



Senior School teaching and learning

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1 Policy statement

1.1 Teaching and Learning at Embley reflects the school's aim of believing that every pupil has special qualities and that it is our responsibility to define and refine these. With this in mind, teachers deliver the curriculum so as to foster in pupils an interest in their work and an ability to think and learn for themselves and develop self-motivation. In all areas of the curriculum teaching will encourage effort, be that intellectual, physical or creative, and will enable all pupils to increase their understanding and develop skills in the subjects taught.

1.2 *At Embley we believe in the concept of lifelong learning and the intellectual freedom to be creative, for both our pupils and our teachers. Pupils should leave HCS equipped with skills to learn and a positive attitude to learning.*

1.3 To do this we focus on the school aims:

- At HCS we focus on the individual.
- We believe that every child has special qualities – it is our responsibility to define and refine these.
- We support a broad vision of excellence for our pupils and our teachers.

1.4 It is the school's intention to foster in pupils:

- The application of effort (intellectual, physical and creative).
- Interest in their work.
- The ability to think and learn independently.
- This policy applies to all members of our school community, including boarders.
- Embley is fully committed to ensuring that the application of this Senior School Teaching and Learning Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.
- Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.
- This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:
 - Marking and Feedback Policy
 - Assessment Recording and Reporting Policy
 - Curriculum Policy
 - Behaviour and Discipline Policy
 - Special Educational Needs Policy
 - Subject handbooks and Schemes of Work

2 Aims

2.1 To demonstrate a clear and ambitious purpose resulting in the school community learning together reaching ever higher levels of attainment.

2.2 To ensure that learning is a rewarding and enjoyable experience for everyone.

2.3 To equip our pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and to move on with confidence to the next stage of their education.

2.4 To ensure that no teaching in the school will undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics as set out in the Equality Act 2010.

2.5 To ensure that no teaching in the school discriminates against pupils contrary to Part 6 of the Equality Act 2010

2.6 For teachers and pupils to understand that people learn in different ways and need to understand themselves as a learner.

2.7 To offer a rich and varied learning environment that along with a well-motivated and highly skilled staff allows the pupils to develop their skills and abilities to their full potential.

2.8 To ensure all pupils receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit which underpin success in education and employment.

2.9 To offer a broad, balanced and exciting curriculum that aims to promote the spiritual, physical, moral, cultural and mental development of each individual.

2.10 To make effective use of teaching methods and activities – with an eye to utilising adequate quality, quantity and range of resources

2.11 For teachers to ensure that they have effective time management and an eye on the pace of the lesson.

2.12 Teachers will make effective use of the school's Behaviour and Discipline Policy to manage behaviour, encourage pupils to behave responsibly and also to ensure that all pupils have equal opportunities to access the learning opportunities.

3 Teaching – Good Practice

3.1 All staff have the responsibility to:

Plan teaching effectively

- Ensure that planning will help to achieve the school's aims.
- Prepare termly plans/grids for relevant subjects.
- Work with colleagues as appropriate in this planning.
- Prepare plans according to criteria agreed.
- Prepare weekly plans to reflect progress/differentiation of groups and individuals.
- Prepare lessons with beginning, middle and plenary and including resources.

- Lesson plans to be appropriate to pupil age, ability and being informed by an understanding of each pupil's aptitude, needs and prior attainment.
- Copy of weekly plans as requested by Heads of Department Senior School.

3.2 Teach effective lessons

- Ensure that teaching will help to achieve the school's aims.
- Have a thorough knowledge and understanding of the subject to be taught.
- Make objectives of lesson clear to the pupils and your expectations of them.
- Activities to be well chosen using a variety of teaching strategies and must promote learning.
- Must meet the needs of all the pupils, those with special needs and EAL.
- Have high expectation of all so as to challenge and deepen pupils' knowledge, understanding and skills.
- Ensure that progress in learning is happening.
- Effective use of time and resources.
- Maintain good behaviour to allow all to learn effectively.
- Use of appropriate and clear language.
- Plenary session to allow evaluation and assessment where necessary.
- Lesson to close in an orderly way.

3.3 Assess, record and report

- Ensure that assessment fulfils the school's aims.
- HOD and HOS will need to evaluate pupil performance in terms of the school's aims and in terms of national norms.
- Carry out assessments as specified in the assessment schedule.
- Assessed pieces of work to be evaluated as agreed and filed as required.
- Assess pupils' achievements and record systematically and consistently to monitor their attainment and progress and to use it to inform lesson planning and evaluate pupil performance both in terms of the schools aims and national norms.
- Ensure that marking of pupils' work is both regular and thorough and that full records are kept in line with the Senior School Assessment Recording and Reporting Policy.
- Assessment information to be used as a contribution to curriculum development and planning.
- Relevant assessment of pupils with special needs or EAL students.
- Keep all records as required.
- Oral and written reports to parents as agreed schedule and format.

3.4 Mark work and set homework

- Work should be marked frequently, accurately and consistently in accordance with school guidelines.
- Comments should be positive, detailed and specific to assist and encourage pupils to make progress.
- Homework should be relevant and set according to guidelines laid down.

