

Featherstone High School

Teaching & Learning Policy - The Featherstone Way



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Non Statutory Policy

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1.0 Introduction

Our school's mission statement 'Together we achieve' is not just a mission statement. It is central to our pursuit in offering an exceptional learning experience to our students and a reflection of our core values. At Featherstone High School (FHS) each individual will realise and achieve their full potential academically, personally and socially through a rich and varied curriculum, state of the art technology and excellent teaching and learning. We will inspire all members of our community to become global ambassadors in our increasingly interconnected world.

The student teaching and learning council have played a vital role in shaping our learning culture at Featherstone High School.

2.0 Aims, Purpose & Core Principles of the Teaching and Learning Policy

This policy is designed to define the consistencies and key teaching strategies which will make everyone's job easier, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what is going on in other classrooms across the school. At FHS, a commitment to high expectations and raising standards of achievement for all students is non-negotiable.

The shared ethos of teaching and learning at Featherstone High School is central to the high standards and creating an environment at our school which means excellence is achieved by all. We recognise that all students have differing skills, abilities and aptitudes and all are entitled to access a broad, challenging and appropriate curriculum.

All teachers have a responsibility, collectively and individually, to ensure that they plan and deliver lessons in which the teaching is of the highest quality and where the learning needs of all students are met.

- The policy for teaching and learning is the core policy of the school and informs the best classroom practice
- All our students have special skills, abilities and aptitudes and are entitled to access a broad, challenging and appropriately sequenced curriculum
- All students are entitled to experience a variety of learning and teaching styles and to acquire digital and other skills which enable them to achieve their full potential
- Our aim is to help students to become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning
- All staff have a responsibility, collectively and individually, to contribute to the delivery of the carefully sequenced curriculum
- Featherstone High School recognises that continued professional support, coaching, mentorship and feedback at all levels are essential to empower staff to deliver effective learning experiences.

Our values define our approach to teaching and learning; specifically our values of inclusion and partnership demonstrate our commitment to involving students, parents/carers and the wider school community in student's learning and development.

3.0 Vision for Teaching and Learning at Featherstone High School

We believe in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. We recognise the importance of making learning challenging, meaningful and memorable. We believe that appropriate teaching and learning experiences, which are sequenced around social, moral, spiritual and cultural

exploration help students to lead happy and rewarding lives. We fundamentally believe that providing students with experiences of learning outside of the classroom is also integral to providing the foundation for lifelong learning. As such, home learning is included as part of this policy. Please also refer to our Educational Visits and Careers policies.

4.0 Roles and responsibilities

Governors

The governing board's role is to ensure the effective implementation and monitoring of this policy. They have established our strategic framework by:

- Setting strategic aims and objectives for the school
- Adopting policies for achieving those aims and objectives
- Agreeing internal targets through the school improvement plan and department/year group action plans for achieving those aims and objectives
- Monitor resources and funding to ensure they are allocated effectively to support the school's approach to T&L
- Monitor the impact of T&L and the learning strategies on student progress and achievement
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Ensure other school policies demonstrate a promotion of high-quality learning experiences.

The governing board monitors and evaluates progress of its strategy and regularly reviews the framework for the school in the light of that progress. When establishing the strategic framework and reviewing progress, the governing board considers any advice given by the headteacher and the school's external advisors. The school improvement plan generally provides the main mechanism for the strategic planning process.

The Senior Leadership Team

The Headteacher has responsibility for the internal organisation, management and control of the school and for the implementation of the strategic framework established by the governing board. In particular, the headteacher has delegated responsibility across the senior leadership team for the quality of teaching and learning across the whole school. Consequently, the headteacher is accountable to the governing board for quality and standards. The senior leadership team provides appropriate support, training and resources for departments and individuals.

Senior Leaders will do this by:

- Having a clear and ambitious vision for providing high-quality, inclusive education for all
- Celebrating achievement and having high expectations for all
- Hold staff and students to account for their teaching and learning experiences
- Plan and evaluate strategies to secure high quality teaching and learning, consistently across the school
- Manage resources to support the delivery of high quality teaching and learning
- Provide support, guidance and coaching (where appropriate) to other staff
- Input and monitor the impact of CPD opportunities to improve staff practice and subject knowledge
- Promote team working and collaborative approaches, at all levels of the school

- Swiftly address underachievement and provide meaningful feedback and intervention(s).

Lead Teachers

The Lead Teachers and Key Stage coordinators, with support from their attached Senior Leader are responsible and accountable for the long, medium and short term planning of programmes of study, taking into consideration the aims and objectives of this policy. They monitor and evaluate consistent delivery of the policy at team level, and provide appropriate support to team members through training and coaching.

