



# Teaching and Learning Policy

## December 2022

Approved by: Local Governing Body

Chair of Governors: John Garner

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## **1. Background information**

At Ruislip High School, we believe that teaching and learning is at the heart of everything that we do. This policy sets out the school's approach to teaching and learning, which is evidence-informed, including the principles of teaching and learning at Ruislip High School, the school's teaching and learning values and guidance related to specific groups.

## **2. Aims**

The primary aim is to inform stakeholders of the principles of teaching and learning at Ruislip High School.

- To ensure that there is clarity of understanding of what makes effective high-quality teaching at Ruislip High School.
- To ensure that all students receive high-quality teaching that leads to students knowing and remembering more.

## **3. Principles of effective teaching and learning**

- The teacher is the expert. Teachers remain an expert in their field by maintaining a deep knowledge of the subject.
- Teachers teach the subject they love with love.
- All staff follow the school's behaviour policies and school routines to maximise teaching time.
- Time is a precious resource. Teachers plan lessons which ensure the most efficient use of lesson time.
- Memory is the residue of thought. Teachers plan lessons that involve students thinking primarily about the intended learning.
- Learning involves a change in long-term memory. Teachers revisit content to ensure students have the right foundations to build future learning in order to be successful in the subject.
- All feedback is used to inform teaching.
- Teachers use the principles and guidance in this policy with consideration of their subject first and foremost and Curriculum Leaders adapt the guidance to suit their curriculum area.
- Expert teaching requires:
  - Positive relationships
    - To ensure students feel valued and respected
  - Challenge
    - To create a challenging learning environment to ensure students have high expectations of what they can achieve
  - Explanations
    - To ensure students acquire new knowledge and skills
  - Modelling
    - To ensure students know how to apply the knowledge and skills
  - Deliberate practice
    - To ensure students are able to put the knowledge and skills into practice through independent work
  - Questioning
    - To ensure students are made to think hard with breadth, depth and accuracy
  - Feedback
    - To promote metacognition to ensure students are conscious of their thinking and reasoning and further develop their knowledge and skills

## 4. Teaching and Learning in Practice

### 4.1 Positive Relationships

#### Before the lesson

- Teachers should plan all lessons, adapting existing schemes of work within departments, and starting with the intended learning, rather than the content or task. Teachers should plan lessons which:
  - recap and review relevant prior knowledge to inform teaching;
  - allow students to progress in their learning;
  - use formative assessment to check learning;
  - allow students to develop and practise higher level thinking skills such as creativity, analysis, problem-solving, decision-making and application;
  - are differentiated by task, resources, outcome or method;
  - provide pace and challenge;
  - use effective questioning to direct and challenge students;
  - promote accurate literacy and secure knowledge of subject, Tier 1, 2 and 3 vocabulary;
  - promote accurate numeracy;
  - use effective feedback methods to inform teaching;
  - are enjoyable and interesting.
- Schemes of work should be coherent and take into account learning over time. All curriculum leaders should be clear on how their curriculum is planned over each key stage and be able to explain why it is planned the way it is, including homework as well as classwork.
- Teachers should use data and information available to plan for the specific needs of students within the class, eg. SEND, DA, prior attainment, EAL.
- A seating plan must be in place for all classes and the seating plan changed when the teacher deems it appropriate for learning. All seating plans must be available on ClassCharts.
- Seating plans must be in place when using ICT rooms so that any computer issues can be traced back.
- Teachers should organise resources before the lesson to ensure they are available. Resources should be shared with students before the lesson where appropriate to allow for flipped learning to take place.
- Staff should arrive promptly to lessons to ensure that students are supervised. There are health and safety implications if this is not the case; if a student was injured through lack of supervision the member of staff could be liable.
- All staff should be out in the corridors or in classroom doorways at the start of lessons supervising students to encourage a calm and purposeful atmosphere around school.
- All staff should welcome students into the classroom to ensure an orderly and positive start to the lesson.
- Students should not routinely line up outside the classroom in order to avoid blocking the corridors or entry to other classrooms.
- Uniform should be checked upon entry and exit to every classroom. A full period 1 check must be done during the first five minutes of period 1 for students in Years 10-13 (during tutorial for students in Years 7-9).
- Students enter the classroom and stand behind their chairs until the teacher invites students to sit.
- Students should expect to start learning as soon as they enter the classroom.

