

HIGHCLIFFE SCHOOL



LEARNING AND TEACHING POLICY

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HIGHCLIFFE SCHOOL

LEARNING AND TEACHING POLICY



We value the power of education to change lives. This policy affirms the school's vision and seeks to keep learning at the heart of what we do, discuss and consult upon.

THIS POLICY WILL SEEK TO:

- Detail the common principles of how we teach and facilitate learning in Highcliffe School and what we believe needs to be standard practice in our school.
- To give dynamic (current) examples of best practice to benefit the learners of Highcliffe School.
- Be an interactive and live document to model how learning and teaching needs to suit the needs of a 21st Century learner
- Become a 'one-stop shop' for teachers and act as a toolkit for strategies and advice.

OUR MISSION

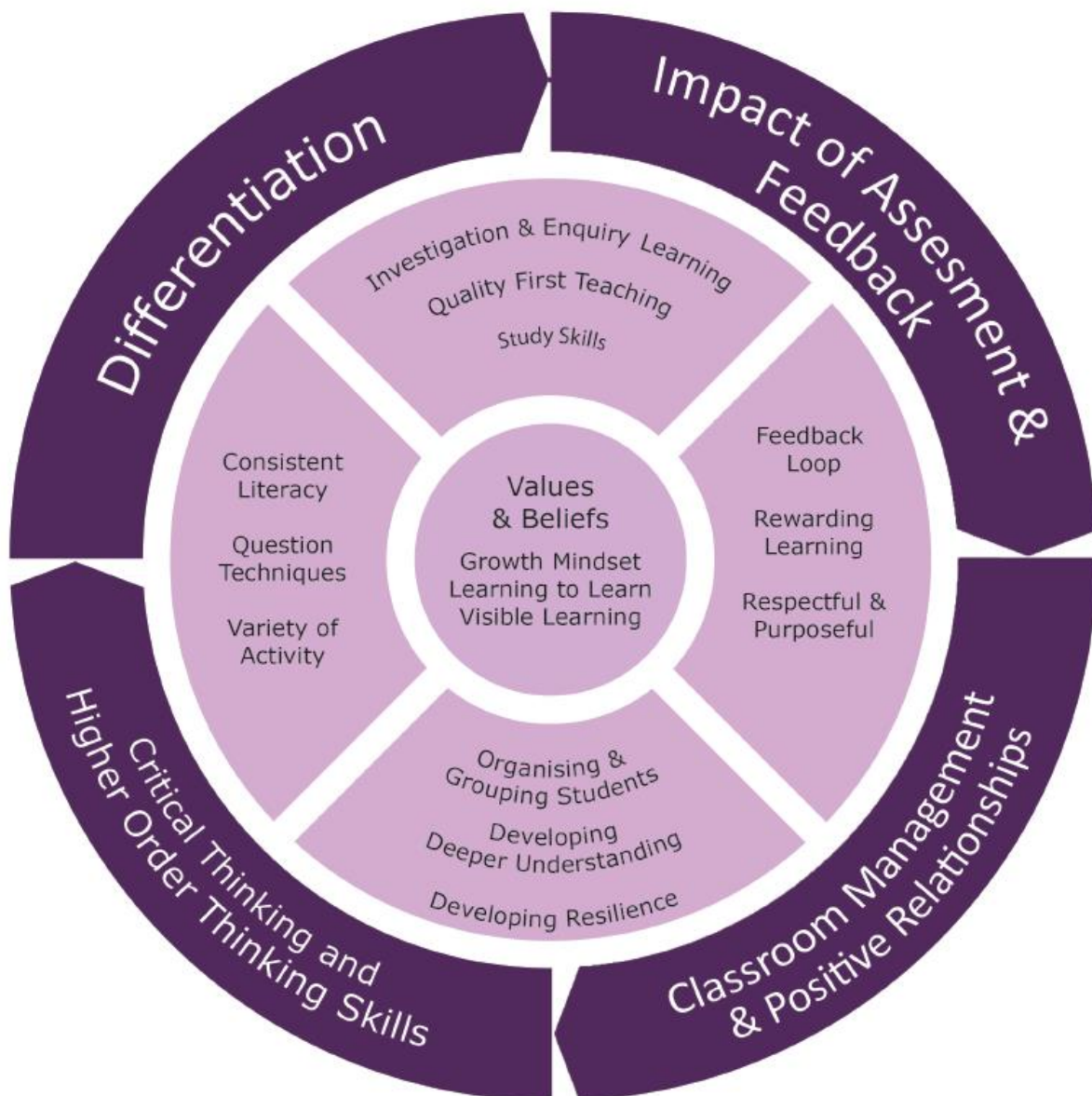
Learning and Teaching developments should contribute to the realisation of Highcliffe's mission statements.

