

BRIGHTON GIRLS

TEACHING & LEARNING POLICY

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1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by BGS related to Teaching and Learning. This policy is applicable to Brighton Girls Senior & Sixth Form School.

August 2021: This policy will operate as normal unless [Covid-19 system of controls](#) overrule it. The link in the previous sentence takes you to the Government's now withdrawn Actions for Schools during a pandemic. This link remains in place to give all staff an idea of what might be expected should a similar situation arise; however, if that happens the Government's updated guidance will be followed.

2. LIST OF ABBREVIATIONS & MEANINGS

| | |
|---------------------|--|
| BGS | Brighton Girls' School |
| DFE | Department for Education |
| DFO | Director of Finance and Operations |
| Firefly | School Communication System |
| GDST | Girls' Day School Trust |
| ICT | Information and Communication Technology |
| KS | Key Stage |
| MA | More Able |
| SEN | Special Educational Needs |
| SoW | Statement of Work |
| UCAS | the Universities and Colleges Admissions Service |
| May / Should | Advisory |
| Shall / Must | Mandatory |

3. GENERAL REQUIREMENTS

3.1. Introduction

Effective teaching and learning is essential for the successful delivery of the curriculum and its aims. Staff are regularly involved in discussions on curriculum development, assessment, homework, and the provision for individual needs during the whole school, Heads of Department, Curriculum Committee and departmental meetings. We aim to create a challenging, exciting and enabling learning environment for learners of all styles, backgrounds and abilities. Learning is celebrated through a comprehensive system of rewards, culminating in special celebration assemblies at the end of each term (See Rewards and Sanctions Policy).

3.2. Planning and Preparation

All teachers are expected to:

- Plan effectively to achieve progression in learning within the schemes of work of the department;
- Set high expectations building on prior attainment and knowledge of the individual needs of pupils;
- Be aware of any specific needs within the group and plan differentiated work accordingly;
- Prepare well-produced material well in advance of the lesson;
- Set clear objectives at the beginning of the lesson which are understood by the girls;
- Plan a well-structured, well-timed lesson with a review at the end;

3.3. General Teaching and Learning Methods

All teachers are expected to:

- Provide challenge in lessons through a variety of teaching strategies;
- Use a variety of activities and questioning techniques to ensure opportunities for a range of learning styles to be met;
- Use a range of learning resources including ICT where appropriate;
- Show a good subject knowledge and understanding and communicate enthusiasm for the subject;
- Provide opportunity for the development of language, numeracy and ICT skills as well as independent and collaborative study skills needed for effective learning;
- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development;
- Link lesson content to previous teaching and learning;
- Draw from the ideas and experiences of students within the class;
- Ensure instructions and explanations are clear and specific;
- Involve all students, listen and respond as appropriate;
- Encourage high standards of effort, accuracy and presentation;
- Monitor and assess understanding throughout the lesson by the use of questioning;
- Recognise mistakes and misconceptions and use these constructively to facilitate learning;
- Assess written work regularly and accurately and give positive feedback including targets and guidance on how to improve;
- Use homework effectively to reinforce and extend learning.

3.4. Classroom Management

All teachers are expected to:

- Ensure an orderly and punctual beginning and end of lesson;
- Maintain an orderly and purposeful atmosphere within the lesson;

- Use praise regularly for effort and achievement and apply rewards and sanctions consistently;
- Use prompt action to address any poor behaviour;
- Treat all students fairly;
- Create a positive, cooperative atmosphere where students feel safe, are able to attempt new ideas and are confident about taking risks in their learning;
- Ensure the learning environment is attractive and conducive to learning with evidence of students' work displayed.

3.5. Differentiation

We must ensure that each student fulfils their potential and that the work set stretches and enthuses our students; we need to challenge them when they show particular ability and support them in areas which they find difficult. To this end we need to differentiate tasks by a variety of means:

- On occasions, providing students with a range of graded tasks they can complete at their own level;
- Providing extension tasks;
- Providing additional reading material;
- Encouraging attendance at specific subject clubs or clinics – at KS4 these clinics may become compulsory;
- Ensuring individual attention and guidance in lessons where necessary;
- Not aiming lessons purely at the middle range of ability.

Please note that this must be taken into account when planning Schemes of Work which should include material to stretch all abilities of students, including the able child and those on the SEN register. Brighton Girls' School GDST is committed to providing a rich cultural environment for the above average child with activities including clubs, educational visits etc.

Please see the MA & SEND Policies for additional information re differentiation.

3.6. Criteria for effective teaching with special reference to sixth forms

All those indicators of good practice in teaching generally in secondary schools (effective planning and organisation, challenging tasks, informative assessment etc.) should also be evident in the sixth form. However, work at advanced level additionally needs to be underpinned by two important principles:

- Teaching should provide a bridge between students' learning in the structured context of KS4, and the freer demands and expectations of higher education and employment.
- Teachers should have the necessary specialist understanding and knowledge (academic and/or vocational) to ensure that students are exposed to work of scholarship and excellence.

As a consequence, the following features should be represented in good sixth form teaching when appropriate:

- Encouraging students to plan their own learning and critically evaluate the outcomes.
- Encouraging independent research, extended study and original thinking.
- Developing students' capacity to analyse, interpret and critically evaluate material from a range of primary and secondary sources.
- Developing students' ability to make predictions or formulate hypotheses, and test them.
- Encouraging a constructive scepticism in students, and the preparedness to question accepted principles.
- Making use of the full range of resources and methods available for advanced level work, including ICT.
- Willingness by teachers to review regularly their materials and methodology, in the light of developments in their subject.
- Demonstrating by example the value of experiences and resources beyond the school.

3.7. Oxbridge

If you identify a student who is particularly promising in your subject and could be encouraged to consider Oxbridge application, please ensure that you discuss this with the Head of Department and notify the Deputy Head Academic and Lorraine Lainchbury (Head of Sixth Form & UCAS coordinator with full oversight of all University applications.) alongside the Head of Biology (Guy Winter), who supports all Medic applications.

3.8. Schemes of work and other paperwork

These are available on each departmental page of Firefly so that parents have access to the breadth of material taught. These should not be detailed SoW, but more programmes of study. ALL STAFF should make sure that the following items are available upon request:

- Schemes of Work including provision for SEN/Able child and differentiation;
- Evidence of marking and monitoring;
- Pupil work samples and homework;
- Records/Assessments: N.B. Mark books must be open for inspection and not, therefore, carry any other notes/comments.

3.9. Heads of Departments should also have:

- Syllabus details;
- Minutes of Meetings;
- Departmental Handbook;
- Details of deployment of teaching and support staff.

and are also responsible for:

- Liaising with admin for stationery orders;
- Records of equipment and organisation of stock cupboards;

- Recommendation, implementation and monitoring of CPD in the department;
- Budgeting (submitting budgetary requests to the DFO).
- Identifying and meeting CPD needs in their Department

4. APPENDIX

NIL

5. DOCUMENT HISTORY

| Document Title | Version | Date of Issue | Change | Updated by | Status |
|--|---------|----------------|--|----------------|---------|
| BHHS Teaching & Learning Policy | Initial | June 2016 | NIL | Heidi Boyes | Expired |
| BHHS Teaching & Learning Policy | 02 | November 2017 | New Policy Template | Paul Fairhurst | Expired |
| BRIGHTON GIRLS: Teaching & Learning policy | 03 | September 2019 | Policy review; change of school name | Kate Ashdown | expired |
| BRIGHTON GIRLS: Teaching & Learning policy | 04 | August 2020 | Covid-19 update & reviewed August 2022 | Kate Ashdown | live |

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