#### During the lesson

Teachers should ensure that:

- The school's behaviour system is followed at all times, including writing the initials of those students who have been issued strikes on an area of the board that is clearly visible from the corridor;
- High standards are maintained at all times;
- Learning time is maximised;
- Students are never left unsupervised during lessons;
- On average, three reward wheels are given out each lesson;

#### **Ending the lesson**

- At the end of the lesson, students are directed to stand behind their chairs, ensuring that the classroom is left tidy and organised.
- Students must be dismissed on time and in an orderly fashion.
- Classrooms must be left tidy with whiteboards cleaned and chairs tucked under desks.
- Any issues, eg. graffiti, vandalism, damaged equipment, must be reported immediately on the premises helpdesk.
- Doors must be locked.

#### **4.2 Challenge**

Teachers should ensure that:

- Students are challenged and engaged through the choice of learning activities;
- High expectations permeate, with scaffolding to support. Scaffolding can include writing frames, exemplar answers or checklists of common misconceptions;
- The environment is one of high-challenge but low-threat;
- Students are asked big questions;
- Students are aware that learning should be hard;
- Wider reading is available for students to extend their understanding.

#### **4.3 Explanations**

Teachers should ensure that:

- Lessons review prior learning;
- Learning within the lesson is reviewed;
- Reviewing learning is covered through discussion, additional practice of skills (particularly those which are new or more complex and therefore require overlearning), self/peer assessment, correcting homework or questioning;
- Information is explained in small chunks so as not to overwhelm students' short-term memory;
- Explanations link to prior knowledge - we learn in the context of what we already know;
- Abstract ideas are made concrete through clear, concise language and through an analogy or anecdote;
- Students are given opportunities to explain learning to their peers;
- Language used to explain is always crystal clear;
- If it is important, students are told, rather than discovering for themselves or guessing what is in the teacher's head.

#### **4.4 Modelling**

Teachers should ensure that:

- Students are given opportunities to watch teachers explicitly narrate our thought processes when thinking through how to solve problems or undertake an activity (I do);
- Students are then given the opportunity to work together to create a shared model response (we do);
- Modelling happens before students attempt their own deliberate practice (you do);

- Prompts (eg. sentence starters or targeted questions) are given to guide students through their learning;
- Worked-out examples are used to provide a strong basis from which students can learn;
- Partially completed examples are used, where appropriate, to guide students through learning;
- Language is also modelled - teachers and students speak like experts.

#### **4.5 Deliberate practice**

Teachers should ensure that:

- Lessons are structured to guide students through recapping learning, explanations, modelling and questions before students are given time to practise what they have learnt;
- Students' independent learning skills are encouraged; students should be given regular opportunities to deliberately practise a skill for at least 15 minutes once they have been guided through it;
- Students are supervised during independent practice, with the teacher circulating the room to monitor the work. Research shows the optimal time for interaction during deliberate practice is thirty seconds or less;
- Red-Amber-Green cards (RAG flags) are used by all students during deliberate practice to guide the teacher to the students who require extra help;
- Practice is interleaved to ensure that students are able to remember what they have learnt in the long term.

#### **4.6 Questioning**

Teachers should ensure that:

- A lot of questions are asked to a lot of students during each lesson;
- Questioning is structured, incremental and targeted. A range of question types are selected according to purpose, eg. closed, open, multiple choice, hinge-point;
- Answers are taken in a variety of ways such as: no hands up; pose, pause, pounce, bounce; mini whiteboards; cold calling;
- Questioning is used to check student understanding before moving on to the next stage of learning;
- All students are involved in answering questions. Strategies to promote this include:
  - Students discussing the answer with a peer;
  - Students summarising their answer into one sentence or word, which could then lead to collaboration with their peer, creating a paired summary;
  - Using mini-whiteboards;
  - Students raising their hand to show they agree/disagree with a response;
  - Students summarising the answer given by a peer or the answers given so far in the lesson;
- Students are given opportunities for students to ask their own questions;
- Students narrate their own thinking when answering questions;
- Students are asked 'what have you understood' rather than 'do you understand'.

