

Learning and Teaching Policy

This policy applies to:

Francis Holland Regents Park Francis Holland Sloane Square Francis Holland Prep

Where there are differences between the schools these have been clearly highlighted.

Policy owner	RP: Deputy Head Academic SSq: Senior Deputy Head Academic Prep: Deputy Head
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Linked Policies	

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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 procedures section for Regent's Park	Spring 2022
Updates to policy and procedures	Spring 2024

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, and as such their well-being is central to all learning and teaching. Learning will be promoted when teachers themselves are seen to be committed to and experts in 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, but should spark curiosity and a desire for learning more and more.

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 co-curricular activities.

Aims

For the students:

- To learn effectively at the cognitive level.
- To be autonomous learners with a strong sense of agency – 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 appreciate the importance of meta-cognition and learning to learn.

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 that enhances their well-being and nurtures their development.

To recognise the importance of differentiation and the needs of every individual pupil (especially those with SEND), adapting teaching accordingly to make teaching as effective and engaging as possible.

Procedures

- Teachers talk about learning and share good practice
- Departments should discuss the specific issue of learning needs, including SEND and stretch and challenge, in their meetings. 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.

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

Procedures

- Teachers talk about learning and share good practice
 - The SLT, including 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 and Innovation.
 - 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 (SENCO) 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
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- 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 effective learning during their Life Skills carousel.
 - Pupils with specific learning difficulties are identified and their progress is monitored.
 - Students discuss their learning with their tutors in their 1:1 conversations which occur four times a year.
 - Heads of Department monitor teaching and learning through lesson observations and learning walks, book looks and discussions with staff and students.
 - Heads of Department track student progress, including those with SEND and those who have been identified as gifted.
 - Departments are encouraged to implement the Trust's digital strategy to support learning and from September 2024 most pupils in Years 7 – 9 will have a MS Surface device which will enable them to use O365 and Microsoft Teams in their learning
 - Learning and teaching is enhanced by the school digital strategy designed around O365 and the MS Surface.

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 very able students 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 Francis Holland Sloane Square

Additional 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.
- Some staff meetings are given over the work in professional learning communities which enables teachers to collaborate and support each other in their development as teachers
- Learning and teaching working parties are convened as required 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 AHA 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.
- 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.
- Following Teacher Consultation Meetings pupils are encouraged to produce GROW targets following feedback from their teachers.
- Departments will develop their own systems of whole year group tracking as supported by the sharing of exemplar work in heads of department meetings and guided by the Assistant Head Assessment and Data (AHAD).
- 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
- Learning and teaching is enhanced by the school digital strategy designed around O365 and the MS Surface.

- 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, AHA, AHAD, Heads of Year, Head of Learning Strategies and Head of Academic Mentoring work closely together to promote effective learning in the school including differentiation for all. 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 AHAD who identifies 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.

Appendix Two: Learning and Teaching Policy at Francis Holland Prep Aims

For the students

- The Junior School places emphasis upon learning that enables pupils to develop the 7 Cs: Curiosity, confidence, creativity, communication, collaboration, craftsmanship and commitment
- The Junior School also places emphasis upon learning through the growth mindset, enabling pupils to not be risk averse with their learning, but understanding the benefit of learning through mistakes as well.

Procedures

- Teachers talk about learning and share good practice, often within Junior Staff Meetings, where there is allocated time for shared practice.
- Some Development days are used for enhancing understanding of learning and sharing good practice for professional development.
- Learning and teaching working parties are convened as required by the Junior School SLT to discuss aspects of whole school practice. Such working parties are made up either of the Class Teachers and their Teaching Assistants, or of Junior School Subject Specialists and examples include work on Quick Quiz assessments for help in monitoring progress or the Junior School marking policy.
- The Junior School Head of Learning Strategies informs the staff about learning with reference to those with specific learning needs.
- The Deputy and Assistant Heads work together with the Junior School teachers to ensure an engaging programme is in place across the school for pupils who are able, gifted and talented.
- Whole school marking symbols make it easier for pupils to access feedback from their teachers.
- Prior to Teacher Consultation Meetings and prior to Reports being completed, the Class Teacher, the Assistant Head Assessment and Tracking, the Head of the Junior School, and the Junior School SEN coordinator, meet to analyse every pupil's current progress in a termly Pupil Progress Meeting. In this meeting, standardised test scores are compared to teacher assessments, classwork and homework to delve deeply into every pupil's learning profile, current outcomes and potential. Differentiation work

is discussed during this meeting, as well as having been observed in lesson observations, learning walks and book looks.

- PSHE and Form Times are used to develop effective learning in pupils more generally, whereas subject specific learning skills come through all lessons.