



WAKEFIELD GIRLS' HIGH SCHOOL

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Consultation	Heidi Jayne Boyes, Head of WGHS
Checker Person Name Quality Assurance	Kathryn Morgan, Chair of GEC
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VALIDITY – Policies should be accessed via Firefly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.01	Sept 2019	Updated, Judith Tingle and Heidi Jayne Boyes
V1.02	Aug 2022	Update Judith Tingle, Deputy Head Academic
V1.03	Sept 2023	Update Judith Tingle, Deputy Head Academic, Sam Rowley Director of Junior Section
V1.04	Sept 2024	Update Judith Tingle, Deputy Head Academic, Sam Rowley Director of Junior Section

To be published on the following:

Staff shared	X	School website	X
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WGHS Teaching and Learning Policy

1. Purpose of the Policy

The purpose of this policy is to outline the guidelines for the arrangements that have been made by WGHS related to Teaching and Learning.

List of abbreviations and meanings

WGHS	Wakefield Girls' High School
ACP	Advanced Cognitive Performance Characteristics
VAAAs	Values attitudes and Attributes
IEP	Individual Education plan.
QA	Quality Assurance

Related Policies and Guidance

All policies can be found on FireFly for staff [here](#) and policies for public view can be found [here](#).

- WGHS JS Behaviour Policy
- WGHS SS Behaviour Policy
- WGSF SEND Policy
- WGHS Assessment and Reporting JS Policy
- WGHS Marking and Assessment SS Policy

2. Policy Aims

This policy aims to:

- Outline the teaching and learning arrangements at WGHS
- Outline the philosophy upon which our teaching and learning are based

3. Introduction and Overview

The school's academic aim is for each girl to develop a love of learning and fulfil their academic potential in an inspirational and distinctively girl-centred learning environment. The focus is on the golden thread is on the joy of learning

Effective teaching and learning is essential for the successful delivery of the curriculum and its aims. Since the start of the academic year in September 2022 the school has adopted a teaching and learning philosophy centred on the 'Teaching WalkThrus' (Tom Sherrington). WalkThrus are a selection of more than 150 evidence based teaching and learning strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps. Staff are involved in discussions and decision making regarding which of the WalkThru 'clusters' - a set of techniques - will be of specific interest and focus for their department. These decisions are reviewed regularly and positive developments built upon.

Staff are regularly involved in discussions on curriculum development, assessment, homework, and the provision for individual needs through the whole school, Heads of Department, and departmental meetings. We aim to create a challenging learning environment for learners of all

styles, backgrounds and abilities. Learning is celebrated through a comprehensive system of rewards (See Rewards and Sanctions Policy and Behaviour Policy). Students have a clear voice on teaching and learning through subject and pastoral student voice and in discussions through the Student Teaching and Learning Committee.

4. Planning and Preparation

All teachers are expected to:

- Plan effectively to achieve progression in learning within the schemes of work of the department;
- Set high expectations, building on prior attainment and knowledge of the individual needs of pupils;
- Be aware of any specific needs within the group and plan differentiated work accordingly;
- Prepare well-produced material well in advance of the lesson;
- Set clear objectives at the beginning of the lesson which are understood by the girls;
- Plan a well-structured, well-timed lesson with a review at the end;

5. Teaching and Learning Methods

All teachers are expected to:

- Provide challenge in lessons through a variety of teaching strategies;
- Incorporate HLP VAA's and ACP's in their lessons.
- Use a variety of activities and questioning techniques to ensure opportunities for a range of learning styles to be met;
- Using a range of learning resources including ICT where appropriate;
- Show a good subject knowledge and understanding and communicate enthusiasm for the subject;
- Provide opportunity for the development of language, numeracy and ICT skills as well as independent and collaborative study skills needed for effective learning;
- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development;
- Link lesson content to previous teaching and learning;
- Draw from the ideas and experiences of students within the class;
- Ensure instructions and explanations are clear and specific;
- Involve all students, listen and respond as appropriate;
- Encourage high standards of effort, accuracy and presentation;
- Monitor and assess understanding throughout the lesson by the use of questioning;
- Recognise mistakes and misconceptions and use these constructively to facilitate learning;
- Assess written work regularly and accurately and give positive feedback including targets and guidance on how to improve;
- Use homework effectively to reinforce and extend learning.