#### **4.7 Feedback**

Teachers should ensure that:

- Feedback is meaningful, manageable and motivating;
- All feedback should have a direct impact on student learning and outcomes, including being used to inform future teaching;
- Feedback should be timely rather than time-consuming: the vast majority of feedback should be immediate and within lessons;

- Feedback should be clear and concise, with specific information about how the student can improve to enable students to articulate what they need to do to make progress;
- Verbal feedback is given, although there is no expectation that verbal feedback will be recorded;
- Professional judgement is used to determine the timing of feedback, dependent on task, student and class;
- Feedback focuses on the task, the subject or self-regulation strategies; feedback on the individual does not improve learning;
- Live marking is used, eg. circulating and providing feedback during lessons;
- Students are taught how to self and peer assess effectively;
- Marking happens at a set point following the completion of a piece of work (at least once per half term) in order to allow teachers to check that work has been completed correctly;
- Students are given Direct Improvement and Reflection Time (DIRT) during lessons, using green pen to make improvements.

Feedback can be:

- immediate - at the point of teaching, eg. through mini-whiteboards, quizzes or discussion, or through the teacher circulating to provide verbal feedback or live marking;
- summary feedback - at the end of a lesson/task, eg. through a quiz or self/peer assessment, or through the teacher highlighting or annotating work according to a mark scheme or success criteria, or using Google Classroom to provide quiz results, written or verbal comments;
- next lesson - further teaching allowing students to identify and improve areas of development identified by the teacher, eg. through starter tasks or modelling, for example using the visualiser.

Whole-class feedback may be used in the following way:

- Take in the whole class set of books;
- Review a specific task or classwork/homework since the last assessment point;
- Identify common misconceptions including literacy errors;
- Identify exceptional work;
- Feedback to the class in the next lesson, including re-teaching misconceptions/errors;
- Students complete DIRT activity using green pens. This could be through pre-prepared sheets with common tasks listed and specific tasks highlighted for individual students or through a lesson activity;

#### **4.8 Homework**

- Homework at Ruislip High School should be:
  - Accessible cognitively and physically to all students;
  - Designed to target thinking to the curriculum;
  - Simple to monitor and feed back on;
  - Important to, and valued by, staff, students and parents.
- Homework must be set on Google Classroom and also clearly explained to students verbally in class.
- Homework should be carefully planned to consolidate learning, eg. revision, knowledge organisers, self-quizzing tasks or encourage independent learning, eg. flipped learning or lesson preparation. It should not be a 'bolted on' task.
- Homework must be differentiated so that all students can access the work without the need for adult support.
- Teachers must acknowledge homework. This could be through written or verbal feedback or by using the homework in the lesson.