- To provide a safe, nurturing environment that promotes happy confident learners possessing self-discipline, self-motivation and respect for others, who acknowledge their responsibilities toward each other and the wider community.
- Through our teaching to allow students to develop into talented, ambitious young adults equipped with the intellectual and practical skills to enhance their own lives and of those around them.
- To use our resources responsibly to secure maximum achievement in all aspects of our students' education.

VISION FOR LEARNING

Learning and Teaching will promote inquisitiveness in students and provide opportunities for them to learn independently. It will generate very high levels of enthusiasm and resilience in students to tackle challenges and produce work of the highest quality. It will challenge students intellectually and creatively. It will develop their ability to think critically and evaluatively, to achieve mastery of their subject knowledge and to communicate their understanding in a precise literate manner. Students' learning lies at the heart of the school: it is our moral purpose and responsibility.

LEARNING AND TEACHING STRATEGY



Highcliffe Experience

Teaching should generate high levels of enthusiasm and resilience in students to tackle challenges and produce work of the highest quality.

Caring, Supporting, Encouraging

Active Learning and Independent Thinking

Respectful and Purposeful Learning

Promote Growth Mindset

Celebrate Success

Engaging Learning Environments

Enriching Extra-Curricular Opportunities

Assessment, Feedback & Marking

Regular written feedback as set out in curriculum policies
Praise – Motivates
Progress – Moves learning forward
Response – Students act on feedback
Spelling, Punctuation and Grammar
Mark – Plan - Teach

Critical Thinking

Developing deeper understanding through effective and extended questioning
Developing Learning to Learn habits – Understanding, Collaborating, Managing & Focusing
Carefully planned opportunities to enhance intellectual thinking skills

Differentiation for all

'Teach up' (Growth Mindset)
'Know your students' and the progress they are making
Quality First Teaching
Plan learning not lessons
Support and challenge

Learning Beyond the Classroom

Encouraging students to develop new skills, contribute to their community, pursue personal interests and broaden their horizons
The Highcliffe Challenge
Active Citizenship

Homestudy/ Extended Learning

Extended Learning & Homestudy set on Highcliffe Log according to timetable
Relevant, meaningful and reasonable in length
Provides students with valuable life-skills, experience in self-discipline and individual responsibility

Truly Great Learning at Highcliffe School

We are **active** and **engaged** in our lessons.
We all want to learn new things and to improve.
We are fully prepared for every lesson.

We **challenge** ourselves.
We never take the easy option and want to know how to improve. We read and **respond** to feedback. We know our targets and can **evaluate** our own and others' work.

Our behaviour supports learning in all aspects of school life.
We make **good choices** and manage distractions well.
We are **respectful** and **purposeful** learners.

We take **pride** in our work and make sure it is always presented well.
We have high expectations of ourselves.

We **listen**, ask effective questions and are **inquisitive**.
We know how to research a topic and can explain our thinking and methods.

Collaboration and cooperation are key features of our classrooms.
We work well together – in pairs and in larger groups. We share ideas, **help each other learn** and give constructive feedback.
We have a clear understanding of **our role** in group work.

