



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

Name:	Teaching and Learning Policy
Approved by:	Governors – TL, B & S Committee
Policy Created:	2013
Frequency of review	4 years
Latest update approved:	November 2023
<i>All policies are available to stakeholders either on the school website or upon request from the school office.</i>	

PRINCIPLES

The Teaching and Learning Policy is committed to and guided by the principles of:
<p>The principles concur in all respects with the objectives of both the school and Bright Futures Educational Trust, in that we will create a teaching and learning environment that delivers the aims of the curriculum: “to foster the intellectual, social, creative, physical, moral and spiritual development of all our students.”</p> <p>For the purpose of this policy, “teaching” should be understood to include:</p> <ul style="list-style-type: none"> - Effective short, medium and long-term planning of students’ education - The delivery of information and the implementation of learning activities to enhance understanding and promote a love of learning - The setting of appropriate homework to reinforce and embed in-school learning - Marking, assessment and feedback to enable sustained progress - Identification of and provision for students requiring additional support and intervention.

PURPOSE

Aims
<p>The aims of this policy are</p> <ul style="list-style-type: none"> • To ensure that all teachers have consistently high expectations of all students, use data appropriately to ensure student progress, enthuse and motivate students to learn and to promote high levels of resilience, confidence and independence. • To ensure excellence in all aspects of teaching and learning across all key stages and departments and to provide clear expectations against which teaching and learning practice can be measured. • To ensure a culture of joint practice development and effective CPD that enables staff to continuously engage in and contribute to both their own and others’ professional development.

POLICY

	Implementation
1.1	It is recognised that we need to ensure that teaching and learning remains the core focus of the school’s vision and at the heart of both school and departmental development plans.
1.2	Through effective leadership and management, we will ensure that resources are effectively distributed and used to enable staff to develop teaching and learning.
1.3	We expect all teachers to offer a high quality of experience for all students to help maximise each student’s potential, whilst supporting creativity and individuality within teaching and learning.



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

1.4	It is recognised that the school must provide guidance to observers and teachers as a starting point for understanding the expectations of teaching and learning at AGGS.
1.5	The most important role of teaching is to promote a love of learning and to raise students' achievement whilst supporting their spiritual, moral, social and cultural development. We will ensure that both the Leadership Team and Middle Leaders consistently monitor the quality of teaching and learning across all key stages and the impact this is having on student learning and progress. We will do this through a range of strategies such as lesson observations, learning walks, student and parent surveys and work scrutiny/book reviews.
1.6	We will ensure that students requiring intervention are correctly identified, either within a lesson, within a subject as a whole, or across the curriculum and that the interventions employed are both timely, appropriate and that their impact is measured.
1.7	We will ensure that whole school aspects such as SMSC (spiritual, moral, social and cultural development) and RWCM (reading, writing, communication and maths) are embedded and promoted across the curriculum and that they are monitored through, for example, lesson observations.
1.8	We will ensure that all teachers engage in professional development that supports and develops them as a teacher.
It is important to note that any work on teaching and learning, as functions of its complex nature, must take into account other whole school areas including assessment, behaviour for learning, SEND, learning outside the classroom and equal opportunities. There are policies in place for these aspects of teaching and learning and their contents will not be duplicated in this policy. Please refer to those policies for all relevant information.	

2.	Quality of Teaching and Learning In order to secure the required standard of teaching and learning, the following principles should be understood and applied where appropriate. Lessons may not, and do not have to, evidence everything listed below.
2.1	Progress <ul style="list-style-type: none"> • Work in student books/folders and in the lesson demonstrates that they are making at least the expected level of progress. • Class data demonstrates that students are making at least the expected level of progress. • Students demonstrate high levels of learning whether engaged in independent, group or whole class work.
2.2	Teaching <ul style="list-style-type: none"> • Lessons are well planned; deepening students' knowledge and understanding whilst developing a range of skills. • Lessons include strategies and principles that are established good practice in current educational thinking e.g. effective questioning, retrieval practice, interleaving, chunking, modelling and scaffolding of new tasks. • There are high expectations set for all students. • Teachers familiarise themselves with the learning needs of their students. • Teaching strategies are effective and tasks are set to match students' needs. • Students are challenged appropriately at all levels of ability to ensure that at least expected levels of progress are made over time. • The pace of the lesson is appropriate and leads to at least expected levels of progress being made.



