

# **Birkdale High School**



**Birkdale  
High School**

*Aspire - Thrive - Succeed*

## **Teaching and Learning Policy**

**February 2019-20**



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*Date of Policy:* February 2019  
*Member of staff responsible:* D Hudson  
*Review date:* February 2020

**Rationale**

Our teaching and learning policy provides the foundations to drive a quality of teaching which places the school as a beacon of outstanding practice in the education of boys.

**The vision**

The vision of Teaching and Learning at Birkdale is simple: we want to capitalise on our expertise and setting and establish ourselves as *a beacon of outstanding practice in the education of boys*. Currently there is a national trend of underachievement amongst boys and this situation worsens with certain sub-groups of boys (e.g. white, disadvantaged). Our teachers are highly qualified both in their subjects and as educators of boys. We wish to identify and share best practice whilst also seeking to improve that practice in light of evidence and research.

We believe that schools excel through collaboration and so we wish to work with others to improve the teaching of boys and improve their outcomes and prospects for the future. By working collaboratively with one another and our partners, sharing our expertise, we will be forced to consistently reflect on our practice and learn from it.

**Current Teaching and Learning Objectives**

As a staff body to:

- Develop a greater awareness of the cognitive psychology behind the learning process and the teaching methods which have a clear evidence-base of being effective. As a school we have lots of *experienced* staff but we need to support their development into *experts* in learning. We mustn't conflate experience with expertise.
- Create a common language for what we mean by effective teaching. Embed more narrow / specific features of effective teaching within the Teaching and Learning CPD and QA documentation and systems.
- Share best practice in relation to presentation standards and ensure the QA process for 2018-19 includes an assessment of presentation standards in exercise books
- Although not directly identified across a range of Department Reviews -this signals that it is not an area of deficiency per se but rather an area we have yet to fully endorse and

embed- whole school literacy and the inclusion of literacy in each lesson is a school priority. The SLT recognise the significance improved literacy will have on the outcomes of our boys. The school now needs to look at how to be more active in the development of literacy practice

In order that all students:

- **Aspire** to make a difference to their own outcomes both in and out of the classroom, to learn how to be safe in today's society and how to be positive and successful members of a community.
- **Thrive** in a safe, positive and purposeful environment which promotes a culture of high expectations where every student is special and all are challenged, engaged and motivated by our teaching.
- **Succeed** in their own learning, progress and attainment whilst at Birkdale through their own commitment, aspiration and resilience.

### Implementation and Staff Development

In order to achieve the objectives above, the school, following the recommendations established by the Education Endowment Foundation, follows a model of Explore, Prepare, Deliver, Sustain. More details on this model can be found in our Teaching and Learning SEF [here](#)

All teachers and teaching assistants at Birkdale recognise their professional obligation to improve their practice and as such engage fully into our culture of open and critical reflection on effective teaching practice.

### Monitoring and Evaluation

In 2017 we formulated an [ethos](#) which was to be the backdrop and driving force of any reviews of Teaching and Learning. The reason for formalising the ethos in this way was to ensure that a single and clear message was given at all levels of leadership about the reason for QA and its purpose.

The QA Process consists of:

- Performance Management Reviews
- Observations of teaching practice
  - Whole School (Senior Leadership team and Heads of Department)
  - Departmental Reviews - This could consist of a member of our SLT and Peer or just SLT ([see 3.3](#) for changes to this process planned for next year). The Departmental reviews also include an assessment of written feedback
  - Peer Observation as part of the review of Teaching and Learning Inquiries
- Work scrutinies. This is led by Heads of Department with support from Senior Leadership. the findings of departmental reviews are cross referenced with the findings of department reviews
- Tracking and Progress Reviews
  - Departmental (Progress meetings after each tracking period to identify weaknesses and establish solutions)
  - Whole School (Line Management Meetings and SLT Meetings with Head of Year)
- Pupil Voice
- Homework Sampling as part of departmental reviews

## **Distributed Leadership & Leadership Expectations**

A key area for development (see [Teaching and Learning SEF](#)) is to establish leaders of teaching throughout the school so that the improvements we make to teaching are embedded sustainably.

To this end there have been several strategic decisions made to enhance distributed leadership overtime. These include the expectations we have of each leader of teaching:

- Heads of Department will consult with the Assistant Headteacher on the teaching and learning process and ensure that the vision of the school is appropriately disseminated to the classroom
- Teachers will be involved in the Department Reviews of other departments as Peer Observers
- Each member of staff will be involved in a peer observation and coaching session
- Best practice may be recorded, if the teacher is happy to do so, and distributed to staff via our bank of effective practice
- Middle Leaders will lead CPD sessions on topics - ensuring we have a CPD programme completed by the staff rather than done to them
- All staff will accept their professional obligation to improve the effectiveness of their teaching and will be encouraged to do so in a supportive, risk-free environment

## **Dissemination of the policy**

All staff and members of the Governing Body will have access to an electronic copy of the policy in the staff handbook which is available in the shared area.

This policy is to be read in conjunction with the school's Teaching and Learning Self Evaluation Form, Marking policy, Homework policy, Rewards and Behaviour policy and CPD policy.

## **Policy review**

The policy will be reviewed annually.

A report with any recommendations will be considered by the Governing Body.