We are resilient, resourceful and **independent** learners.
When given the opportunity we take the **initiative**.
We ask adults for support only when we have tried to solve a problem **ourselves**.

We have a positive attitude to making mistakes.
We are **not afraid to fail**.
We know that making mistakes can help us make a **breakthrough in learning** and shows we are prepared to **take some risks**.

We all make a **positive contribution** to school life and live by the school values.
We show **consideration for each other** and adults in school based on mutual respect.

Literacy and Numeracy skills are used across the curriculum.
We take every opportunity to apply our skills, including for **homestudy**.



Highcliffe School

Truly Great Teaching at Highcliffe School

Teachers have **excellent subject knowledge** and are engaged in research to develop pedagogy. Time is invested in researching current thinking and good practice.

Teachers have **high expectations of students**. Lessons are 'taught up' and are appropriately challenging. Teachers take **risks**; they foster **curiosity** and inspire **critical thinking**. They see themselves as **evaluators** of their effects on students.

Questioning is used to **develop thinking**. Open questions are differentiated and planned to deepen understanding of all students. Thinking time and oral rehearsal are built in.

Teachers **'know their students'**. They are responsive, and the needs of different groups are planned so that students are challenged and the curriculum is accessible.

Behaviour for learning strategies lead to **respectful and purposeful** classrooms. Students move from 'compliant' to **'active'** learners.

Learning & Teaching strategies are used to ensure that teaching is **engaging, relevant and purposeful**. Time is managed expertly, and **progress** is effectively reviewed. Students are well prepared for the demands of the new curriculum and are given chances to develop memory retention.

All students are encouraged to adopt a **'growth mindset'** to help them develop as **'independent learners'**. They become more efficient and effective through: setting their own goals and deadlines, organising their time effectively and evaluating and reflecting on their work.

Assessment is used to guide progress and is a powerful tool for learning. Marked assessment tasks are carefully planned and hold value with students. Feedback strategies are used with students to act upon, to make or exceed expected progress.

Teachers make a **positive contribution** to the school life and live by the school's core values. They demonstrate a range of **personal qualities and skills**: encouragement, humour, acute emotional intelligence; creativity; reflection and effective communication skills.

High standards in **literacy and numeracy** are promoted by all teachers, and underpin learning in all subject areas.



Highcliffe School



Highcliffe School

Attitude to Learning

Attitude to Learning grades focus closely on a school wide approach to students becoming more independent in their learning. Each student is given an Attitude to Learning rating by the member of staff who takes them for each subject. This is based on observable behaviour that the student displays in class and the quality of the work they produce at home and in school.

A student will not necessarily meet all of the criteria in any category and so teachers will use a best fit approach when deciding to give a rating. In order for students to move a category they may only need to change their approach in certain key areas and teachers will be happy to discuss these.

ATL 1 Dynamic Learner (DL) You are <u>consistently</u> commended..	ATL 2 Active Learner (AL) You are <u>often</u> commended..	ATL 3 Passive Learner (PL) You are <u>sometimes</u> commended..	ATL 4 Reluctant Learner (RL) You are <u>rarely</u> commended..
<p>... for excellent work because you present your work to a very high standard and offer clear, carefully explained, extended verbal explanations.</p> <p>... for a breakthrough in learning because you seek out challenging tasks, take risks and know that making mistakes can help you learn.</p> <p>... for actively engaging in learning because you persevere with your work even when it is difficult, you are willing to learn and improve. You listen carefully to guidance and read and respond to feedback.</p> <p>... for demonstrating initiative in learning because you can work independently and manage your time well in order to meet deadlines. You show evidence of preparatory work, extended research and use of wider general knowledge in your work. You ask adults for support only when you have tried to solve a problem yourself.</p> <p>... for helping others learn because you work well in pairs or in groups, share ideas and give constructive feedback. You behave respectfully towards both staff and students.</p> <p>... for demonstrating consideration for others because you live by the school values - caring, supporting and encouraging.</p>			

PERSONAL PROFESSIONAL DEVELOPMENT (PPD)

This school believes that teaching requires a range of sophisticated and nuanced skills rooted in a highly developed understanding of how learning happens. Teachers deserve and benefit from intellectually rigorous, well-structured training and development over extended time periods. We are strongly focused on investing in the best possible teaching in each subject in the curriculum to ensure lessons are stimulating and absorbing for students. As such we are heavily committed to the on-going professional development of our staff.