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

	<ul style="list-style-type: none"> Teacher intervention is timely, matches students' needs, and has a positive impact on learning. Student groupings are carefully considered as part of the teaching strategies. ICT is effectively used to enhance the quality of learning. Effective development of RWCM is evidenced in lessons and in student books/folders. Respect is shown to the diverse student body and opportunities to deepen students' understanding of SMSC issues and challenge beliefs are taken in subject-specific contexts. Homework is purposeful and regularly set to enhance student progress.
2.3	<p>Assessment</p> <ul style="list-style-type: none"> Data is used to inform effective planning of lessons and identify where intervention may be required. Progress is checked by teachers where appropriate throughout lessons. Teachers listen to, observe and skilfully question students to assess progress and use this information, where necessary, to enhance learning. Assessment opportunities should be planned. Written and verbal feedback may take different forms, including teacher, peer and self-assessment. Regular and meaningful feedback is given with students acting on this to make further progress. A variety of appropriate assessment strategies that support student progress are demonstrated in lessons and are evident in student work. Students are encouraged to develop their metacognitive skills and self-reflect not only on progress but also on their own behaviours and learning methodology.
2.4	<p>Behaviour and safety</p> <ul style="list-style-type: none"> Students' attitudes to learning are consistently positive and have a clear impact on the progress that they make. Behaviour is managed consistently well and low level disruption is rare. Students respond well to each other and the teacher and this has a positive impact on learning. Students understand how to keep themselves safe in different situations.
2.5	<p>Use of technology</p> <p>Teachers are expected to be able to use technology competently in order to support Teaching and Learning. All teachers should be able to use:</p> <ul style="list-style-type: none"> SIMS (School Information management System) in order to register classes and input data, write reports and references and record both merits and concerns. Common Microsoft Office applications such as Word, PowerPoint and Excel. Microsoft Teams, which is used to communicate and share documents with individual students and whole classes. In addition, some parents' evenings and other meetings may be conducted via video calls on Teams. <p>Teachers will be provided with support when using technology. There will be CPD opportunities as new features or apps are developed, induction sessions for new staff and ongoing support from the Student Digital Leaders, the IT department and the Assistant Vice Principal for Teaching and Learning. Online 'how to' guides and videos are available on Sharepoint.</p> <p>Knowledge of subject-specific technology may also be required. Teachers will be supported with this, either informally through one-to-one help from colleagues, or if necessary, through additional CPD.</p>



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

3	Provision for Special Educational Needs and Disabilities (SEND) and for students with Social, Emotional and Mental Health Needs (SEMH) The following points are non-negotiables for all teachers when preparing for and teaching SEND students in their classes. Please also see the SEND Policy.
3.1	Staff (teachers and associate staff with regular contact with students e.g. cover supervisors, librarian) must access SEND/SEMH information for their classes before they start teaching a group. They must also note any updates for students in their forms or classes that they teach, when notified by the SENDCo and/or Senior Tutor.
3.2	Individual Education Plans (IEPs) must be used to inform lesson planning, teaching strategies and adjustments to meet the needs of SEND students.
3.3	Resources must be produced in line with the IEP e.g. larger font, coloured paper, larger exercise book.
3.4	Staff should aim to know their students and should speak to them about their needs. Input from students is crucial; this needs ongoing open dialogue between teachers and students.
3.5	Staff should feedback to the SENDCo if any of the recommended strategies are not proving effective or if they have a new strategy that is working well and is not reflected in the IEP.
3.6	Form tutors should explicitly discuss SEND provision with those on the SEND list during form monitoring. Any concerns should be reported to the SENDCo. (Some students will be seen by the SENDCo instead.) Form tutors should, if appropriate, discuss provision with those on the SEMH list during form monitoring. Any concerns should be reported to the Senior Tutor.
3.7	Staff must attend case conferences and training related to the SEND/SEMH students they teach, wherever possible. If a teacher is out of school, they should send a representative eg a departmental colleague.
3.8	Where relevant, staff should liaise with/implement guidance and advice from external agencies eg the Sensory Impairment Service, the Educational Psychology Service.
3.9	Written assessments must be planned so they take no longer than 40 minutes, to allow extra time to be given during lessons. Students must have the extra time to which they are entitled.
3.10	Staff should ensure that SEND/SEMH students' needs are taken into account in planning trips and conducting risk assessments.
3.11	Staff should support SEND/SEMH students to organise their work, books, files etc.
3.12	Staff should consider how the classroom environment affects students with SEND eg seating plan, lighting, displays, noise.
4	Reading, Writing, Communication and Mathematics (RWCM) across the curriculum
4.1	We expect all teachers to consistently deliver a high quality of experience for all students within RWCM, to help maximise each individual's potential. It is recognised that we must provide students with a wide range of opportunities to develop their skills of RWCM, both inside and outside of the classroom.
4.2	Students requiring intervention within the areas of RWCM are identified, interventions are consistently employed and that their impact is measured.
4.3	The teaching of RWCM is monitored during lesson observations, work scrutiny and learning walks.
4.4	Developing Reading across the Curriculum



