



theHammond

TEACHING AND LEARNING POLICY
2023-24

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES

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The Hammond School Limited is registered in England and Wales Number 838325. Registered office is above. Charity Number 1022427 incorporating the Betty Hassall Foundation. The school is accredited by the I.S.A and C.D.E.T. and is a member of the B.S.A and I.S.I.

PURPOSE

The purpose of this policy is to ensure that all students at The Hammond receive their entitlement to high quality Teaching and Learning that challenges, engages, inspires and consistently and systematically promotes excellent progress. The philosophy being that the student is the evidence of high-quality teaching and learning.

The policy is designed to guide and support staff to maintain a cohesive approach to planning, and implementation of teaching and learning at all key stages and across the wide range of curriculum areas. This policy also outlines the expectations of all teachers and leaders in the evaluating and monitoring of the quality of teaching and learning at The Hammond.

EXPECTATIONS FOR TEACHING AND LEARNING AT THE HAMMOND

All teachers are ready to meet and greet their class and do this in a positive and friendly manner

All lessons make a prompt start with purposeful learning taking place from the outset

Where appropriate, every class has a seating or studio space plan that accounts for the group profile/individual student needs

The learning environment is secure, stable and stimulating

Student/teacher relationships are positive based on mutual respect and conducive to progress and language of learning is modelled effectively and promotes a Growth mindset

The learning journey is explicit and models of long term and assessment planning are provided to students so they can clearly see the 'bigger picture'.

Within individual lessons, student outcomes are explicit and signpost the learning

Students understand the purpose of their learning and see relevance to their own experience

Student learning builds on prior knowledge and understanding

Accessibility to learning is planned to ensure maximum progress and success for all students

All learning activities are planned to promote progress not to keep students 'busy'

There are opportunities for creative planning and the utilisation of different learning styles

Learning is planned through the 'eyes of the student' in order to promote student engagement and active participation

Learning is planned as social construct- active and collaborative when appropriate

Student questioning, reflection, and discussion are planned as an integral part of learning

Effective questioning is planned to extend thinking offer challenge and promote progress for all

Independent learning is facilitated and encouraged

Higher order thinking is facilitated and promoted

Assessment for learning is key to learning and is systematically built into planning.

Students are given timely and effective feedback, both orally and written in order that they know how to make progress.

Students understand success criteria. They know what they need to do to improve and are able to set and act upon appropriate targets. Students are aware of their own progress.

Students are given allocated DIRT to act upon feedback at appropriate points

Home-learning is purposeful and designed to promote progress

Every teacher is a teacher of Literacy. The quality of both teachers and student language such as instructions and questioning are significant determinants of progress.

THE RESPONSIBILITY OF THE PUPIL/STUDENT

To arrive to lessons on time and engage with learning from the beginning of the lesson

To adhere to the Hammonds expectations of behaviour

To take responsibility of their own learning

To work harder than the teacher over time

To be responsible (with the support of the teacher) for completing the learning set by and ensuring that their outcome is achieved at their highest possible standard

To actively participate in learning and share learning with others

To meet all teacher set deadlines (inclusive of home learning)

To understand that failure is part of the learning process.

Develop resilience to this and rise to the challenges and opportunities this brings

THE RESPONSIBILITY OF THE TEACHER

To have excellent subject knowledge and to keep abreast of any changes to the curriculum and plan for this accordingly.

To have a secure overview of the starting points, progress and context of all students and keep coherent and purposeful records of this to inform teaching and learning over time (At minimum from every data collection point)

To moderate student learning to ensure that assessment is secure and in line with national standards

To report student progress to parents with accuracy

To consistently reflect on student learning and progress and plan accordingly

To ensure that planning is of the highest quality, meets the needs of all students and allows progress for all

To ensure that students are the evidence of high-quality learning and teaching

To adhere to the Hammond assessment, marking and feedback policy

To adhere to The Hammond's Behaviour for Learning Policy

To celebrate student achievement and progress as a routine part of every lesson

To consistently reflect on practice in order to improve the quality of learning in the classroom

To share learning and teaching experiences with staff across The Hammond and beyond to secure a whole school approach to consistent and outstanding learning and teaching.

To actively participate in PLD in order to impact student learning

To keep abreast of pedagogical research developments and use this knowledge to inform teaching and learning

THE RESPONSIBILITY OF THE CURRICULUM LEADER OF LEARNING

To model all of the above to the curriculum team

To monitor the quality of Teaching and Learning within their curriculum area in accordance with the QA calendar inclusive of: Data reviews, Learning walks, Work scrutiny, Moderation of controlled assessments/ mock examinations, Student voice, PLD developments

To offer support to staff where required/requested

To offer opportunities to staff to share good practice within the department and beyond

THE RESPONSIBILITY OF SLT

To support the Curriculum Leader in quality assuring planning, Teaching and Learning within the specified curriculum areas.

To continually monitor and evaluate the quality of planning, learning and teaching in addition to and alongside the Curriculum Leader (as above)

To offer support or refer staff for support where required/requested

To offer opportunities for staff to share good practice across the whole school

To ensure that the high standards of planning, learning and teaching expected at The Hammond are adhered to.

THE RESPONSIBILITY OF THE HOUSE PARENT/PARENT/ CARER

To ensure students attend school every day (outstanding attendance is the key to outstanding progress)

To support The Hammond philosophy that effort is equal to success.

Consistently encourage students to put in the extra effort.

To support students with learning outside of school making use of The Hammond technology for additional learning support materials

To support with the Behaviour for Learning policy to ensure students demonstrate excellent behaviour and attitudes outside of the classroom

To attend parents' evenings to discuss student progress.

To contact school for additional support and advice if needed

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