The wider strategy involves:

- All our teachers and TAs participate in a 3-year rolling school-wide programme of professional development led by a member of the Senior Leadership Team with a team of highly experienced teaching 'Lead Practitioners' who form the Learning and Teaching steering group.
- The programme of professional development focusing on developing teaching practice in 3 key strands: differentiation for all abilities; critical thinking and higher order thinking skills; the impact of assessment, marking and feedback.
- All members of the teaching staff are assigned to their initial preferred strand, forming a development group who then work collaboratively across subject boundaries to improve teaching practice through a shared programme of INSET and coaching. Participation at this level is a performance management requirement of all teaching staff.
- Within each development group, a sub-group of interested staff are offered the opportunity to deepen their learning through a process comprising of 3 interconnected 'deep learning' days supported by peer coaching, distributed over the school year, known as a Learning Lab.
- Within each development group, a further sub-group of staff are offered the opportunity to take their learning even further by completing the Masters Programme. Each development group will contain at least one colleague undertaking the Mflex programme at the University of Southampton. Lead Practitioners will work with them to help facilitate and support their learning in school and share their learning with other staff.

The current programme is developing teaching strategies which:

1. Enhance students' intellectual thinking skills.
2. Improve students' ability to learn independently in preparation for GCSE and A Level examination or university and the workplace.
3. Encourage students to develop the emotional resilience to take risks and push themselves when learning, in order to excel at their studies.

The wider strategy is supported by a Personal Professional Development (PPD) Programme – a toolbox of essential training and techniques covering core skills and encouraging deeper understanding of practice.

LEARNING & TEACHING STRATEGY DEVELOPING DEPTH OF THINKING

LEARNING & TEACHING DEVELOPMENT GROUPS

Lead by AHT & Lead Practitioners

Differentiation – Critical Thinking – Impact of Marking & Feedback

Goal: To base our teaching pedagogy on research informed practice
Layered approach to develop staff at all levels

Level 1: INSET activity and Performance Management focus for all staff

Level 2: Coaching Mechanism (within each L&T Development Group)

Level 3: Learning Labs (3 deep learning days annually) (4 staff per group)

Level 4: Masters Degree (minimum one per L&T Development Group)

Developing a culture of professional
excellence in Learning and Teaching



Highcliffe School
11-18 Academy & Specialist College

ASSESSMENT, MARKING & FEEDBACK

Feedback will create opportunities for students to reflect on their learning during a lesson or over a series of lessons, so the teacher can plan future learning more effectively and students are more confident about their level of knowledge, understanding and skills (therefore being more motivated to learn). The use of smart marking strategies to improve literacy, numeracy and subject learning will be explored so students develop deeper understanding quicker.

MARKING

Marking has two purposes:

1. Students act on feedback and make progress over time.
 2. It leads the teacher to adapt their teaching to maximise students' learning and sits within a cycle.
- Assessment tasks should be well planned, organised and hold value to both the student and the teacher so that students understand their own performance and their own areas of improvement
 - Teachers must have a secure overview of the starting points, progress and context of all students.
 - Teachers will ensure that a range of marking strategies are used or adapted from the toolkit (at least 3) when marking and giving feedback.
 - Comment only marking (WWW/EBI/CTG) is only to be used when undertaking 'deeper marking' episodes and not every time you mark.
 - Teachers will consistently apply the standards set out in the Marking and Feedback policy – 'Praise, Progress, Response'
 - A marking cycle must be established and agreed within faculties.
 - Students write in black pen and respond in purple pen in Years 7 & 8. Teachers may mark in any colour pen they choose.

