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| Staff champion | NMS |
| Last Reviewed by Governors | March 2019 |
| Next Review by Governors | March 2021 |

Teaching Policy

This policy is applicable to all Pre Prep, Junior and Senior School pupils including those in the EYFS.

Introduction

At Chigwell School we are committed to raising standards and providing the best education for all the pupils in our care. Teaching should promote a life-long love of learning and the development of the whole pupil equipping them with the necessary skills needed in later life.

Our aim is to enable all our pupils, whatever their ability, to develop their competencies and learning skills so that they can be confident, happy and positive, and not be afraid to tackle challenging issues and risk failure. Pupils learn in different ways and we aim to provide a rich and varied learning environment that allows our pupils to develop their skills and abilities to their full potential.

At Chigwell the following arrangements are in place to enable all our pupils to achieve the following:

(a) Teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught:

- A curriculum is provided which presents the subject knowledge of each academic discipline clearly and with logical progression throughout the School. Heads of EYFS, KS1, KS2 subjects and Heads of Department are responsible for formulating that curriculum and for drawing up Schemes of Work. They are responsible for ensuring the material to be taught is appropriate to the particular age range and that the teaching is pitched at the right level. GCSE and A Level syllabuses are chosen to provide a suitable continuum of education and inform to a considerable extent the curriculum at lower levels.
- Setting by ability takes place as appropriate to ensure that pupils acquire knowledge and skills at appropriate levels and speeds. Such setting is in operation in mathematics throughout the School; in English from Year 10 and Science from Year 9, though this setting is looser with parallel groups in addition to top and/or bottom sets. Movement between sets is possible if it transpires that a pupil should be in a different set.
- Class sizes are small enough to encourage and facilitate a high quality of teaching and learning. Throughout the School few classes are above 22. At KS5, most A level sets are no more than 16.

(b) Teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves:

- We foster a culture where learning for its own sake (as well as for gaining vital qualifications) matters: teachers aim to foster such an attitude in pupils at all levels and to communicate this central aim to pupils.
- Teachers are encouraged to use open-ended questions in assessment, both orally and in written work. Project work at KS1, KS2 and KS3 is encouraged. Heads of KS1 and KS2 subjects and Heads of Department are encouraged, wherever possible, to choose topics that will stretch and stimulate

thinking. The use of the library is encouraged wherever possible, along with the issue of reading lists (using books and websites). Tasks which require independent work are set regularly.

- The use of academically-based trips within London and beyond is encouraged. A Level based lecture days are also encouraged, where they are relevant or otherwise academically stimulating.
- Provision is made for pupils to have individual tuition in a wide range of musical instruments, and musicians are encouraged to participate in orchestras, bands and ensembles at various levels to suit their talents. Excellence in individual sports and team games is encouraged at all levels.

At Chigwell our teaching involves:

(c) Well planned lessons and effective teaching methods, activities and management of class time

- All teachers are expected to plan their lessons fully and with care at, KS2 and KS3, paying heed to the 50-minute lesson and ensuring that an appropriate variety of activity is on offer to the pupils within each lesson.
- Teachers must be prepared to devote more time than planned to matters which do cause difficulty or which stimulate particular interest and 'run' with them, provided that the overall point of the lesson is not lost or obscured.
- The necessary techniques required by each subject notwithstanding, the teacher must ensure that in each lesson (s)he tests the pupils' recall of previous material and tests for their learning and understanding of the new material taught.
- A certain amount of time will normally be devoted in each lesson to the pupil working on his own or in pairs or in groups, applying what they have learnt and developing their own thinking skills.
- Sharing good practice in the classroom is encouraged and regular teaching and learning skills meetings take place. Heads of EYFS, KS1 and KS2 subjects and Heads of Department are expected to observe lessons of teachers in their department linked to the PDR scheme.

(d) Teachers having a good understanding of the aptitudes, needs and prior attainments of their pupils, ensuring that these are taken into account in the planning of lessons

- Teachers have access to MidYIS data for all pupils in Years 7 to 11 as an indicator of ability.
- Those pupils who have been identified as being potential high-achievers, are made known to staff.
- By careful questioning in class, assessment for learning, and by well-judged homeworks and work in class, the teacher are expected to assess and continually review his/her assessment of every pupil in each class.
- Lessons should follow on from what has gone before in an obvious way; the teachers should think about what aspects of work previously covered need to be re-asserted or tackled again from a different angle.
- Records of attainment must be carefully logged, to allow the teacher to plan lessons appropriately and to report in an informed way to pupils, tutors and parents.
- The teacher is expected to pitch lessons, knowing the abilities and needs of the class as a whole and of individual pupils. The teacher needs to differentiate: this may take the form of different explanations targeting the more and less able; specific directed questions; a variation in the tasks set in class or in homework.
- Teachers need to bear in mind the needs of those who have learning difficulties and disabilities, or special educational needs and are receiving learning support. They need to refer to the pupil's Independent Education Plan and act on the advice from the Learning Support Coordinator (see Learning Support Policy).