#### **4.9 Additional Expectations in the Sixth Form**

<p><b>T&amp;L 1</b> <b>Relationships</b></p>	<p>Students gain trust in, and confidence of, their teachers, which is imperative for students to fulfil their potential. The trust and confidence is developed when teachers:</p> <ul style="list-style-type: none"> <li>● know the specification and are seen as subject experts;</li> <li>● acknowledge that they don't always know the answer but state when they will resolve the answer and/or work through the problem together;</li> <li>● are consistent about when work will be returned;</li> <li>● have high expectations of all students; they do not let them off because of their age and hold them to account if expectations are not met by following school procedures;</li> <li>● work collaboratively with the class in order to garner positive working relationships with the students;</li> <li>● intervene with students who are not understanding or need more support in lessons; they speak to students during the lesson and/or at the end.</li> </ul>
<p><b>T&amp;L 2</b> <b>Knowledge of exam specification</b></p>	<p>Teachers need to have a clear understanding of the specification and understand the application of markschemes (see section on assessment for more detail); this knowledge can be developed through:</p> <ul style="list-style-type: none"> <li>● teaching the specification for several years (departments need to consider the support provided to novice teachers);</li> <li>● attending training days led by awarding bodies;</li> <li>● completing online training provided by awarding bodies;</li> <li>● using past paper questions and helping students connect questions with the specification both in terms of skills and knowledge;</li> <li>● moderating work with experienced practitioners, particularly examiners.</li> </ul>
<p><b>T&amp;L 3</b> <b>Termly calendar and forward planning</b></p>	<p>Teachers need to help students to be organised in terms of topics to be covered, homework and key deadlines including assessments. Teachers (ideally one per subject) should ensure that students have been given:</p> <ul style="list-style-type: none"> <li>● a termly calendar;</li> <li>● an overview of the topics to be taught and what tasks they could do in preparation and beyond (peripheral learning);</li> <li>● dates of key assessments.</li> </ul>
<p><b>T&amp;L 4</b> <b>Routines and organisation</b></p>	<p>Teachers need to manage expectations with students which should link to the termly calendar. Routine helps</p>

	<p>students, particularly those with low prior attainment, to establish good habits. Teachers should:</p> <ul style="list-style-type: none"> <li>● establish clear routines with their students;</li> <li>● regularly check and report on the organisation of students' folders in line with the school's data calendar;</li> <li>● ensure homework is checked in line with the school's policy (work marked frequently will lead to students meeting deadlines);</li> <li>● establish with students how their progress will be monitored.</li> </ul>
<p><b>T&amp;L 5</b> <b>Content coverage</b></p>	<p>Teachers need to consider how much lesson time is used for knowledge acquisition in terms of comprehension of the topics covered in the specification balanced with the need to develop higher-order skills such as application of knowledge, analysis of factors and themes, and evaluation of concepts and evidence. Teachers need to ensure that:</p> <ul style="list-style-type: none"> <li>● schemes of work outline when higher-order skills are developed and assessed;</li> <li>● lesson time is given to developing advanced skills;</li> <li>● students are made explicitly aware of how they are developing higher-order skills;</li> <li>● students are completing content coverage at home (as far as this is possible/appropriate) through the use of flipped learning.</li> </ul>
<p><b>T&amp;L 6</b> <b>Revision</b></p>	<p>Students need to be supported in each subject with explicit guidance on revision. Teachers need to consider:</p> <ul style="list-style-type: none"> <li>● evidence that suggests that students need to recap previous knowledge on a regular basis which is especially pertinent for linear examinations;</li> <li>● that some departments create their own revision guides; these are effectively a more succinct version of the textbooks and help students to distil the key information needed on a given question;</li> <li>● the Ruislip Revise Top Five revision strategies;</li> <li>● when and how Year 12 work is recapped with Year 13 students; the use of interleaving and regular reviews of Year 12 content at the start of lessons is strongly recommended;</li> <li>● how question-level analysis can be used to address areas that need to be reviewed by students, both individually and as a whole class.</li> </ul>
<p><b>T&amp;L 7</b> <b>Meaningful differentiation</b></p>	<p>Teachers need to consider students' prior attainment as part of planning a scheme of work and ensure there is an opportunity to differentiate students' learning. Teachers should:</p> <ul style="list-style-type: none"> <li>● ensure tasks are differentiated to enable scaffolding for the students with low prior</li> </ul>