PLANNING

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all students.

- Teachers will be clear and concise about the knowledge and skills they want students to learn, not what they want them to do.
- Teachers will do the 'so why?'. Activities, including homestudy, must be designed to develop knowledge, understanding and skills. Plan for learning.
- There must be evidence of long term planning that support the curriculum plan, in schemes of work and short term planning in the planner.
- Teachers do not need to write out individual lesson plans.
- Teachers should focus on differentiating over time; not just on individual lessons.
- Every class must have a seating plan that accounts for its profile including the various groups.

- Teachers will plan to get lessons off to a 'flying start' with students purposeful from the beginning (this does not necessarily mean there will be a starter activity every lesson).
- Teachers should plan their questioning that challenge and stretch all students.

TEACHING

- There is no requirement for students to copy out the learning intentions or outcomes (unless the teacher wants them to).
- Teachers will 'go' with the learning and take some risks: the 'flow' of great progress is more important than following timings on a lesson plan.
- Teachers will check learning systematically and adapt the lesson if necessary to ensure learning has stuck. This does not mean a lesson full of mini-plenaries; it means over time, checking what has been learnt and what needs to be retaught or consolidated.
- Teachers will promote high quality written and spoken English. We are all teachers of literacy.
- Teachers are expected to use strategies in the critical thinking 'toolkit' to develop the higher order thinking skills of students.
- Teachers are expected to use strategies from the differentiation 'toolkit' to ensure all students are challenged.
- Teachers should structure group work using the 'Collaboration@Highcliffe' model and students should be clear on their role
- Students are expected to present their work neatly and take pride in the care of their books/folders. Work should be set out as described in the presentation guidance.
- Students will not be allowed to coast/be passive in lessons. All students should be working harder than the teacher over time.
- Students are expected to complete classwork and homework in black ink.
- Teachers will use encouragement and authentic praise to engage and motivate students, for example by awarding both commendations and higher awards as set out in the rewards policy.
- Teachers will use a range of teaching strategies that engage and enthuse students. The first stage in managing behaviour is teaching effective and engaging differentiated lessons that all students feel part of.
- Teachers will not tolerate students who disrupt the learning of others.
- Teachers will not ignore poor behaviour but will consistently apply the behaviour for learning policy.
- Teachers will habitually demonstrate our 'truly great teaching' principles.

CRITICAL THINKING

Critical Thinking will enable students to display a range of skills, habits and attitudes that underpin everything they do, so that the teacher can develop the students' ability to be inquisitive, evaluative, analytical and resilient.

Expert teaching and implicit critical thinking skills lead to all students being stretched and challenged. This requires learning to involve:

- Challenge – students have high expectations of what they can achieve.
- Explanation – students acquire new knowledge and skills.
- Modelling – students know how to apply the knowledge and skills.
- Deliberate practice – students are given time to embed new knowledge.
- Questioning – students are made to think hard with breadth, depth and accuracy.
- Feedback – students think about and further develop their knowledge and skills.

In lessons students must be given opportunities to access learning to learn objectives:

Focus

- Engage – to become absorbed in learning
- Self-control – to avoid distractions
- Noticing – to be aware of detail and the bigger picture
- Humour – to share in the enjoyment of learning
- Amazement – to find inspiration and to be enthused
- Perseverance – to deal with difficulty and follow tasks through to conclusion

Collaborate

- Interdependence – to be flexible and able to work alone or in teams
- Learning from others – to pick up others' habits and values
- Collaboration – to learn the skills of working together, contributing and building on ideas in a team
- Empathy and listening – to understand others' thoughts and ideas

Manage learning

- Planning – to work learning out in advance
- Keeping track – to monitor and adapt along the way
- Applying past knowledge – to learn from experience
- Individuality – to understand yourself as a learner
- Responsibility risks – to be willing to try new things
- Reflecting – to look back on your learning, finding ways to improve and setting high standards