(e) Teachers who demonstrate good knowledge and understanding of the subject matter being taught

- The School employs teachers who have good degrees in the relevant subject and/or post graduate qualifications in teaching. The Headmaster, in conjunction with senior staff and the relevant Head of Department, ensures at interview and subsequently by checking degree qualifications, that the teacher is qualified for the advertised post.
- It is good practice for colleagues within departments to share knowledge, expertise and methodology with new staff or with those teaching a topic for the first time.

- It is expected that teachers employed by the school will take an interest in current developments in their subject.
- Teachers are expected to be fully conversant with departmental schemes of work and the syllabuses for GCSE and A Level where appropriate, which they are currently teaching.
- The School is committed more generally to INSET training and there are regular Teaching and Learning sessions for teachers throughout the term to share good practice and new initiatives

(f) The effective use of classroom resources which are of a good quality, quantity and range

- The School is committed to providing modern classrooms and an environment conducive to happy, stimulating and enjoyable learning.
- Most classrooms are equipped with inter-active smart boards, which teachers are encouraged to use fully, whenever and wherever appropriate. Most classrooms have a projector and all have access to the school network.
- Each member of staff is allocated a laptop for school use, whether in school or at home, to facilitate the preparation of materials for teaching and learning. The science laboratories, DT, Art and Music classrooms are fully and appropriately equipped.
- Schemes of Work should give advice about the variety of relevant resource material available including ICT.

(g) A framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress

- Assessment is an on-going process; teachers use their professional judgement and expertise to identify formative assessment opportunities. Informal assessments take place in class through observation, questioning, marking, and evaluating which are essential to the teaching and learning process. Formal assessments may involve class tests and examinations both internal and national, and project work.
- Class tests will assess pupils' knowledge and understanding of a particular section of work and will allow pupils to perceive what has been learned together with what needs to be done in order to achieve higher standards, and will help teachers assess their teaching programmes.
- All year groups will take some internal examinations during the academic year. These will assess the knowledge and understanding gained over a substantial period of study and will show the pupil's standard of achievement at the end of this time.
- External examinations are administered each year.

A framework for pupil performance to be evaluated is in place along with regular communication to parents:

- All attainment grades are based upon common assessments or internal exams. These are reviewed each grading session relative to ability, as determined by either MidYIS or predicted grades.
- Parents are informed of performance relative to ability and both departments and pastoral teams contribute to helping pupils/students underperforming relative to their ability.

Parents are informed about pupil progress through:

- Reports: full reports are sent to parents at least once a year
- Parents' evenings: two parents' evenings per year for each year group with a third parents' evening for EYFS
- Grade reports: these are sent out to parents of pupils from Years 3 to 13 at appropriate times during the academic year

Report Grades

Each pupil is given an attainment grade and an effort or Attitude to Learning grade based on agreed criteria.

Homework and Marking Arrangements

Homework

- A good, well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning.
- Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.
- Research over a number of years in this and other countries has shown that homework can make an important contribution to pupils' progress at school. In this country there is evidence that pupils in the highest achieving schools spend more time on learning activities at home than pupils in other schools.
- Homework need not, and should not, get in the way of other activities which they may do after school such as sport, music and clubs of all kinds (and vice-versa).
- A good whole school policy, consistently applied, can ensure that homework arrangements are manageable for everyone, not least teachers, as well as educationally beneficial.
- Pupils, and students, that complete homework regularly and to the best of their ability are far more likely, than those that do not, to fulfil their potential.

The purpose of homework:

- To encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own (independent learning);
- To consolidate and reinforce skills and understanding developed at school;
- To extend school learning, for example through additional reading;
- To sustain the involvement of parents in the management of pupils' learning and keeping them informed about the work pupils are doing;
- To prepare for subsequent lessons, tests or examinations.

The purpose of a homework policy:

- To ensure consistency of approach throughout the School;
- To ensure progression towards independence and individual responsibility;
- To ensure the needs of the individual pupil are taken into account;
- To ensure parents/guardians have a clear understanding about expectations from themselves and the pupil;
- To improve the quality of learning experience offered to pupils;
- To extend and support the learning experience via reinforcement and revision;
- To provide opportunities for parents, pupils and school to work in partnership;
- To provide opportunities for parents and pupils to work together to enjoy learning experiences;
- To encourage children to develop long term strategies for future needs.