	<p>attainment as well as challenging those with high prior attainment;</p> <ul style="list-style-type: none"> <li>● ensure students with high prior attainment are required to think deeply about a concept;</li> <li>● provide students with high prior attainment with work beyond A* so that they develop their level of abstract thinking and ability to cope with unfamiliar contexts, questions and terminology.</li> </ul>
<p><b>T&amp;L 8</b> <b>Metacognition and self-regulation</b></p>	<p>Teachers need to promote students' ability to reflect consciously on the strategies and approaches used to answer questions, both in terms of understanding what is being asked and how to structure a response. Teachers can develop students' ability to metacognise and regulate their learning by:</p> <ul style="list-style-type: none"> <li>● providing opportunities in lessons for students to consider the strategies used to answer questions;</li> <li>● allowing students to complete questions in a specific amount of time and reflecting upon where they lost marks;</li> <li>● showing examples of work of a higher standard and getting them to identify the features;</li> <li>● promoting students' ability to be more intuitive so that they can answer questions effectively in the allocated time.</li> </ul>

#### 4.10 Additional assessment expectations in the Sixth Form

<p><b>A1</b> <b>Regularity of assessment</b></p>	<p>Students' progress is mainly assessed through formative and summative assessments. For essay-based subjects, teachers should consider the effectiveness of setting essays for homework as there is no control of timing. Teachers can ensure that they maximise formative assessment through the use of:</p> <ul style="list-style-type: none"> <li>● timed exam-based questions being regularly used, normally once a fortnight;</li> <li>● students responding to feedback after completing an assessment so they know how to improve;</li> <li>● model answers used for comparison with students' answers.</li> </ul>
<p><b>A2</b> <b>Link to exam expectations and use of personal learning checklists (PLCs)</b></p>	<p>Students should develop the habit of reflecting on lessons using the PLCs and assessment objectives. Teachers should try to:</p> <ul style="list-style-type: none"> <li>● ensure students have a PLC for a unit in their class folder for regular use;</li> <li>● link lesson content and/or skills to PLC and assessment objectives;</li> <li>● try to link the concepts covered to how they may be assessed in an examination, particularly if they are</li> </ul>

	<p>synoptic;</p> <ul style="list-style-type: none"> <li>● encourage students to use the PLCs for revision and reflect on PLCs at the end of a topic.</li> </ul>
<b>A3 Model answers</b>	<p>Teachers should develop a bank of resources of model answers that should be differentiated (eg. C, A, A*). Teachers can use model answers for:</p> <ul style="list-style-type: none"> <li>● students to peer-mark to develop an understanding of assessment objectives;</li> <li>● students to compare with their own answers (differentiated ones are good for this purpose);</li> <li>● teachers to standardise their own marking, especially for novice teachers.</li> </ul>
<b>A4 Homework</b>	<p>Teachers should ensure that there are clear deadlines for homework and are encouraged to collect work at the beginning of the lesson. Teachers should ensure students know:</p> <ul style="list-style-type: none"> <li>● how the homework will be used, eg. flipped learning, collected in;</li> <li>● whether it will be assessed, and by self, peer and/or teacher;</li> <li>● when it will be marked by (if teacher assessed).</li> </ul>
<b>A5 Examiner reports, centre QLA and marked student scripts</b>	<p>Teachers need to develop a comprehensive understanding of the assessment. Feedback provided from the awarding bodies is essential. Teachers should:</p> <ul style="list-style-type: none"> <li>● review and discuss with colleagues the annual examiner report;</li> <li>● attend exam feedback sessions if available;</li> <li>● review marked scripts of students from summer exams; this can also be used as a PD session by omitting the marks and then teachers mark and compare theirs with examiners’;</li> <li>● consider becoming an examiner.</li> </ul>
<b>A6 Ongoing monitoring using question level analysis (QLAs)</b>	<p>Teachers should use a method of QLA to create meaningful intervention based on students’ areas for development. Teachers should try to do QLA for:</p> <ul style="list-style-type: none"> <li>● summative assessment (PPEs);</li> <li>● substantive formative assessments.</li> </ul>

## 5. Supporting students with special educational needs

At Ruislip High School, a special educational need is defined in accordance with the *2015 SEND Code of Practice*:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

At Ruislip High School, all students are entitled to access the full school curriculum with reasonable adjustments being made where necessary. All students are entitled to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's Education and Health Care Plan (EHCP).