Understand learning

- Questioning – to get below the surface
- Making links – to seek coherence, relevance and meaning
- Logical thinking – to think rigorously, methodically and carefully
- Being resourceful – to make good use of all available resources
- Accuracy – to pay attention to detail and accuracy in learning
- Thinking flexibly – to visualise and to be able to change perspective, generate alternatives and consider options

DIFFERENTIATION

Effective differentiation supports students of all abilities during a lesson or over a series of lessons, so the teacher can be more responsive to the progress of each individual student to maximise their learning and build positive relationships.



Wave 1

Teachers should adhere to the principles of 'Quality First Teaching':

- Teachers should have well planned lessons with specific learning intentions.
- Teachers should have high expectations of student involvement and engagement with their learning.
- Teachers should plan for effective questioning to raise the thinking challenge. Teachers should anticipate where mistakes may arise and have probing questions or examples ready to shape learning.
- Mistakes should be experienced as learning opportunities.
- Teachers should create opportunities for dialogue so that students can talk both individually and in groups.
- There should be an expectation that pupils will accept responsibility for their own learning and work independently.
- Teachers make regular use of formative and summative assessment so that they 'know their students'.

Wave 2

Wave 2 is targeted catch up and additional interventions based on an individual student's progress. These provisions can be given either in lesson time or as an extra provision.

- In class support given by the teachers, peers, teaching assistant or through additional learning resources.
- Academic referral to ADoL/DoL
- Pastoral referral to PastLead/HoA

Wave 3

Wave 3 is highly personalised interventions with specialist input. These strategies are for students where Wave 1 and Wave 2 have proved ineffective and will be monitored

- Specialist support from Learning Support and Jubilee
- 1:1 interventions and boosters

SCHOOL POLICIES RELATED TO LEARNING AND TEACHING

- Attendance Policy
- Behaviour for Learning Policy
- Correct Equipment & Learning Resources Years 7-11
- Differentiation Policy
- Homestudy Policy
- ICT Mobile Phone & Social Networking Policy
- Induction of NQTs Policy
- Initial Teacher Training Policy
- Literacy Policy
- Marking & Feedback Policy
- Performance Management
- Rewards Policy
- SEND Policy
- Setting-out Policy
- Subject Specific Policies
- Trips & Visits Policy

ROLE OF THE GOVERNORS

- Support the Headmaster and the Senior Leadership Team in the appointment of high quality staff.
- Monitor aspects of learning and teaching within the school as identified in the school's Development Plan and self-evaluation programme.
- Monitor the allocation of resources.
- Ensure that the school's buildings and premises are best used to support learning and teaching.

ROLE OF THE HEADTEACHER

- Ensure the vision and strategy for learning and teaching at Highcliffe School.
- Identify and support partnerships which enhance learning and teaching.
- Coordinate performance management processes which improve learning and teaching.
- Co-ordinate school self-evaluation processes including the SEF process to improve learning and teaching.
- Ensure strategic financial management supports and facilitates investment in learning and teaching.
- Recruit and select the highest quality teaching staff available.
- Assist the governing body to discharge their agreed responsibilities to promote, monitor and evaluate learning and teaching.
- Line manage the AHT (L&T).

ROLE OF THE SENIOR LEADERSHIP TEAM

- Ensure the vision and strategy for learning and teaching is consistently applied through line managers and wider roles.
- Organise, implement and evaluate all school policies relating to learning and teaching.

ROLE OF THE ASSISTANT HEADTEACHER (LEARNING AND TEACHING)

- Lead the vision and strategy for learning and teaching across the school (Years 7 to 13).
- Coordinate the work of the learning and teaching steering group through the line management of lead practitioners.
- Schedule, plan and evaluate the personal professional development programme.
- Ensure a high quality provision for the induction of ITTs, NQTs, RQTS and SCITT links.
- Coordinate support plans for individual teachers where required
- Ensure the quality and purpose of home study.
- Support the independent learning strategy including revision, research and study skills programmes.
- Co-ordinate school self-evaluation processes for learning, teaching and assessment practice including writing the SEF.
- Report to Governors regarding learning, teaching and assessment practice.