Setting of homework

- All homework set should have a clear purpose and objective and be linked to programmes of study.
- Homework time should not regularly be used simply for finishing off work carried out in class.
- Pupils should, wherever possible and appropriate, be given at least two days to complete homework.
- All homework should have a tangible end product.
- Possible tasks might involve:
Investigations, interviews, simple experiments, essay writing, research, public library visit, drafting, report writing, reading, designing, revision, making a model, drawing, word processing, desktop publishing, projects
- Homework is to be submitted on time. Exceptional circumstances (e.g. serious illness or bereavements) would be those for which no reasonable teacher could expect the homework to have been completed on time. In these circumstances common sense should prevail and the appropriate extensions granted.
- Homework for pupils in Year 7 and above is published on Chigwell Gateway.

Marking

Constructive assessment and marking of pupils' work has six main purposes:

- to encourage and motivate pupils;
- to enable pupils to evaluate their own work and identify ways in which they can improve;
- to correct pupils' mistakes
- to provide the pupils with an indication of their individual achievement and progress;
- to help the teacher identify strengths and weaknesses in learning and teaching in a group; and adjust subsequent teaching in the light of this;
- to show others - pupils, staff, parents - what standards have been or can be reached.

It is essential that all teachers see the task of marking as being important and do it carefully, possibly with the following points in mind:

- Work should be marked regularly and returned promptly in order to promote enthusiasm, and for the maximum benefit of feedback.
- Heads of Department, Heads of KS1 and KS2 subjects will determine what is meant by 'regularly' and 'promptly' in their subjects.
- All departments should set minimum marking frequency targets. These targets should be agreed within each department and should take into account the general nature of the subject and work assessed, period allocation, homework allocation, group/set sizes etc. These targets will be monitored by the Director of Studies' team.

The comments should wherever possible:

- acknowledge good points
- indicate anything incorrect
- indicate specific ways in which the pupil may improve the standard of his/her work
- Recognise effort

Where possible comments should be positive and constructive, but a negative comment may be deemed necessary if work is very poor. No grades will be given.

As often as possible there should be discussion between teacher and pupil after a piece of work has been marked when the pupil can respond and the teacher can reinforce any necessary points. Pupils must know exactly what they must do next to make progress.

Effective marking should help to reinforce good literacy skills across all curriculum areas. It is vital that teachers of subjects other than English do this to show the value of written accuracy in all aspects of life. A correct version of the mistake should be written on the pupil's work, or the pupil should be encouraged to find the correct spelling in the dictionary. Once this has been done the pupil should write the correct spelling at least once. Pupils should be encouraged to rewrite sentences where their meaning is at all obscure; emphasis should be put on clear, simple expression.

Teachers are encouraged to use the following marking symbols, as appropriate, when marking pupils' work:

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| Sp | for a spelling error. The correct spelling should be written once |
| P | for a punctuation error or omission |
| C | mis-use of the capital letter |
| // | new paragraph |
| ✓✓ | exceptional point |
| ?? | not clear |
| X | incorrect |
| ✓ | correct |

We are striving for excellence of quality and presentation and if a piece of work is of an unacceptable standard from a particular pupil then that work should be re-written.

(h) Using effective strategies for managing behaviour and encouraging pupils to act responsibly

- Every pupil has the right to be taught in a safe and unthreatening environment and to feel that the atmosphere of each class is conducive to high-quality learning. Consequently, the orderly behaviour of pupils in the classroom is of paramount importance, and each pupil is expected to adhere to the school's *Code of Conduct* within and outside the classroom.
- It is the responsibility of each teacher to ensure that the atmosphere in the classroom is conducive to high-quality teaching and learning. Unruly behaviour and untimely interruptions are not to be tolerated and the teacher must use the School's sanction system appropriately (see Behaviour and Sanctions Policy).
- Pupils are encouraged to act responsibly and staff are supported with effective strategies for managing behaviour, as outlined in the Behaviour and Sanctions Policy including the Use of Restraint.

(i) Teaching does not 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.

- At Chigwell, teaching supports understanding of those from different backgrounds, cultures and beliefs, and this is expanded upon in the Spiritual Moral Social and Cultural Education Policy.

(j) The School does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

- More details are given in the Equal Opportunities Policy.

**For and on behalf of the Governors
M.E. Punt**