemes of Work and more generally allow staff to gain knowledge and understanding of teaching and learning in the two schools.

Disseminating Good Practice and Lesson Observation

While a formal programme of lesson observation takes place as part of the Staff development process as well as in Departmental Reviews. Departments are encouraged to operate more informal observations with a view to looking at particular aspects of teaching and learning. A lesson observation week takes place each term such that all staff have the opportunity to observe lessons in a different department. There is also an extensive internal training programme to share good practice.

The requirement to undertake work sampling and pupil surveys on a regular basis also facilitates dissemination of good practice within departments, and departments are encouraged to keep exemplar material for staff to reference. In addition, the Academic Committee meeting fortnightly has a regular agenda item for a HOD to share a piece of good practice from their subject area.

The Senior Management Team (SMT) also review and work alongside departments on a rolling programme, producing a full report on all aspects of the department and recommendations for further action.

Academic Support

In the Senior School, all departments offer times outside of lessons at which staff will be available to help pupils with their academic work. These 'Academic Clinics' are provided as an opportunity for pupils to develop their understanding through one-to-one tuition. In addition, many pupils see subject staff on an informal basis.

A Sixth Form Mentor scheme operates where Sixth Formers are available to help pupils from other year groups who are experiencing difficulties.

Additional revision classes (and university preparation classes) are timetabled where possible and provided at the discretion of the Head of Department and subject staff.

Wider Community

There are also a number of projects run by the school in conjunction with local primary schools and organisations. Other joint programmes throughout the academic year are:

- Sprint Finish – Easter Revision Classes
- Science In Action
- Assessment Interview Pathway

Supporting Teaching and Learning Outside the Classroom

Many departments and school societies offer extra-curricular activities designed to enhance teaching and learning. Examples include fieldtrips, visiting speakers, and national quizzes. Pupils are encouraged to support these as far as practically possible. In addition, an increasing number of events are also opened to King's High School and local state schools.