ROLE OF THE LEAD PRACTITIONERS

- Actively promote the vision for, and provide direction to, the achievement of excellence in learning and teaching at Highcliffe School.
- Lead and coordinate teachers' professional development activity in the 3 key development strands.
- Identify and share research-informed effective practice in teaching; experiment, innovate, and develop the school's understanding of effective teaching.
- Assist the SLT in the production, implementation and review of all school policies relating to Learning and Teaching.
- Assist curriculum areas to identify subject-specific development projects in learning and teaching, and help middle leaders formulate, deliver and evaluate improvement projects.
- Assist the Assistant Headteacher for Learning and Teaching to schedule, plan, deliver and evaluate a calendar of in-school learning and teaching INSET each year ensuring that staff development needs are clearly identified.
- Help establish common standards of teaching practice across the whole school and develop the effectiveness of learning and teaching pedagogy; especially in relation to 1) assessment and feedback, 2) critical thinking, 3) differentiation.
- Within each key strand, to address the issues of cultivating independence in learning, improving literacy and numeracy, and managing behaviour for a purposeful learning environment.
- Ensure that less effective teaching practice is challenged and support and guidance is provided to staff to bring about improvement.
- Lead and co-ordinate the work of a Learning and Teaching Development Group, focused on one of the 3 Key Strands; co-ordinating the participation levels of colleagues, identifying research-informed practice, facilitating sharing, collaboratively planning meetings and training sessions, and promoting an open culture of peer coaching and experimentation within the group; capturing and evaluating the impact on learning and teaching of the group's activities.

- Participate in the school's ITT programme where appropriate as a specialist in learning and teaching; contribute to ensuring trainee staff, newly qualified staff, staff new to the school and non-specialist staff receive appropriate support.

ROLE OF THE DIRECTORS OF LEARNING

- Provide strategic and operational leadership and management of a Faculty of subjects, securing high rates of attainment and progress from all students Year 7 to 13, and to be accountable for Faculty outcomes and the performance of its staff.
- Provide clear, achievable, aspirational strategic and operational goals for the Faculty, including those contained within the School Development Plan, communicated through a Faculty Development Plan.
- Ensure Faculty performance is monitored and evaluated in an accurate and effective manner throughout the year, in line with school self-evaluation policies and procedures.
- Ensure all Faculty subjects provide a high quality curriculum appropriate for all students, which meets statutory requirements and supports the aims of the school, and is extended by a range of extra-curricular provision which engages and enriches students further.
- Lead, manage and be accountable for the performance of the Assistant Directors of Learning, in order to secure high quality learning and teaching from all teachers: high-quality progress tracking and intervention; high-quality curriculum co-ordination and development (including assessment); leading to students achieving highly compared to similar students in similar schools nationally.
- Ensure that any support staff in the Faculty are effectively deployed and utilised.
- Manage personnel policies and procedures in the Faculty, including appraisal, absence management, professional development and others, and to promote the well-being of staff.
- work in partnership with the other DoLs to develop and share the best practice in Faculty leadership and management, in order to secure consistency of standards between Faculties.

ROLE OF THE ASSISTANT DIRECTORS OF LEARNING

- Co-ordinate the work of a subject team or key stage team within a Faculty.
- Take responsibility for the performance management of a group of staff within the Faculty.
- Support the work of the Director of Learning and contribute to the strategic development of the Faculty.
- Maintain a high profile to learning and teaching development within the Faculty across all key stages.
- Ensure Faculty staff are clear about the school's policy expectations related to learning and teaching and implement those expectations in their planning, teaching and feedback and marking.

