

HEADLANDS SCHOOL
SINCE 1965

Teaching and Learning Policy

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Headlands School

Teaching and Learning Policy

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Aims

Any attempt to raise standards at Headlands School must be focused on the classroom. Continued and sustained rapid improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

At Headlands School the expectation is that all students are provided with high quality learning experiences that lead to consistently high levels of student achievement.

We expect every teacher to be a good teacher and to be trying to get even better - no child deserves less.

By adopting a whole school approach to teaching and learning at Headlands School we aim:

- To provide consistency of teaching and learning which is informed by the most up to date research
- To enable teachers to teach as effectively as possible
- To enable students to learn as efficiently as possible
- To give students the skills they require to become effective lifelong learners
- To provide an inclusive education for all students
- To learn from each other, through the adoption of a collaborative, research informed approach to teaching and learning, where good practice is constantly shared

This policy outlines key elements which are key to raising standards in teaching and learning. It also sets out a broad research informed framework for teaching and learning. When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality

Principles

1. A culture of continuous improvement:

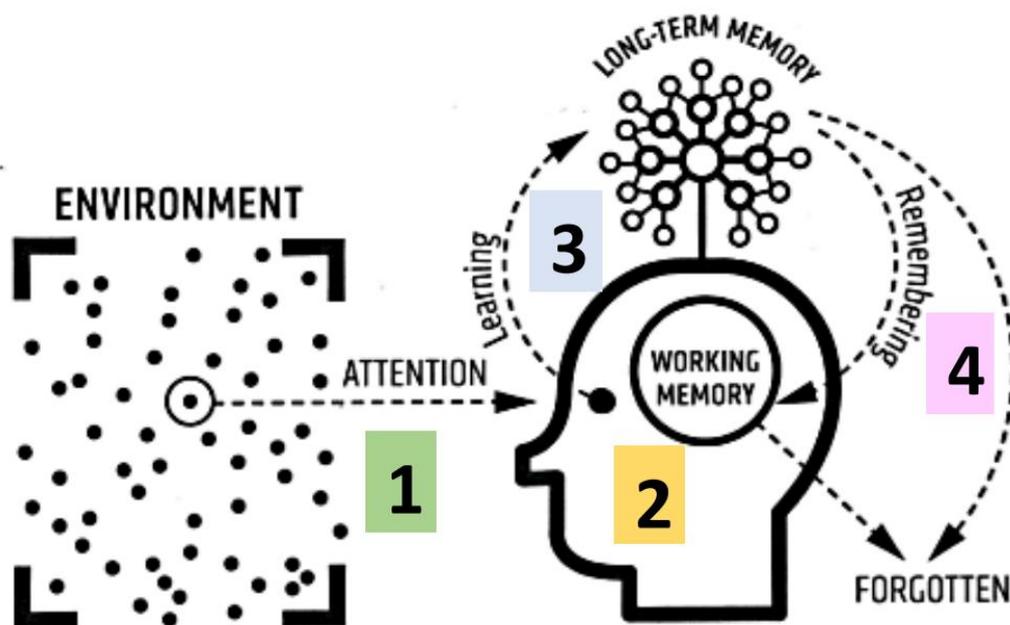
- We believe in and promote a culture where teachers do not feel enormous pressure to look good when a leader walks into their room. Instead, we believe in a culture where all teachers engage with high quality CPD to collaboratively improve their practice for the sake of their students, no matter their career stage.
- We are committed to ensuring that our teachers have the knowledge, resources, and time to take ownership over improving their practice.
- We provide a flexible CPD programme which allows for us to drive whole school improvements but which also allows individual teams or individual teachers to work on their specific areas for development.
- We ensure that any teacher development that we do is sustained over a period of time so that meaningful changes in practice can take place.
- We ensure that as well as identifying clear improvement priorities, thorough monitoring and evaluation identifies and addresses any issues that fall below our high standards.

2. High expectations for every student:

- We understand the power that teacher expectations have on student progress. We promote a culture in which we check our biases and do not place ceilings on the progress of any students.
- While we ensure cognitive load is managed through modelling, chunking and other strategies, we ensure that challenging independent practice is a part of every learning cycle.

3. Research informed

- We have built a shared understanding of how our students learn which is grounded in what we can learn from educational psychology and cognitive science (shown in the illustration below created by Oliver Cavaglioli and printed in Tom Sherrington's *Rosenshine's Principles in Action*). This is continually revisited.
- We ensure that any teacher development that takes place is grounded in this research driven shared understanding and that this link is explained.
- We are committed to developing our teachers so that they make effective day to day decisions around teaching and learning which are grounded in a deep understanding of how students learn.



