

Deyes High Sixth Form

Teaching and Learning Policy – Post 16



Principles of the Policy:

- Staff at Deyes High Sixth Form realise that the quality of learning occurring in our classrooms forms the bedrock of success for our Sixth Form students. Teachers at Deyes embrace the belief that the pursuit of excellence in teaching is the single most powerful influence on achievement.
- The Teaching and Learning Policy Post 16 is a core component of the drive to raise educational standards in Deyes Sixth Form and to bring greater consistency to the quality of Teaching and Learning for all students.
- We recognise that every student is entitled to experience a variety of teaching and learning styles in Sixth Form Lessons. We realise that this is vital in ensuring students are engaged and motivated in their learning.
- We recognise that students are entitled to the appropriate level of individual support which will enable them to achieve their full potential.
- We strongly believe that all Sixth Form teachers have a responsibility, collectively and individually, to contribute to the delivery of an engaging, varied, challenging and appropriate curriculum.
- In addition they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all students are met.
- Sixth Form teachers should strive to give our students the competitive edge over other students from other institutions. This should mean they are committed to being an outstanding practitioner.
- We recognise that continued professional support, coaching and mentorship at whole school, team and individual level is essential to empower staff to deliver effective learning experiences and we hope that policy will help provide teachers with a framework of guidance to help them deliver lessons and support of the highest quality.
- We are committed to personalisation. Teachers are committed to making subject matter relevant, are flexible in their approach to teaching, are committed to setting challenging, not just time-consuming activities, and encourage opportunities for deep-learning, using Bloom's taxonomy as a framework.

(For a more detailed rationale, see whole-school teaching and learning policy).

Sixth Form teachers employ motivational triggers to engage the students. Sixth Form teachers realise that students learn more in lessons when they are emotionally engaged in lessons.

(For a more detailed rationale, see whole-school teaching and learning policy).

The purpose of the policy is:

- To ensure high quality teaching takes place in every sixth form classroom and to ensure high quality learning experiences for students of all abilities and aptitudes
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to make explicit our beliefs about the characteristic of effective Sixth Form Teaching and Learning.
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, students, parents, governors and the wider community about the aims and processes of teaching and learning

Outcomes:

Students who attend Deyes High Sixth Form will be:

1. Effective independent learners
2. Aware of a variety of learning and revision techniques so that they can work independently.
3. Developing a **“Growth Mindset.”** They appreciate that actually success depends on effort. Students believe that hurdles can be overcome by the application of more effort. They understand that the world is a place containing challenges which are not insurmountable.
4. Able to appreciate that adversity can be beneficial and can help us to grow as people and as learners.
5. Able to enquire and solve problems.
6. Able to set themselves targets and work towards them.
7. In receipt of a well-balanced, consistent curriculum that meets their needs.
8. Taught in a way that will allow them access to A* grades.

As teachers we know that learning will be most effective when:

- the environment is secure, stable and stimulating
- students have confidence in their ability and direction.
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self-assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts

Principles of Teaching and Learning:

- We see teaching and learning as a process of co-operative teamwork. We welcome and encourage the involvement of parents and others in the community.
- All members of the school community (teaching and non-teaching staff, parents and students) work towards the success of this policy.

Teachers work towards the Teaching and Learning Policy aims by:

- providing a challenging and stimulating programme of study designed to enable all students to reach the highest standards of personal achievement
- having a positive attitude to change and the development of their own expertise. This includes embracing new teaching methods and new technology and employing a variety of teaching methods.
- continuing to be learners themselves – this means always looking for new examples, explanations, books, theories and ideas to enrich their teaching.
- maintaining an up-to-date knowledge of the Examination Specifications
- attending in-house Sixth Form meetings designed to improve teaching and learning in the school.
- being good role models - punctual, well prepared and organised
- ensuring early contact with parents to discuss matters which affect a student's happiness, progress and behaviour
- recognising and being constantly aware of the needs of each individual student according to ability and aptitude
- Collaborating with members of their own faculty and across faculties to share best practise.

