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This section should be completed by the reviewer each time this policy is reviewed	
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Changes made to the procedures section for Regent's Park	Spring 2022

Availability of this document:

Copies of this document are available at francisholland.org.uk/policies/ or on request from the school office, Francis Holland School (Regent's Park, Ivor Place, London NW1 6XR or Francis Holland School (Sloane Square), 39 Graham Terrace, London SW1W 8JF.

Application of this document:

This policy applies to both Sloane Square and Regent's Park, and to the EYFS as well as junior and senior schools. Where there are differences in procedures between the schools this has been clearly highlighted in the appendices.

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Learning and Teaching Policy

Learning is central to a school's life and discussion of learning and teaching should be a high priority and a continuous process. People learn differently and students should be treated as individuals. Moreover it is recognised that physical and emotional well-being as well as self-esteem are critical to the process of learning. Students should feel successful and will flourish where they are treated positively by teachers. Learning will be promoted when teachers themselves are seen to be committed to their subjects and when students perceive that teachers are learners too.

A Definition of Learning

Learning is individual and it takes place in different ways. It is making personal sense of something. It is an active process and demands that learners do something at a cognitive level. It makes intellectual and creative demands on students. Genuine learning is not simply a transference of information and is seldom rote learning.

Learning involves engagement, challenge, and thinking. It is about understanding and memory, about acquiring, developing, and applying skills, and about analysis and problem solving. Learning takes place in academic, social, emotional and physical areas. Much learning takes place outside the classroom, including in the home and in pursuing extra-curricular activities.

Aims

For the students:

- To learn effectively at the cognitive level.
- To be autonomous learners – to be motivated, confident, independent, responsible for their own work, stretched, challenged, questioning, curious, creative, prepared to take risks, knowing when to work as an individual and when in a team.
- To have the tools to be successful in their learning and to acquire skills for future learning.
- To know and understand about different learning styles.

For the school:

- To have learning as a high priority, with teachers who talk about learning and keep abreast of research on the subject of learning.
- To have teachers who increase the self-esteem and confidence of students by treating them as individuals and by having a positive approach.
- To recognise that there are different learning styles and that teaching methods must be varied and that this variety makes a difference.

Procedures

- Teachers talk about learning and share good practice
- Departments should discuss the specific issue of learning needs, including stretch and challenge, in their meetings at least every term. This might involve individual students as well as more general learning strategies.
- Learning is discussed in staff meetings and teachers who have gone on training courses can inform the rest of the staff of matters concerned with learning.

Departments' focus on learning

- Departments have a section in their handbooks on Learning and Teaching. This will include reference to how they challenge students in their learning, stretch the very able, support the weak, encourage independent learning and differentiate between abilities in their teaching strategies and the work that is set.

- Departments produce guidance to help students in their learning e.g. topic sheets to help students see where their course is going, revision sheets, a sheet explaining what marks mean, grade criteria etc.
- Teachers are expected to write meaningful comments on work produced so that girls can improve and move towards targets, rather than simply putting a mark.
- Departments should evaluate how successful their methods are for making students effective learners e.g. homework, methods of assessment, individual targets.
- Heads of Department should encourage their staff to review the success of individual lessons and homework set, in fulfilling the aims of the lesson and in achieving the desired outcomes and modifying schemes of work and lesson planning when required. Work schemes and lesson plans should include suggestions for stretching and challenging the most able, as extension work, optional tests etc.
- Departments use their teaching rooms for displays which enhance effective learning.
- Statistical evidence from tests, assessments, and examinations is used to inform teaching and increase effective learning.
- Departments are encouraged to implement the Trust's digital strategy to support learning.

Appendix One: Learning and Teaching Policy at Regent's Park

Procedures

- Teachers talk about learning and share good practice
- The Academic Deputy Head receives minutes of all department meetings.
- Some INSET days are used for developing understanding of learning.
- All staff join 'Collaborative Enquiry Groups' that focus on specific aspects of educational research such as, 'Improving the Quality of Student Talk' and 'Cognitive Load Theory'. The seven research groups meet every half-term and their findings are published in a Teaching & Learning e-newsletter during the summer term, co-ordinated by the Assistant Head of Teaching & Learning.
- Learning is discussed in Academic Board and Heads of Department meetings where there is sharing of best practice and a focus on research-informed approaches to teaching and learning
- The Curriculum Committee, chaired by the Academic Deputy Head, meets regularly to discuss learning and teaching strategies in addition to curriculum matters. The Academic Deputy Head reports back to the Senior Management Team and then when appropriate, to the Heads of Department and the rest of the staff. The Curriculum Committee is made up of a core group of teachers, but is extended to other staff to discuss specific aspects of learning or year groups e.g. learning and teaching in the sixth form.