6. Classroom Management

All teachers are expected to:

- Ensure an orderly and punctual beginning and end of the lesson;
- Maintain an orderly and purposeful atmosphere within the lesson;
- Use praise regularly for effort and achievement and apply rewards and sanctions consistently;
- Use prompt action to address any poor behaviour;
- Treat all students fairly;
- Create a positive, cooperative atmosphere where students feel safe, are able to attempt new ideas and are confident about taking risks in their learning;
- Ensure the learning environment is attractive and conducive to learning with evidence of students' work displayed.

7. Differentiation

We must ensure that each student fulfils their potential and that the work set stretches and enthuses our students; we need to challenge them when they show particular ability and support them in areas which they find difficult. Differentiated learning opportunities, support strategies and quality first teaching will be employed by the subject teachers in order to aid all pupil's academic progression. To this end we need to provide quality first teaching by a variety of means:

- Access all information regarding pupils' needs with particular reference to IEP's if appropriate.
- On occasions, providing students with a range of graded tasks they can complete at their own level;
- Provide scaffolding where appropriate
- Providing extension tasks;
- Providing additional reading material;
- Encouraging attendance at specific subject clubs or clinics – at KS4 these clinics may become compulsory;
- Ensuring individual attention and guidance in lessons where necessary.

8. Criteria for effective teaching with special reference to Sixth Form

All those indicators of good practice in teaching generally in secondary schools (effective planning and organisation, challenging tasks, informative assessment etc.) should also be evident in the sixth form. However, work at advanced level additionally needs to be underpinned by two important principles:

- Teaching should provide a bridge between students' learning in the structured context of KS4, and the freer demands and expectations of higher education and employment.
- Teachers should have the necessary specialist understanding and knowledge (academic and/or vocational) to ensure that students are exposed to work of scholarship and excellence.

As a consequence, the following features should be represented in good sixth form teaching when appropriate:

- Encouraging students to plan their own learning and critically evaluate the outcomes.
- Encouraging independent research, extended study and original thinking.
- Developing students' capacity to analyse, interpret and critically evaluate material from a range of primary and secondary sources.
- Developing students' ability to make predictions or formulate hypotheses, and test them.
- Encouraging a constructive scepticism in students, and the preparedness to question accepted principles.
- Making use of the full range of resources and methods available for advanced level work, including ICT.
- Willingness by teachers to review regularly their materials and methodology, in the light of developments in their subject.
- Demonstrating by example the value of experiences and resources beyond the school.

9. Oxbridge

If you identify a student who is particularly promising in your subject and could be encouraged to consider Oxbridge application, please ensure that you discuss this with the Head of Department and notify the Head of Sixth Form.

10. Departmental Handbooks

Departmental Handbooks are updated annually by Heads of Department and contain:

- School Aims followed by Department Aims
- List of staff, showing date they joined the school and any specific responsibilities both whole school and departmental.
- Accommodation (rooms, store rooms, departmental office/staff room etc)
- Resources (what and where kept)
- Curriculum plan (how many lessons/time allocation in each Year Group)
- SCHEMES OF WORK - cross curricular links and enrichment opportunities. Key stage 4 and 5 schemes of work must show the alignment with external examination syllabi.
- Departmental policies (e.g. use of firefly/technology, health & safety; marking, feedback & assessment; homework arrangements; trips etc.) and/or procedures (again, examples of letters sent by the department about coursework etc. would be useful); including any guidance on assessment given to pupils e.g. sheets to be pasted into exercise books
- Arrangements for recording and reporting (possibly with an example of good feedback, and UCAS subject reports)
- Departmental Development Plan
- Self-Evaluation for HoDs and HoYs The Quality of Pupils' Personal Development
- Running record of INSET attended by department members over the academic year.
- Extra-Curricular activities and trips for the coming year.
- Any ISSP arrangements/events undertaken/Feeder school activities

ALL STAFF should make sure that the following items are available upon request:

- Evidence of marking and monitoring;
- Pupil work samples and homework;

- Records/Assessments: N.B. Mark books must be open for inspection and not, therefore, carry any other notes/comments.

Heads of Departments should also have:

- Syllabus details
- Minutes of Meetings

and are also responsible for:

- Liaising with Jess Gent for stationary orders;
- Records of equipment and organisation of stock cupboards;
- Recommendation, implementation and monitoring of CPD in the department;
- Budgeting

11. Monitoring, Evaluation and Review

The Deputy Head, Academic and Director of the Junior Section will monitor the implementation and effectiveness of this policy, **review it annually** through Quality Assurance measures (see QA Policy) and report to the Head.

12. Key Contacts

Judith Tingle, Deputy Head Academic
Sam Rowley, Director of Junior Section