Students work towards the Teaching and Learning Policy aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- achieving the minimum of 95% attendance in school.
- attending all lessons.
- not arranging term time holidays
- being punctual and ready to begin lessons on time
- ensuring early contact with school to discuss matters which affect a student's happiness, progress and behaviour
- being organised - bringing necessary books, kit, and equipment
- conducting themselves in an orderly manner in the school
- taking growing responsibility for their own learning

- setting themselves realistic but aspirational goals.
- taking on responsibility and taking part in activities outside of the academic life of the school.
- adhering to and supporting the Sixth Form 6

Parents work towards the Teaching and Learning Policy aims by:

- ensuring that students attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to independent study and homework and assisting with planning for revision and examinations
- allowing their children to take increasing responsibility as they progress throughout the Sixth Form

Departmental Check List

The check list below consists of Actions which we consider most effective in raising student attainment at Key Stage 5. This checklist should be at the forefront of planning for Teaching and Learning Post 16.

Action	Check
All dept staff are made aware of the Sixth Form T and L Check list	
Students are provided with a syllabus/s and assessment timetable	
Resources and assessment materials are available on Moodle	
All students are given advice on study skills at the start of Y12, which are specific to their subject.	
All students know their Target grade in the subject	
Homework is set regularly (at least once a week, per teacher)	
Assessment are marked and returned to students within 10 working days. Verbal feedback is given for basic note-taking homework.	
Assessments and Homework is marked and graded to AS/A2 standards (when applicable)	
All students know their current level of attainment (at any given time)	
Student's Progress Assessment Grade is based on a formal assessment.	
All Students are given clear targets on how to improve on every formal assessment.	
Students who are consistently underperforming will be placed on a departmental performance contract and parents are informed	
Students have a formal conversation with their teacher 3 times a year during the Progress Review week to discuss progress.	
Students are provided with bespoke printed notes that differentiate for students and allow students access to A* grades. If this is not possible, students should be provided with their own textbook.	
The department works in close collaboration with the Sixth Form Team/Tutors	
Teachers contact pastoral staff immediately if they have any concerns about poor attendance to lessons.	
The department staff phone home if concerned about effort or attendance, whilst keeping pastoral staff informed.	
All students folders are reviewed at least twice a year	
All students are provided with a revision guide	
All students complete a T and L survey at least once a year	
Year 12 are fully aware of what is required to progress onto A2	

Core Principles

1 There is no known ceiling to achievement. Intelligence can be developed by good teaching.

Intelligence is not static, and is not innate. It can be developed by students engaging in appropriate and challenging learning activities. Concepts such as 'ability' and 'intelligence' should be handled professionally with great caution. In professional dialogue, including in all communication with parents, it should be clear that the school's view is that intelligence and ability are not fixed, and are susceptible to development through good teaching and learning and hard work and effort from the students.

Target grades for students are a projection of minimum performance based on earlier attainment. They are used to measure the value added by the teaching received, and to ensure that uniformly high expectations exist across all subject areas and amongst all students and parents. They make no claim about the 'intelligence' or 'ability' of a student. **Targets exist to be achieved or exceeded.**

2. A significant contributor to excellence in any given field is hard work. While there may have been physical predispositions or genetic factors this pales in comparison to hard work.

3 Clarity is essential to allow students to fully access their chosen programmes of study.

It is imperative that students are provided with all relevant information at the start of the course to ensure that they fully understand the nature of the course and its requirements. All resources are made available to students throughout the course and in particular on Moodle. If students are absent, every effort should be made to ensure students have access to work missed.

4 High expectations are important, but to fulfil these high expectations students must be shown how to improve by their teachers. This requires students to be taught to learn and to reflect on their learning, and to assess their progress.