Lead teachers and Key Stage Coordinators will do this by:

- Leading on the creation of well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make excellent progress from their individual starting points
- Use their budget effectively to resource their subject, providing their team with necessary resources to support high-quality teaching and learning
- Drive improvement in their subject/phase, working collaboratively with teachers, TAs and support staff to identify any barriers or challenges to success
- Timetable their subject and deploy their teams to ensure students
 - Achieve breadth and depth in the subject
 - Fully understand the Core Knowledge of a topic
 - Demonstrate our school values
- Moderate progress across their subject/phase, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in monitoring activities (including but not limited to the use of highly-crafted CPD department meeting time)
- Create and share a clear vision and intention for the subject/phase, building on the School's improvement/development planning
- Encourage the team to share ideas, resources and good practice.

This is not an exhaustive list and should be viewed in conjunction with the curriculum & feedback and marking policies.

Teaching Staff

The teaching staff implement this policy by ensuring a consistent delivery of high quality learning experiences.

Our teachers will do this by:

- Following the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Follow the Featherstone Way for T&L, Book Expectations and The Learning Environment (see appendices 1, 2 & 3).

Teachers should plan lessons that:	A teacher at Featherstone High School:
<ul style="list-style-type: none"> ● Demonstrate knowledge of students through creating a thought-out seating plan which indicates individual student needs ● Are part of a carefully planned and regularly reviewed sequence of learning ● Build in strategic and regular opportunities to check student understanding ● Provide regular opportunities for students to recall, check and use prior learning ● Are based around secure subject knowledge and understanding of assessment criteria ● Provide challenging tasks which stretch learning and help students to understand how to improve ● Provide focused live marking (written and verbal) ● Build in regular reflection and improvement time so that students can respond to teacher marking and feedback (GPOP) ● Enable students to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application ● Contain appropriate scaffolding so that all students can aspire to the same challenging learning objective ● Provide effective questioning and assessment for learning techniques to direct and challenge students continually. 	<ul style="list-style-type: none"> ● Takes time to explain things clearly and conveys information in a way students understand ● Helps you because they truly believe in you ● Praises effort and hard work ● Is kind, generous and patient ● Teaches interactive lessons which are interesting, informative and engaging ● Is enthusiastic and positive ● Is passionate about and confident in teaching their subject ● Is supportive and pushes you to your goal ● Does not put any limits on your capabilities ● Encourages and motivates you to do your best ● Listens to you and involves every student in the class ● Ensures students take responsibility for improving their work ● Has a strong relationship with their students and is able to help them because they know them ● Makes students feel safe to share ideas in a supportive environment ● Is organised and prepared for every lesson.

- Actively engage parents/carers in their child's learning, for example through email, phone calls, Parents' Evenings, Open Evenings
- Communicate clearly the expectations for home learning, both to students and their parents/carers.

5.0 Consistency

We do not confuse consistency with conformity. We encourage all who engage in teaching to be creative, innovative and empowering. However, there are a number of basic rubrics which contribute to a consistency of approach. To support teachers with crafting well thought out learning sequences for student progress. Teaching staff should refer to The Featherstone Way as a rubric for T&L.

Care, Respect, Resilience, Inclusion, Partnership and Challenge

We aim to put our students at the centre of their own learning and place great emphasis on nurturing particular skills and attitudes which are covered by our **6 FHS Values**:



Teachers are expected to model, promote and support students in demonstrating these values in every lesson.

For further information on the 6 FHS Values see our Behaviour Policy.

Support Staff

The role of teaching assistants in supporting classroom teaching and learning is invaluable. Also, with the increased use by students of digital technology, the need for technical support is crucial.

Support staff who work with students should adhere to the expectations of The Featherstone Way (T&L) when planning and delivering sessions or supporting their teaching colleagues.

Students

Students at FHS will strive for excellence in their learning, recognising that it is a process, not a destination.

They will do this by:

- Taking responsibility for their own learning and supporting the learning of others
- Meeting expectations for good learning behaviours, respecting the rights of others
- Attending all lessons, punctually, ready to learn
- Brining necessary equipment for their learning
- Being curious and ambitious about their own (and others') potential
- Understanding their own learning and what they need to do next to improve
- Complete home learning tasks, as requested
- Consistently demonstrating our school values.

Parents and carers

At FHS, we understand how important parents and carers are to the continued success of young people. We appreciate and value the support of our parents and carers, as well as the impact of our local community that we serve.

Parents/carers can support their child's progress by:

- Valuing learning

- Encouraging the young person to see themselves as a learner
- Making sure their child is ready to learn
- Supporting good attendance to school and wider opportunities
- Participating in discussions with their child about their progress and home learning
- Communicating promptly with the school about information that could impact their child's learning or wellbeing
- Provide relevant support or resources to enable effective home learning
- Encourage independence
- Praise achievement and effort, alongside the importance of demonstrating the school values.

6.0 Home Learning

Research has shown that the setting of homework for secondary school students is a benefit to their learning (EEF research). However, there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.

There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some studies showing a very strong positive impact on attainment.

The benefits are likely to be more modest, if homework is more routinely set (e.g. learning vocabulary or completing problem sheets every day). Evidence also suggests that relating homework to learning in normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.