The teacher in charge of learning enhancement regularly informs the staff about learning, with reference to those with specific learning needs **PSHE and Carousels are used to develop effective learning in students**

- The students learn about learning in PSHE from the Thirds (year 7) to the Upper Fourth (year 9); additionally the Lower Sixth (year 12) have sessions on styles of learning and effective learning during their Life Skills carousel.
- Pupils with specific learning difficulties are identified and their progress is monitored.

The Academic Deputy Head, Assistant Head of Teaching and Learning, and Head of Learning Enhancement work closely together to promote effective learning in the school. They also work with Heads of Department to identify those very able and to coordinate programmes designed to stretch and challenge these individuals. These are detailed in the Stretch and Challenge Booklet which is updated annually. Initial identification of both those with learning needs and gifted students is done via MidYIS testing on entry to the school as well as the results of continuous assessments throughout a pupil's school career. More details of the school's provision for able, gifted and talented students is provided in the Curriculum Policy.

Appendix Two: Learning and Teaching Policy at Sloane Square

Aims

For the students

- In particular, the school places emphasis upon learning that enables pupils to develop the 7 Cs: Curiosity, confidence, creativity, communication, collaboration, craftsmanship and commitment

Procedures

- Teachers talk about learning and share good practice
- The Head, the Deputy Head Academic (DHA) and SLT receive minutes of all department meetings, which facilitates the effective communication and monitoring of discussions about teaching and learning.
- Some Development days are used for enhancing understanding of learning and sharing good practice for professional development.
- Learning and teaching working parties are convened regularly by the DHA to discuss aspects of whole school practice. The DHA reports back to the Senior Leadership Team and then when appropriate, to the Heads of Department and the rest of the staff. Such working parties are made up of Heads of Department from a range of subjects and examples include work on the sixth form enrichment programme and the whole school marking policy.
- The Head of Learning Strategies informs the staff about learning with reference to those with specific learning needs.
- The DHA and Director of Creative Enterprise work together with the Heads of Enrichment to ensure an engaging programme is in place across the school for pupils who are able, gifted and talented.
- The Academic Reading Group also meets half termly and provides a forum in which teaching staff can discuss aspects of pedagogy.
- Heads of Department meetings are a particularly important forum for the development of whole school practice.

Departments' focus on learning

- Pupils with specific learning needs are identified and progress is monitored.
- The school places a significant emphasis upon subject specialist Learning Support and suitable preparation enables some girls with specific needs to access the curriculum.
- Whole school marking symbols make it easier for pupils to access feedback from their teachers.
- GROW (Girls reflect on work) time is incorporated into lessons to encourage girls to engage with written feedback. During GROW time girls respond to their teacher's comments using green pen.
- Departments will develop their own systems of whole year group tracking as supported by the sharing of exemplar work in heads of department meetings.
- Departments are encouraged to implement the Trust's digital strategy to support learning and from September 2022 most pupils in Years 7 – 10 will have a MS Surface device which will enable them to use O365 and Microsoft Teams in their learning.
- TIPS (Thinking Innovatively and Problem Solving) skills are developed throughout the school, during TIPS days in years 7 and 8, the embedding of TIPS skills (The 7 Cs referred to previously) in departmental schemes of work, opportunities in the enrichment programmes that include the upper school and sixth form taught enrichment lessons. This is a key aspect of learning, construed as preparing girls to flourish in life.

Life Skills and the Learning to Learn programme are used to develop effective learning in students

- The school's Learning to Learn programme is integrated across years 7 – 13. It is led by the Head of Academic Mentoring and enables girls to be more self-aware in their learning as they become adept at meta-cognitive skills.
- The programme also provides practical advice at key junctures in each girl's academic career and seeks to inform and utilise parents in this journey.

The DHA, Heads of Section, Heads of Year, Head of Learning Strategies and Head of Academic Mentoring work closely together to promote effective learning in the school. They also work with Heads of Department to identify the most able and to coordinate programmes designed to stretch and challenge these individuals. They are supported by the data team who identify the particular needs of each pupil through their analysis of PASS, MidYIS and ALIS testing and the results of continuous assessments throughout a student's school career.