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

	<ul style="list-style-type: none"> We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding as texts becomes more demanding. Teachers will provide activities for students to acquire knowledge and deepen understanding through reading, whilst also developing and consolidating the skills of reading. Teachers will provide reading material of high quality which is appropriate for age and ability of the students. They should be conscious of the need to both challenge students, but also of the need to meet all students' individual needs. Students should be encouraged to read out loud, however, this must be informed by a knowledge of the students' reading abilities and any specific SEND or SEMH needs. The development of opportunities for reading for pleasure should be promoted throughout all areas of the curriculum and students encouraged to use existing resources to develop this e.g. the school library and school book clubs. Teachers should liaise with the librarian, where possible, in order to support both the promotion and development of reading within their curriculum area.
4.5	Developing Writing across the Curriculum <ul style="list-style-type: none"> There will be opportunities embedded across the curriculum for students to develop a range of writing including sustained writing, note-taking, condensing and consolidating work. Teachers will set writing tasks that have a clear purpose, have explicit success criteria and are also appropriate for age and ability of the students. They should be conscious of the need to both challenge students, but also of the need to meet all students' individual needs. Each curriculum area will display teach subject specific vocabulary and spelling, as appropriate. They may use displays, glossaries, dictionaries/thesauruses to encourage students to broaden their vocabulary.
4.6	Developing Communication across the Curriculum <ul style="list-style-type: none"> We will teach students to use spoken language precisely and coherently. They should be able to listen to others and to respond and build on their ideas and views constructively. We will teach students how to participate orally in groups and in the whole class. This may include activities that enable them to: <ul style="list-style-type: none"> - use talk to develop and clarify their own ideas - present information to a specialist or non-specialist audience - identify the main points to arise from a discussion - listen for a specific purpose - discuss, debate and evaluate different points of view or controversial topics. Teachers will share success criteria when specifically developing or assessing communication skills. CPD will continue to be offered to all teachers on the promotion of communication skills. Techniques such as cooperative learning, that promote communication within the classroom, will be encouraged.
4.7	Developing Mathematics across the Curriculum <ul style="list-style-type: none"> It is important that we provide for co-ordination across subjects to recognise and reinforce students' mathematical skills. Mathematical skills go beyond basic arithmetic. They involve developing confidence and competence with numbers and



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

	<p>measures, include an ability to problem solve in a range of contexts, and include an understanding of how data is gathered and represented.</p> <ul style="list-style-type: none"> Across the curriculum, there will be different opportunities to develop students' mathematical skills and opportunities will not be missed, but approached in a consistent manner. Teachers should be conscious of the need to both challenge students, but also of the need to meet all students' individual needs. Across all curriculum areas, teachers should ensure that they are familiar with correct mathematical language, notation, conventions and techniques that relate to their own curriculum areas and encourage students to use these correctly.
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5	Monitoring Teaching and Learning
5.1	The effectiveness of teaching and learning will be monitored through a range of different procedures and is the responsibility of both the Leadership Team the Heads and Assistant Heads of Departments. These procedures include: lesson observations and feedback, learning walks, discussions with students and scrutiny of student work.
5.2	<p>Lesson observations may be carried out formally and these may be paired observations. They include observations:</p> <ul style="list-style-type: none"> - as part of the Appraisal process - as a process of quality assurance by both Senior Leaders and Middle Leaders - as part of ongoing support to teachers - as an integral part of the statutory programme for Early Careers Teachers (ECTs) and teachers new to the school. - by external parties, such as the Schools Partnership Programme or members of Bright Futures Educational Trust.
5.3	<p>Lesson observations may be carried out informally:</p> <ul style="list-style-type: none"> - as part of a Learning Walk - by HODs, other department members or Governors - by teachers who are using observations as a way to develop their own teaching - as part of staff development training programmes, or by other visitors to the school e.g. School Experience Days.
5.4	Whole-school learning walks take place throughout the year with the focus being to identify both areas of strength and areas for development. They will involve short visits to different lessons across the school. They may have an identified focus or be a more general overview of the student experience in different departments. Staff and governors will be encouraged to join these walks and feedback will be an overall reflection on strengths and areas for development, rather than individual.
5.5	Heads of Department may also choose to carry out learning walks in their department, either with an identified focus or for an overview of practice in their department. These may be with Assistant Head of Department or their LT line manager.
5.6	Teachers should be notified in advance of a formal lesson observation.
5.7	Lesson observations can be either a full or part of a lesson and focus on either all aspects, or have a particular focus, which would need to be discussed prior to the lesson.
5.8	Lesson observation records are kept centrally and reported upon to Governors and Bright Futures Educational Trust.
5.9	Areas of strength and areas for development from lesson observations are collated and inform the school's CPD programme, as well as other meetings, such as HODs meetings.