At Ruislip High School, every teacher is a teacher of SEND and high-quality, differentiated teaching is the first step for all students. The *SEND Code of Practice 2015* is clear that 'special educational provision is underpinned by high quality teaching and compromised by anything less'. Teachers are responsible and accountable for the progress of students in their classes, including where students receive support from teaching assistants or specialist staff.

The *2015 SEND Code of Practice* differentiates SEN into four broad areas of need:

### Communication and Interaction

- Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Students with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Please refer to the Hillingdon School Talk resources:  
<https://www.cnwl.nhs.uk/hillingdon-talks/advice-sheets/hillingdons-pack-ideas/>

### Cognition and Learning

- Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health Difficulties**

- Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical Disabilities**

- Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Students with an MSI have a combination of vision and hearing difficulties.
- Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Specific information about individual students can be found on ClassCharts.

## 5.1 Working with TAs

Teacher	TA
<b>Outside of the lesson</b>	
<ul style="list-style-type: none"> <li>● Plan your lesson considering how you will deploy the TA you are working with</li> <li>● Tell the TA what the lesson is focusing on</li> <li>● Share relevant paperwork, eg. lesson plan and resources</li> <li>● Ask the TA for advice about differentiation</li> <li>● Work with the TA to create resources</li> </ul>	<ul style="list-style-type: none"> <li>● Make sure you are clear what the lesson is focusing on and what students are going to learn</li> <li>● Work with the teacher to create differentiated resources</li> <li>● Share good practice from other subjects with the teacher</li> </ul>
<b>During the lesson</b>	
<ul style="list-style-type: none"> <li>● Know where you want the TA to be and what they should be doing</li> <li>● Deploy the TA to work with students from across the prior-attainment bands</li> <li>● Make sure you work with the most vulnerable students; you are the subject expert</li> <li>● Check in with the TA and make sure the students they are working with are progressing</li> <li>● Avoid sending individual/small groups of students out of the lesson. If this does happen, be very clear with the TA about where they are going, what they are doing and what you expect to see at the end of the session</li> <li>● Manage the behaviour of students; do not leave the TA to deal with poor behaviour on their own. TAs should be giving out strikes and reward wheels</li> <li>● Remember the TA is not there to do last-minute photocopying or hand out resources</li> </ul>	<ul style="list-style-type: none"> <li>● Be proactive. Circulate the room; do not remain with the students with SEND</li> <li>● Model the behaviour you expect from the students; do not speak when the teacher is speaking to the whole class</li> <li>● Remain in the classroom for the whole lesson. If asked to take an individual or small group out of the lesson, be very clear about where you are going and what the students are doing</li> <li>● Give out strikes/reward wheels</li> </ul>

<b>When working with students</b>	
<ul style="list-style-type: none"> <li>● Communicate what the students are learning - not just what they are doing - make sure the TA is clear of the big questions of each lesson</li> <li>● Share information during the lesson; have next steps and 'answers' available for TAs</li> </ul>	<ul style="list-style-type: none"> <li>● Address the student's barrier to the work; it is not the role of the TA to complete the work</li> <li>● Use the following strategies in order:               <ol style="list-style-type: none"> <li>1. Allow the student to have a go before offering to help</li> <li>2. Prompt the student, eg. ask questions to encourage the student</li> <li>3. Give clues to help the student</li> <li>4. Model how to approach the answer</li> <li>5. If the student is still unclear, correct the misconception or ask the teacher to work with the student</li> </ol> </li> <li>● Do not worry if the student does not finish all of the work; make sure they understand what they have done</li> </ul>

**6. Supporting students identified as disadvantaged**

Ruislip High School's strategy for supporting students identified as disadvantaged is updated at least annually and is available on the school's website. The key principle is that schools can make a difference to the lives of all students through high-quality teaching alongside personalised approaches to reduce barriers for individual students. High-quality teaching is at the core of this approach as research (EEF) is clear that great teaching is the most important lever schools have to improve outcomes for students.