To maximise impact, it is also important that students are provided with high quality feedback on their work. Studies imply that there is an optimum amount of homework of between 1 and 2 hours per school day (slightly longer for older students), with effects diminishing as the time that students spend on homework increases.

Why should students receive homework?

- Research evidence shows that students make better progress by completing homework than not
- Students develop the correct habits for study and future success
- Teachers are able to set a wider range of tasks through setting homework and, therefore, have a greater range of evidence of the students' progress and achievement
- Teachers are able to devote more lesson time to collaborative study, practical work and discussion, if independent consolidation work can be completed outside the classroom
- Students can be encouraged to enrich their classroom learning with application to the wider world, CEIAG or PSHE related themes
- Students and parents can share the learning experience in greater partnership

All home learning tasks should be set using one of the school's existing digital platforms such as Microsoft Teams or accessible through the Student Intranet. Students should still be asked to note a summary of their home learning task in their planners.

Types of Homework Tasks

The list below is not an exhaustive list of tasks that could be set for homework, but rather an indication of the type of tasks that are appropriate.

There is an expectation that students would receive a variety of tasks over time.

- Preparation for future learning (such as reading ahead and summarising or planning tasks for future tasks)
- Wider reading tasks for enrichment or consolidation
- Structured short-answer questions to consolidate learning in lessons
- Choice of tasks with varying levels of challenge
- Vocabulary or key-facts learning
- Extended project work – either completed as individuals or collaboratively
- Guided research with appropriate support at the start of the work, such as key websites or printed references
- Timed essays or extended pieces of writing
- Creative responses to the learning
- Online homework tasks
- Revision
- Write-up of experiments or practical work
- Rehearsal
- Making improvements to a piece of work which has received feedback (GPOP tasks).

Current research suggests that the most effective homework tends to be preparation for future learning and completion of specific tasks with clear criteria for success. Research also suggests that it is effective to give students some autonomy with the task, such as giving them choices or licence to be creative. Project work tends to be least effective and as such, is discouraged as a means of regular home learning.

Under normal circumstances, it is not appropriate to set homework which is to be completed overnight. There are occasions when lessons are on consecutive days and, therefore, the teacher may feel that they have to set homework overnight. In these circumstances, it should be a shortened task. In any case, it should be noted that completing work overnight, such as learning vocabulary, does not encourage good learning habits or support students' long-term knowledge acquisition.

Many students at our school are involved in many extra-curricular activities and indeed this is encouraged. This means that students can struggle to find time to do both their activities and spend sufficient time on their homework which leads to extra stress, especially on the highly committed students. It is important that both parents/carers and teachers encourage the students to seek support if they are finding it difficult to balance everything; it is also further evidence for overnight home learning tasks to be discouraged.

It is important to note that there is no expectation that homework will be set every lesson; if there is nothing appropriate to set at that time, then the teacher is not required to set work. However, a creative teacher should be using the full range of home learning tasks and, therefore, it would be rare for no home learning to be set for a number of lessons consecutively.

7.0 Policy into practice

Following a review of recommended (such as EEF) research and findings, FHS has brought together its expectations for T&L to support all learners succeed, regardless of their start point.

All lessons at FHS are underpinned by excellent curriculum sequencing and provide students with the necessary opportunities to learn, retain and recall knowledge and skills. They should

include elements of these key components of great teaching but do not have to be addressed in any particular order.

Appendix 1: The Featherstone Way: The Learning Environment

[The Featherstone Way: The Learning Environment](#)

Appendix 2: The Featherstone Way: Teaching and Learning

[The Featherstone Way: Teaching and Learning](#)

Appendix 3: The Featherstone Way: Book Expectations

[The Featherstone Way: Book Expectations](#)

Appendix 4: Home Learning - regularity

Setting Home Learning: Regularity

The tables below set out a guide for the homework time per fortnight in each year group.

This is a guide for subject staff, although it is clearly difficult to judge how long it will take every member of the class to complete the work; teachers should inform their students how long they believe the task should take and encourage their students to give feedback to them at the end of the task.

This is also a guide to students and parents; if the task is taking significantly longer than the allotted time then they should give feedback to the teacher. Parents are encouraged to write a note in the child's planner for the teacher to read, if they feel there is feedback re. length / difficulty of task which the teacher should be made aware of.

Key Stage 3

Subject	Minimum number / total length of home learning task(s)
Core (English, Maths, Science)	1 piece per fortnight, totalling 40 minutes
Non-Core	1 piece per half term, totalling 30 minutes

Key Stage 4

Subject	Minimum number / total length of home learning task(s)
Core (English, Maths, Science)	1 piece per fortnight, totalling 1 hour
None Core	1 piece per fortnight, totalling 40 minutes

Key Stage 5

For every lesson on their timetable, a minimum of one further hour of independent study should be undertaken by the student. This should include a range of research, review, revision and examination style practice.

NB: these timings do not take into consideration the time which should be added for mock/examination or assessment preparation.