



Croydon High School TEACHING & LEARNING POLICY

Aims

At Croydon High School, we seek to promote a lifelong love of scholarship and academic enquiry for its own sake, as well as for success in public examinations. Our curriculum, and the pedagogy that sits around it, is driven by the desire to instil a genuine and sustained passion for the subjects that our pupils' study. In doing so, pupils should be given the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education needed to lead fulfilling and fruitful lives.

We aim to model and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs in all our work with students. We respect other people without prejudice with regard to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our approach to teaching

Croydon High School seeks to:

- i. ensure that our teachers have a strong subject knowledge which inspires learners;
- ii. ensure that our teachers have a genuine passion for the subject(s) they teach and a desire to instil that passion in our pupils;
- iii. ensure that our teachers are given the resources they need to deliver a curriculum which is broad, balanced and inspiring;
- iv. ensure that our teachers' delivery of this curriculum fosters the talents of our pupils and broadens their minds and experiences, while allowing them to succeed at the highest levels in formal examinations;
- v. ensure that our teachers can employ a variety of different pedagogies, and make reasonable adjustments which enable all pupils to succeed, irrespective of their individual learning needs;
- vi. ensure that our teachers model academic enquiry and lifelong learning by keeping pace with developments in their subject area and with pedagogical approaches;
- vii. ensure that our teachers track the change in attainment levels over time and adapt their pedagogy accordingly;
- viii. ensure that our teachers foster positive, productive and professional relationships with pupils which are founded on mutual respect and high expectations.

Our approach to learning

Croydon High School seeks to:

- i. ensure that pupils' learning is conducted through a broad, balanced and inspiring curriculum which is accessible to all;
- ii. ensure that learning opportunities appropriately challenge all pupils and encourage them to be active learners;
- iii. ensure that pupils develop their academic curiosity and intrinsic motivation;
- iv. ensure that all pupils make progress in relation to their individual starting points, celebrating their successes (in scholarships, competitions and through other academic distinctions) and, in tandem, giving them the strategies they need to cope when things do not go as planned;
- v. ensure that first-rate resources promote learning, and reduce any barriers to it by making reasonable adjustments to them;
- vi. ensure that opportunities for assessment of learning via externally standardised tests and examinations are provided so that pupils, parents and staff can monitor the acquisition of knowledge and/or skills. We seek to do this without losing sight of the importance of all of the 'non-examined' aspects of school life;
- vii. ensure that pupils can apply, with confidence, their newfound knowledge and/or skills in unfamiliar contexts;
- viii. ensure that the learning environment is concomitantly intellectually stimulating and happy, and that it is based upon high expectations of all pupils;
- ix. ensure that curriculum, pedagogy and the environment in which it is delivered celebrates and capitalises upon the diverse backgrounds and experiences of our pupils and their families;
- x. ensure pupils are given every opportunity to develop their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills (for example: to analyse, hypothesise and synthesise);
- xi. ensure that all pupils acquire knowledge, understanding and/or skills so that they are 'real-world ready'.

Our 'every girl, every day' classroom practice

Croydon High School celebrates a diversity of pedagogical approach. However, there are a number of common principles which underpin classroom practice in our school, and which take account of how the Independent School's Inspectorate evaluate the quality of pupils' academic outcomes:

	Outcome	Provision
1	Pupils understand how to succeed in assessments and examinations, and beyond.	<ul style="list-style-type: none"> • Pupils should know what they are learning and how this links to prior and future learning. • Pupils should be aware of how their learning relates to internal or external assessments and examinations, where appropriate. • Pupils should know what success looks like in a particular task or subject through modelling or scaffolding, • Pupils should be given clear feedback about how to improve their academic work and, crucially, provided with time to respond to feedback or redraft work (via Austin’s Butterfly).
2	Pupils increase their knowledge, skills and understanding and are able to apply what they have learnt to unfamiliar contexts.	<ul style="list-style-type: none"> • All pupils should be appropriately challenged in the classroom. • ‘Reasonable adjustments’ should be made so that pupils can all make rapid academic progress relative to their various starting points. • Pupils should be able to apply their newfound knowledge, skills and understanding to unfamiliar contexts. • Every opportunity should be taken to approach a topic or concept from a cross-curricular purview.
3	Pupils produce written/oral output which is sophisticated across their academic studies.	<ul style="list-style-type: none"> • Pupils should be given ample opportunities to develop sophisticated communication skills— throughout their learning— in speaking, listening, reading and writing.
4	Pupils develop their numeracy and can apply their knowledge to other areas of the curriculum.	<ul style="list-style-type: none"> • Pupils should be given opportunities to improve their numeracy and apply it to cross-curricular and ‘real world’ contexts.
5	Pupils develop their competence in working with communication, emerging and disruptive technologies to facilitate and consolidate their learning.	<ul style="list-style-type: none"> • Pupils should use communication, emerging and disruptive technologies to facilitate or consolidate their learning, outside of the ordinary subject silos.
6	Pupils develop their study skills and actively analyse, evaluate, synthesise and hypothesise, amongst other higher-order thinking skills.	<ul style="list-style-type: none"> • Pupils should be able to draw upon a wide range of sources and in doing so, develop their high order thinking skills of analysis, evaluation, and hypothesis. • Where possible, pupils should be encouraged to develop their study and problem-solving skills, to think creatively and to take risks, academically.
7	Pupils are able to achieve and celebrate the achievements of others.	<ul style="list-style-type: none"> • Pupils’ successes should be recognised through the Academic House Point system. • Pupils should celebrate the achievements of others, both in and beyond the classroom. • Pupils should be able to assess— with accuracy, confidence and sensitivity— their learning and that of their peers.

8	Pupils demonstrate initiative and independence in their own learning and develop their leadership and collaboration skills.	<ul style="list-style-type: none"> • Pupils should be given the tools and opportunity to learn independently and collaboratively. • Pupils should lead the learning of others when it is appropriate for them to do so. • Pupils should be exposed to a variety of activities which encourage active and engaged participation. • Pupil's learning is part of a two-way process.
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Teaching and learning are regularly monitored by Heads of Department and members of the Senior Leadership Team through, amongst other measures: lesson observations, book scrutinies, reviews of assessment and examination data, and conversations with pupils and their teachers.

Responsibility: Deputy Head (Academic)

Policy reviewed: Summer 2019

Next review: Summer 2021