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

5.10	Discussions with student panels and the use of surveys will both be used to gather student feedback on their classroom experience. This may have a specific focus e.g. SEND provision, school council feedback meetings, or may be whole-school.
5.11	Work scrutiny will be undertaken to look at both the teaching resources and range of activities being employed by teachers, and the quality of feedback to students. This is outlined in the Marking and Feedback Policy.

6	Actions for Teaching and Learning which does not meet the school's expectations
6.1	Both Altrincham Grammar School for Girls and Bright Futures Educational Trust expect that all teachers will be working at a level that is ensuring students are making at least expected progress.
6.2	Where a lesson observation indicates that teaching and learning is not at a standard that is conducive to students making progress, a re-observation will be required. Formal, constructive feedback will be given to the teacher either from the observer, or from a member of the Leadership Team.
6.3	Within two weeks of the initial observation a follow-up observation will take place. This would ideally be with the same class and will include work scrutiny.
6.4	<p>If the second observation is also found to be not of an acceptable standard then an action plan will be formed with specific targets working within an agreed timeframe. The action plan will include:</p> <ul style="list-style-type: none"> • Agreed outcomes and support put in place to achieve these outcomes. • At least one coaching observation with feedback. • A paired developmental re-observation by a member of the Leadership Team, taking place half way through the period. • A final observation, taking place at the end of the six weeks. • The action plan may also include other aspects such as: access to a trained coach, planning and assessment support, attendance at relevant training sessions, observations of other teachers, lesson drop-ins with no notice. <p>Copies of the action plan will be updated during the process and will be reviewed by the Assistant Vice Principal for Teaching and Learning.</p>
6.5	Coaching observations will usually be offered by another experienced teacher, who is part of a trained team.
6.6	If the action plan is not successful, and improvement is not secured, then further procedures will be necessary. Please see the Capability Policy.

7	Actions for engaging teachers in sharing effective teaching and learning
7.1	<p>Teachers will be offered the opportunity to:</p> <ul style="list-style-type: none"> • Work collaboratively and share good practice, such as team teaching, teaching trios, joining learning walks • Attend teaching and learning meetings and events • Become a coach or mentor to a new colleague • Undertake action research and provide feedback • Contribute to whole school development in the area of teaching and learning such as: <ul style="list-style-type: none"> • sharing teaching ideas and resources as tips or online • delivering a training session at an INSET day or twilight session or a Teaching and Learning/CPD meeting



ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

	<ul style="list-style-type: none"> • offering lessons for observation during learning walks • networking with other schools.
7.2	Teachers will be provided with opportunities to develop their own practice through participation in various CPD courses and opportunities. See the CPD Policy for further details.

8	<p>The Use of Artificial Intelligence</p> <p>Artificial Intelligence (AI) is a tool that students may use to research subjects or generate ideas. AI chatbots generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:</p> <ul style="list-style-type: none"> • Answering questions • Analysing, improving, and summarising text • Authoring essays, articles, fiction, and non-fiction • Writing computer code • Translating text from one language to another • Generating new ideas, prompts, or suggestions for a given topic or theme • Generating text with specific attributes, such as tone, sentiment, or formality <p>The availability of AI does present challenges for teaching, in particular, in ensuring that the work submitted by students is their own. This might be in homework, classwork (if there is access to AI via a computer or other device) or in non-examined assessment (NEA). Examples of AI misuse include, but are not limited to, the following:</p> <ul style="list-style-type: none"> - Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own - Copying or paraphrasing whole responses of AI-generated content - Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations - Failing to acknowledge use of AI tools when they have been used as a source of information - Incomplete or poor acknowledgement of AI tools - Submitting work with intentionally incomplete or misleading references or bibliographies. <p>Where teachers suspect AI has been used to generate work, this should be challenged and if possible, tested to verify. This should be treated as plagiarism and appropriate sanctions applied.</p>
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9	<p>Promoting and Evaluating the Policy</p> <p>This will be achieved and supported by:</p> <ul style="list-style-type: none"> ▪ A firm commitment to improving teaching and learning for individuals, departments, the school and the wider community. ▪ The development and improvement of teaching and learning as the central component in the school and department development planning cycle. ▪ The use of mechanisms for continuing professional development (courses, coaching, INSET, mentoring, training etc.) ▪ Discussions with colleagues, for example at the Teaching and Learning group, in departmental and pastoral meetings.
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ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

	<ul style="list-style-type: none">Both formal and informal monitoring systems and sharing of good practice which are already in place by both the Leadership Team and Heads of Departments. These include: learning walks, lesson observations, peer observations, work scrutiny, student voice, staff/parent/student questionnaires and appraisal.
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Responsibility

Responsible Staff	Ms C Russell
Approving body	TLB&S Committee