It must be made explicit to students what they can do to be effective learners. Strategies for achieving this include discussions with them about their learning, scaffolding, modelling, guided writing, joint developing and inculcating effective study skills. When explaining new concepts, teachers need to check for understanding by students. There is a variety of ways in which this may be done, including appropriate questioning, which should be targeted at students least likely to have understood, or asking students to explain back to the rest of the group. Students will be able to assess their own progress through progress towards clear learning objectives, and by formative feedback on their work. Other strategies may include peer assessment or self-assessment, as well as summative grades at prescribed intervals.

5 Learning objectives that challenge each student and take their own learning forward must be shared explicitly with students and reviewed at the end of the lesson.

The learning objectives must be learning objectives, not simply activities to be completed in the lesson. Students need to know what they are learning in lessons, not just what they are doing.

Learning objectives generally need to be shared with students at the start of the lesson. To consolidate learning, and enable students to assess their progress, learning objectives must be reviewed, checked or tested preferably at the end of the lesson, normally as part of a plenary.

6. Effective formative and summative assessment in the light of learning objectives must be regularly undertaken.

Assessment has a range of purposes, all of which are important. It needs to help students to improve (formative assessment); it needs to inform teachers, parents and students about progress made (summative assessment). It also needs to inform teachers about their teaching; the results of assessment to feed into teachers' planning for future learning. This may impact on pace, content, teaching methods and the revision needs of learners.

- Work assessed by teachers must receive written formative feedback which makes it clear how students could improve their work further.
- It is also essential to routinely grade practice examination questions, as in the approach to public examinations it is important that students are aware of the grade or level their work is currently meeting.
- Target grades must be recorded in the mark book for all students, so that progress towards and beyond these targets can be clearly seen.
- Target grades or levels must be discussed openly with students so that students have a clear awareness of what the minimum expectation for their achievement is.
- Work collected in for marking must be returned to students within two weeks of collection. Long delays between work being completed and being returned to students mean that the impact of assessment is lost.

7 Lessons must be carefully planned and clearly structured to include an engaging and stimulating variety of learning activities and tasks which contribute to meeting the learning objectives. Teachers must evaluate their lessons so that their own practice can improve.

Every course should be planned in a scheme of work, which will set out a clear timescale for different elements of the course to be covered, resources, suggestions for learning activities, planned differentiation and assessment activities.

Start of the Lesson:

- The start of the lesson has a clear focus, using activities which immediately engage the learner.
- The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and why. The success criteria by which the learning will be evaluated are made explicit

Lesson Development:

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to
- Make learning active by providing tasks which enable students to make meaning, construct knowledge, solve problems and develop understanding and skills
- Model activities and processes, making their thinking and decision-making explicit to

students

- Provide exemplar work so that students are aware of the sophistication of response expected
- Use a variety of questioning techniques to probe and develop students understanding
- Promote active listening, inviting a range of different responses and building in time for reflection
- Give constructive, positive feedback on work in progress
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Set a variety of homework tasks to deepen, extend, or initiate learning

8. Teachers must create and maintain a purposeful learning environment, both physically and in terms of classroom ethos.

It is absolutely imperative that teachers have the same high expectation of Sixth Form student in their lessons as they do for the lower school. The Sixth Form 6 should be clearly displayed and reinforced with the students as required.

Sixth Form 6

1. Arrive on time, ready to learn
2. Do what is required of you, when it is required
3. Listen to and value the opinions of everyone in the class
4. Be proactive in your lessons and contribute when called upon
5. Keep mobile phones, electrical gadgets and personal comments to yourself
6. In lessons keep in mind your long term ambitions and goals.

9 Achievement must be recognised and celebrated, and underachievement must be challenged and addressed by teachers, not simply processed.

Praise and acknowledgement is a wonderful way to encourage student progress and it is essential that teachers develop a range of strategies to celebrate individual and group achievement in their lessons.

When underperformance is evident, the teacher's job is to change the underperformance, not simply to note it or record it. An underperforming student needs to be spoken to by their teacher with a view not just to identifying reasons, but to clearly establishing strategies for improvement. Short term targets and further review discussions should normally take place.