



Croydon High School GDST Whole School Teaching & Learning Policy

Responsibility: Deputy Head (Academic)/ Deputy Head (Juniors)
Last review: August 2021
Next review: August 2022

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. We seek to foster pupils' love of scholarship for its own sake, as well as for success in public examinations. 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 pupils. 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:

- ensure that our teachers have a strong subject knowledge which inspires learners;
- ensure that our teachers have a genuine passion for the subject(s) they teach and a desire to instil that passion in our pupils;
- ensure that our teachers are given the resources they need to deliver a curriculum which is broad, balanced and inspiring;
- 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 and public examinations;
- 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;
- ensure that our teachers model academic enquiry and lifelong learning by keeping pace with developments in their subject area and with pedagogical approaches;
- ensure that our teachers track the change in pupils' attainment levels over time and adapt their pedagogy accordingly;

- 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:

- ensure that pupils' learning is conducted through a broad, balanced and inspiring curriculum which is accessible to all;
- ensure that learning opportunities appropriately challenge all pupils and encourage them to be active learners;
- ensure that pupils develop their academic curiosity and intrinsic motivation;
- 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;
- ensure that first-rate resources promote learning, and reduce any barriers to it by making reasonable adjustments to them;
- 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;
- ensure that pupils can apply, with confidence, their newfound knowledge and/or skills in unfamiliar contexts;
- ensure that the learning environment is concomitantly intellectually stimulating and happy, and that it is based upon high expectations of all pupils;
- 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;
- 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);
- ensure that all pupils acquire knowledge, understanding and/or skills so that they are 'real-world ready'.

Teaching and Learning in the Junior School

We recognise that pupils learn effectively when they are relaxed, happy and confident. Pupils are encouraged to ask questions, make choices, solve problems and to take academic risks. In 2020, our curriculum was reviewed, and we took the opportunity to hone our curriculum aim 'to develop fearless, resilient and emotionally intelligent life-long learners'. As a result of the review, the curriculum was designed to ensure a balance between knowledge and skills and meaningful links made where possible.

In the Early Years, Foundation Stage (EYFS), the four guiding principles from the EYFS Framework are fundamental aspects of the Early Years environment: every child is a unique child, children learn through positive relationships, children develop well in enabling environments and children develop and learn in different ways and at different rates. These principles ensure a continuity of

teaching practice through the Foundation Stage that enable all children to become competent and confident independent learners. 'Development Matters' is also used to support the delivery of the EYFS learning and development requirements. Teaching and Learning in Early Years centres around developing the characteristics of effective learning (Playing and Exploring, Active Learning and Creative and Critical Thinking) alongside the development of the prime and specific areas of learning. Development of all these facets through effective Continuous Provision across Early Years enables children to reach Good Level Development (GLD) and achieve the Early Learning Goals by the end of Reception.

Our teachers have secure subject knowledge across the curriculum and keep up to date with current pedagogy through a rigorous process of CPD and appraisal. Through a mixture of in-class Assessment for Learning (AFL) and daily assessment of independent work, teachers know the children in their class well and what the next steps for each individual are. At Croydon High Junior School, we believe in mixed-ability teaching which uses mastery and a personalised learning approach to support and extend all children. We personalise learning through questioning, explanation of concepts, use of concrete and pictorial resources and scaffolding to ensure that the pitch of the learning is accurate for all children. Although differentiation of task may sometimes be appropriate, a ceiling should not be placed upon what individual children are asked to achieve.

Pupils who have misconceptions are identified in lessons and are provided with support to close gaps in learning (for more information, see our Feedback Policy). Reasonable adjustments are made for children with an additional need and lessons tailored to meet the needs of all learners. Children who have an identified specific learning need may receive additional support from the Learning Support team in school

Through this approach, it is our aim that at pupils develop as independent and resilient learners who recognise the importance of the learning process. Teaching and learning are regularly monitored by subject leaders and members of the Junior Leadership Team through, amongst other measures: lesson observations, book/work scrutinies, reviews of assessment and examination data, and conversations with pupils and their teachers.

Our 'Every girl, Every day' Classroom Practice in the Senior School

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 Schools 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 |

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| | | 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. |

Teaching and learning are regularly monitored by Heads of Department and members of the Senior Leadership Team through, amongst other measures: lesson observations, book/work scrutinies, reviews of assessment and examination data, and conversations with pupils and their teachers.