4. Inclusive by design:
 - We believe that before adaptations take place, lessons should be designed to be as inclusive as possible for all students to limit the need for further adaptation. For example, lessons should be chunked to manage cognitive load for all students; regular whole class AfL should be used to ensure all students understand before moving on.
 - We believe that what makes learning accessible for our students who find learning the hardest will make learning more efficient for all students.
5. Adaptive practice, not differentiation:
 - In line with our belief in high expectations for all students, we do not believe in setting students several different tasks at several different levels of challenge as this broadens potential gaps between students instead of narrowing them. Instead, we believe that the curriculum should have the same ambitious core goals for all students. Lessons should be adapted so that students who find it more challenging to reach these goals are supported to reach them (for example through additional teacher support or scaffolding such as writing frames), and so that students who achieve these goals more quickly can be pushed beyond them.

Purpose

- To ensure high quality teaching and learning experiences for students of all abilities and aptitudes.
- To provide coherence of approach, and consistency of expectation, from all teachers and to all students.
- To provide a research informed framework for teaching and learning within which there is flexibility and scope for creativity.
- To raise attainment by increasing levels of student motivation, participation, challenge, and independence.
- To ensure that all students entering Headlands School have the opportunity to reach their full potential academically, socially and physically and are challenged in their learning and are helped to become independent learners for life.
- To inform teachers, students, parents, governors and the wider community about the aims and processes of teaching and learning.

Roles and Responsibilities

All staff

- To be aware of the principles of the policy and how they can contribute towards it.
- Have a responsibility, collectively and individually, to contribute to the delivery of a broad, challenging and appropriate curriculum.
- To support colleagues, for example through collaboration and best practice sharing, to deliver high quality outcomes for our students.

Curriculum Leaders and Subject Teams

- To have a deep understanding of Headlands School's research driven approach to teaching and learning, and to seek to continually improve teaching practice in line with the school's approach.
- To be responsible for the coordination of long, medium and short term planning of schemes of learning taking into consideration the aims and objectives of the policy.
- To ensure that all teaching staff in the department have strategic seating plans in place that are created and accessible on Edulink.
- To take the lead on identifying the strengths and development needs of their department
- To take the lead in planning departmental CPD and coaching to ensure that areas for development are improved.

- To monitor and evaluate consistent delivery of the policy at team level.

Senior Leadership Team

- To have a deep understanding of Headlands School's research driven approach to teaching and learning, and to seek to continually improve teaching practice in line with the school's approach.
- To provide strategic leadership on all aspects of the school.
- To provide a CPD model which allows whole school, departmental and individual development needs to be identified and improved.
- To ensure that whole school teaching and learning interventions and strategies are research informed and highly likely to have impact.
- To provide appropriate support, training, time and resources for departments and individuals to develop.
- To ensure that department leaders are empowered with the knowledge and skills to effectively evaluate and then improve the teaching and learning within their department
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Governors

- To monitor the effectiveness of teaching and learning in terms of raising student attainment and through the school self-review processes.
- To support the use of appropriate teaching strategies by allocating resources effectively.
- To ensure that staff development and the school's Appraisal Policy promote outstanding teaching.

Students

- To attend school regularly and be punctual for lessons.
- To take increasing responsibility for their own learning.
- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.
- To contribute to the development of teaching and learning at Headlands through student voice.

Parental responsibility

- To support the policy of the school and to provide support for students at home, allowing them to continue to develop their learning effectively.
- To ensure their children attend school regularly and arrive on time and with the right uniform.
- To participate in discussions concerning their child's progress and attainment.
- To support the school's behaviour policy.
- To support the teaching and learning in school by offering encouragement and praise to their children.

Teaching staff

- To have a deep understanding of Headlands School's research driven approach to teaching and learning, and to seek to continually improve teaching practice in line with the school's approach.
- To implement this policy by ensuring the consistent delivery of outstanding learning experiences.
- To provide an appropriate, challenging and stimulating programme of study to all students in their care.
- To take responsibility for their own professional development, through in-school CPD, coaching and other training opportunities, and to contribute to the development of others by sharing expertise.

- To ensure that strategic seating plans are in place for all classes using Edulink and that these are regularly reviewed and adjusted where necessary.
- To uphold the professional standards, including being punctual, well prepared and organised.
- To maintain an up-to-date knowledge of educational developments.

Framework for teaching and learning

At Headlands School, we have developed a research informed framework for teaching and learning which aims to ensure that our teaching is efficient and impactful, and therefore maximises learning for all our students. This framework is summarised in the learning cycle below. All teaching development is underpinned by this framework. It is not the expectation that each of these elements would be seen within a lesson, or indeed that they would always be seen in this order. However, this is our shared understanding of effective teaching and we would expect all elements to be seen across a series of lessons.

Teaching that maximises learning for **all** students