The school uses ClassCharts software to raise the profile of students identified as disadvantaged, ensuring that all teachers are aware of each individual within their classes. The visual representation of the data provided by ClassCharts further enables all staff to plan and organise their classrooms to maximise learning opportunities and highlight where further intervention is required.

Further approaches to reduce barriers for individual students are overseen for each year group by the allocated Assistant Head of Year, and include: the use of literacy and numeracy tutors to support students' core skills; revision guides purchased for students; study clubs which run for each year group to support students with homework and classwork; technological support including loaning chromebooks and dongles; pastoral support including external mentors and a school counsellor; priority appointments for parents' evenings.

**7. Quality Assurance - Improving and Proving Teaching and Learning at Ruislip High School**

**7.1 Learning walks**

For each subject, the curriculum leader and SLT line manager will carry out a learning walk four times a year following the CL calendar. These more formal approaches complement the regular drop-ins undertaken by CLs and through SLT tour.

Before the learning walk period, the CL and SLT line manager will choose one year group to focus on and consider:

- what the year group is studying at that time;
- how this links to the subject's intent;
- how this fits into the subject's curriculum sequence, ie. why they are studying it at this time;
- what the observers can expect to see in the lessons.

During the learning walks, the CL and SLT line manager will see as wide a range of lessons as possible for that year group and will also speak to students and look at books within the lessons visited. Following the learning walks, the CL and SLT line manager will meet to discuss findings and complete a google form for each teacher seen in the department. These will then be discussed at the next SLT meeting.

## **7.2 Book Looks**

For each subject, the CL and SLT line manager will also organise a book look four times a year following the CL calendar. The book looks will focus on one year group or one specific group of students and the CL and SLT line manager will look at the books and consider:

- to what extent expectations are met consistently across all teachers;
- to what extent students from all groups are being held to the same expectations and producing high quality work;
- whether the assessment and feedback policy is being followed consistently.

Following the learning walks, the CL and SLT line manager will discuss findings and complete a google form for each teacher seen in the department, and these will then be discussed at the next SLT meeting.

## **7.3 Year-group trails**

Each Head of Year will conduct a trail once a year focusing on key performance indicators including attendance, punctuality, sanctions, attitudinal data, a student and parent survey and a student focus group. Depending on the year group, this could also include a book look, eg. HoY for Year 12/13 would include a folder check. The relevant HoY will then create a presentation for SLT, including recommendations and action points.

## **7.4 Instructional coaching**

Each teacher identifies a personal focus for the year as part of the appraisal process (apart from early career teachers (ECTs) who follow the early career framework (ECF)). Curriculum Leaders organise teachers into pairs within department areas (smaller departments are joined together). Teachers work together on developing their personal areas of focus through observation and coaching conversations. Three reciprocal observations take place during the academic year, ideally as short (15 minute) observations once per term. Following the observation, teachers meet to have an instructional coaching conversation with one faculty meeting per half term assigned for discussion, planning and meeting. The observations and conversations are recorded as part of the appraisal process.

## **7.5 Lead practitioners**

Lead practitioners support teaching and learning across the school. This includes supporting all teachers by leading professional development sessions such as briefing and INSET, and supporting individual teachers through a lead practitioner coaching programme.

## **8. Roles and responsibilities**

### **8.1 Oversight**

This policy will be overseen by the Deputy Headteacher (Curriculum).

### **8.2 Curriculum Leaders**

- Curriculum Leaders will monitor the teaching and learning within their subject area, adapting the principles outlined in this policy to best fit their curriculum.

### **8.3 Teachers**

- All teachers are responsible for ensuring the principles for teaching and learning outlined in this policy are followed.

### **8.4 Students**

- Students will display positive attitudes to learning to maximise learning time.
- Students will extend their learning beyond the classroom by ensuring that all homework/independent tasks are completed appropriately.

### **8.5 Parents/guardians**

- Parents/guardians will support this policy in line with the Home-School Agreement and provide support for students to complete homework.