4 Leading learning and teaching

4.1 The central responsibility for learning and teaching 2 ½ -18 lies with the Leadership Team who will have high expectations of learners and teachers and will evaluate the effectiveness of

learning outcomes. They will work together to develop a successful personalised learning culture and ensure a consistent and continuous school wide focus on pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning.

4.2 The Senior School Deputy Head will initiate and support research and debate about effective learning and teaching within the Senior School, United Learning and beyond and develop relevant strategies for performance improvement and also be responsible for providing relevant INSET. Excellence will be celebrated and good practice will be shared. Developments in learning and teaching will be communicated to parents and the wider community via newsletters and publications.

5 Learning development for pupils and teachers

5.1 Learning development is a very strong feature of our school from 3-18, as we pursue our aim for a broad vision of excellence for our teachers and pupils. The pupils will be assessed regularly and thoroughly and given feedback about themselves as a learner. Teachers will be encouraged to be reflective about their teaching.

5.2 For teachers learning development, this will include United Learning training in the use of interactive whiteboards as a teaching tool and training in the use of different teaching strategies. Staff will also have access to teaching and learning resources across the company and be expected to contribute to the design, trialling and evaluation of such resources.

5.3 Teachers will be trained alongside representatives from other United Learning schools and academies. HCS will also be represented on any raising achievement forums. Some teachers will be invited to take up an MA with Warwick University. With these programmes teachers will be involved in small scale research projects which will inform our developments in learning and teaching.

5.4 The Leadership Team and United Learning consultants, will work alongside the teachers to focus on depth and quality within each subject or stage of a pupil's education. Learning may be extended both in quantity and quality to meet the individual needs of each pupil, where appropriate an Individual Education Plan (IEP) will be in place. Learning development expertise comes from the SENCOs in the Senior School as well as Learning Support Assistants and specialist teachers. They will put in place good practice to support learning for all pupils and particularly those who need additional support to access the curriculum. There is an able gifted and talented register and pupils' needs are catered for through differentiated planning, work and homework throughout the Senior School.

5.5 Current learning development projects:

- Annual Teaching and Learning Conference
- Heads of Section learning development work in tutor time on developing independent learning
- Skills and lessons from cognitive psychology.
- Sixth Form learning development e.g. Sixth Form Conference
- Transition – quality of learning and teaching across KS2 and KS3- HODs (SS) and HOS (PS) meetings

5.6 Research literature informs us that the range of teaching strategies and learning opportunities provided for our pupils' needs to cater for all learning styles in order that no one is excluded from the learning process.

5.7 There is no one theory or model which fully describes learning differences or offers a panacea for teachers. Working with one of the models can help teachers to recognise powerfully the extent of the differences in the way people learn and the fact that there is no single best way to teach. They can provide teachers with a powerful tool to help them examine and develop their practice (Scottish Consultative Council on The Curriculum, 1996)

6 Learning at the heart of Embley

6.1 Pupils and their parents are the central focus of the school. The school seeks to serve pupils and meet their individual and collective needs.

6.2 Learning that is motivating, rewarding, stimulating and leads to success, is the most important aspect of school life.

6.3 Pupils are encouraged to take responsibility for their own learning, recognising that each pupil learns differently and that making mistakes and taking risks are both part of learning.

6.4 Pupils need to be shown "how to learn".

6.5 The school will encourage pupils to set high expectations of themselves and take responsibility in setting out to achieve high standards.

6.6 Pupil progress will be carefully monitored during all stages of their education, through regular tracking, interim and full reports.

6.7 Regular and frequent evaluation of learning will provide staff, parents and pupils with feedback so that the pupils' learning targets can be adjusted. Evaluation will be via learning walks carried out by the SMT and SLT in the Senior School, regular lesson observations, scheduled learning walks and work scrutinies.

6.8 Success in all areas of learning will be rewarded and a positive ethos maintained in all aspects of school life.

7 Effective, motivating teaching

7.1 Teachers will ensure that the pupils are motivated by enjoyment and they will encourage innovation and excitement and will also allow time for reflective thinking.

7.2 Teaching will be responsive to the variety of learning styles and the individual needs of the pupils and this will be apparent in their planning.

7.3 Teachers will evaluate what has been learnt and give constructive feedback to pupils. Teachers will lead the management of the learning process with the assistance of other staff and in consultation with their pupils.



7.4 Teaching strategies used in the school will value and encourage the importance of independent learning and learning through collaboration with others.

7.5 Teachers will enhance learning with special activities and curriculum enrichment days.

7.6 Teachers will use technology as a fully integrated tool in all areas of the curriculum.

7.7 Teachers will inspire confidence and act as a positive role model.

7.8 Teachers will offer an exciting and attractive work environment with lively displays both inside and outside the classroom.

7.9 Teachers will contribute to research into learning and teaching and share good practice as well as taking part in professional training opportunities.

8 The role of parents

8.1 Parents are the most important educators of their pupils and the school wishes to work in partnership with them to encourage and motivate our pupils to reach their potential.

8.2 There will be regular meetings and communications about the progress made by each pupil.

8.3 There will be regular reviews of practice and curriculum information evenings in addition to regular items about teaching and learning in the weekly bulletin.

9 Document Information

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