- Function as a communication link between Lead Practitioners and Faculty staff to ensure cooperation and mutual support, and to reinforce the work of the Lead Practitioners.
- Keep an overview of, and assist the Director of Learning to co-ordinate, Faculty staff participation in Learning and Teaching Development Groups and other learning and teaching initiatives (peer coaching, Lesson Study, Learning Labs etc.) in order to support and guide Faculty staff to develop and share their teaching expertise.
- Organise mechanisms to share and reinforce best practice in learning and teaching within the Faculty e.g. ensuring Faculty meetings have an L&T focus.
- Share good practice within the Faculty with the other ADoLs.
- Make a significant contribution to the Learning and Teaching Development Groups, compared to other staff, for example through personally engaging with Lesson Study, peer coaching or Learning Labs; and role-modelling excellent teaching strategies with Faculty teaching staff.
- Wherever possible support teaching staff to develop and maintain subject-level links with other schools to share best practice.
- Assist the DoL to implement Faculty monitoring and evaluation of the quality of learning and teaching including lesson observations, learning walks, work sampling, and student voice and assist the DoL to compile reports and formulate action plans in response.
- Advise and assist individual staff to develop their teaching expertise.

ROLE OF THE HEAD OF ACHIEVEMENT

- Provide strategic direction to the Year Group in support of the school's goals of all students achieving highly, having excellent attendance, and learning in a respectful, mutually supportive and purposeful environment.
- Work with the Head of School to monitor and evaluate the work of the Tutors and the Pastoral Lead in relation to the success criteria in the Development Plan, including the use of learning walks and student voice.
- Support the Head of School to ensure that the professional development needs of year group staff are identified and training is provided which improves their knowledge, skills and understanding.
- Support the consistent implementation of the school's attendance strategy by promoting a culture of high attendance and punctuality, to ensure that high levels of attendance and punctuality are maintained within their year group.

ROLE OF THE TUTOR

- Implement the strategic direction of the year group in support of the school's goals of all students achieving highly, having excellent attendance, and learning in a respectful, mutually supportive and purposeful environment.
- Actively promote the vision of truly great learning and provide direction to our students through effective tutoring.

- Ensure any concerns regarding students' well being are identified and acted upon.

ROLE OF EVERY TEACHER

- Have high expectations of all of our students.
- Work collaboratively within and across teams to monitor, self-evaluate and improve the quality of teaching.
- Engage in the learning and teaching strategy by fully participating in the activities of the Learning and Teaching Development Groups.
- Work with colleagues when the opportunity arises to develop a shared understanding of standards and expectations through activities such as coaching and lesson study.
- Plan, design and carry out assessment as an ongoing part of learning and teaching and periodically use specific assessments, tests or examinations as appropriate.
- Develop a range of strategies to involve learners fully in assessment and help them to understand what is expected.
- Contribute and take ownership of the truly great teaching values of Highcliffe School.

ROLE OF EVERY TEACHING ASSISTANT

- Contribute to students' learning experience by helping them to develop strategies to overcome and master their learning differences.
- Support students in their endeavour to reach their academic and social potential.
- Provide professional, relevant and timely feedback on students' strengths and areas of development in their education.
- Assist both teaching and non-teaching staff in the preparation of differentiated strategies and any other reasonable assistance in the support of students.
- Provide assistance and expertise to both teaching and non-teaching staff in the delivery of intervention work and whole class activities appropriate to the needs of the students.

ROLE OF EVERY STUDENT

- Aspire to be a 'truly great learner'.

ROLE OF EVERY PARENT/GUARDIAN

- Regularly discuss learning and progress with their son or daughter.
- Engage in a dialogue with the school about their child's progress.
- Encourage and support their son or daughter to complete home study tasks
- Ensure that their son or daughter is ready to learn by being dressed to learn, by having the correct equipment, by being punctual and by having excellent attendance.
- Attend information and parents evenings organised by the school relating to their son or daughter's learning.

Policy complied by: J. Dean July 2016

Policy review: Annual July 2017