



Davenant Foundation School

Teaching & Learning Policy

Last Reviewed – September 2023

Next Review – September 2025

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality within our school community.

Policy Name	Teaching & Learning Policy	Committee Responsible	Curriculum
Status	Discretionary	Committee Person i/c	J Dennison
Produced by	D Parker	Review Date	September 2023
Date First Agreed	June 2021	Next Review Date	September 2025

Our vision at Davenant is that all students achieve excellence through Pride, Participation and Passion. They will reflect the Love of God in all they do. Our students will share in the enjoyment of a vibrant learning community, making outstanding academic progress and will participate fully in all aspects of school life. They will explore new interests and develop a true passion for learning which will accompany them through their lives armed with the cultural capital and determination to succeed. Our school will present the opportunities, remove the barriers and inspire the individual.

Impact of this policy:

- To ensure the consistent delivery of effective education, based on proven research led strategies that take account of the cognitive science that explains how students learn.
- To support all of our students to achieve the highest academic qualifications possible, identifying and removing barriers by ensuring they have the most appropriate pathway and learning opportunities to support this.
- To keep learning at the heart of what we do at the school and provide all stake holders with a clear vision of effective teaching and learning.
- To foster the nurturing of mind, body and spirit.

Aims

Learning is everybody's responsibility and lies at the heart of what we do. It is the core business of Davenant Foundation School. We aim to create an effective and engaging learning environment in every lesson that supports excellent levels of progress for all students, identifies and removes barriers and installs a lifelong love of learning.

Our Teaching:

- **Prepares students for the 21st Century – life & work.**
- Is underpinned by our vision and values
- Supports students' social, emotional, physical, spiritual and academic development

- Takes place in a safe and nurturing environment
- Is based on research and continual review
- Is adaptive to ensure that all students make outstanding progress
- Is underpinned by an understanding that knowledge is the basis of all skills
- Informs our future planning and SOW

Our teachers will:

- Ensure students feel safe and secure in the learning environment.
- Be passionate and knowledgeable subject specialist teachers.
- Aim to improve student literacy
- Constantly aim to challenge misconceptions.
- Use high level questioning skills to ensure quality learning takes place.
- Use quality assessment and feedback to further inform learning and progress.
- Adapt to the needs of individuals whatever their ability.
- Continue to strive to better understand learning through CPD and research-based evidence.
- Give high quality feedback to help improve performance

At Davenant we understand that learning requires a partnership between Teachers and Students.

LEARNING A Partnership between...	
Teachers Understand the centrality of...	Students Come to every lesson...
<ul style="list-style-type: none"> • Making students think • The principles of Cognitive Load Theory • Moving knowledge from the working memory to the long-term memory • The importance of mastery • Engagement and creativity • High quality questioning • Disciplinary specific literacy • Challenging all students, every lesson through adaptive teaching • Positive relationships • Strong Assessment of Learning • Consistent routines, high expectations and effective classroom management • Students feeling supported, safe and valued 	<ul style="list-style-type: none"> • Positively • Prepared • Committed • Equipped • Skilled

Research

Davenant lessons will be based on a secure understanding of effective research-led strategies based on cognitive science. These are summarised on the T&L Policy Summary – **Appendix 1**. This is a working document that all teachers will have access to which will evolve as part of the school’s pedagogy.

Roles and Responsibilities:

- **Teachers** have a responsibility to keep up to date both with research led teaching and learning and any relevant knowledge in their subject areas.
- **Heads of Department** have responsibility to ensure the school's approach to teaching and learning is being practiced across the department and that all members of the department are led and supported through quality CPD to improve as practitioners and subject specialists. They will monitor T&L within their department identifying the needs of their staff and ensuring bespoke and relevant CPD takes place.
- **Heads of Year** are responsible for academic mentoring and supporting students to work with their subject teachers to identify and remove barriers to improve learning and progress. They are also responsible for their own CPD to ensure that they have a good knowledge of best teaching practice.
- **Senior Leaders** have a responsibility to ensure that the teaching and learning policy is adhered to across the school through monitoring and supporting each of the middle leaders through line management and whole school monitoring. They are also responsible to ensure that T&L CPD is central to the school's meeting structure and that adequate time is made available for HOD and lead specialists to work with teachers and support staff. They also have a responsibility to ensure that any CPD delivered is high quality, outcome driven and research led.

They will evaluate the effectiveness and consistency of delivery of the Teaching and Learning Policy by;

- Discussing it as a standing item during all line management meetings
 - Ensuring the lesson observations are purposeful and reflective
 - Monitoring feedback and assessment
 - Analysing student progress and attainment data to inform improvements
 - Valuing 'student voice' feedback
 - Reviewing exam results and using the schools self-evaluation process to inform improvements in T&L
- **The Governing Body** is responsible for monitoring the quality of teaching and learning through reports on student progress, examination results and CPD (to the Curriculum Committee) and through discussion with HoTLAs through link governor visits.

Continued Professional Development (CPD)

- High quality CPD for all staff is an integral part of developing teaching and learning at Davenant. The programme is structured and planned by continued self-evaluation both at department and a school level.
- Appropriate statutory CPD is organised and delivered throughout the year and so it is high-quality and relevant T&L CPD.
- Teachers have a responsibility for managing their own CPD through self-reflection and working with their Heads of Department.
- Heads of Departments lead Subject relevant CPD and support the whole school approach in their department by recognising the needs of their staff and arranging relevant and targeted training.
- The programme aims to meet the needs of all teachers, at whatever point in their career, to ensure that their teaching is engaging and effective. Support of teachers' T&L will be modelled on the adoption of the appropriate research-informed strategies for their subject.

- Senior leaders facilitate all staff sharing good practice and encourage them to support each other both in department and across the school
- Teacher Appraisal is fully integrated and can be used as a mechanism to support colleagues in improving their practice and therefore raising standards.

Related Documents;

- Strategic & Development Plan 2021-2025
- School Aims & Ethos and Vision statements.
- Code of Conduct for students
- Home-School Agreement
- ICT Network Policy
- Curriculum Policy
- Assessment Policy
- Special Educational Needs Policy
- Examinations Policy
- Behaviour Management Policy
- Homework Policy
- Professional Development Policy
- Equal Opportunities Policy
- Annual Curriculum Plans

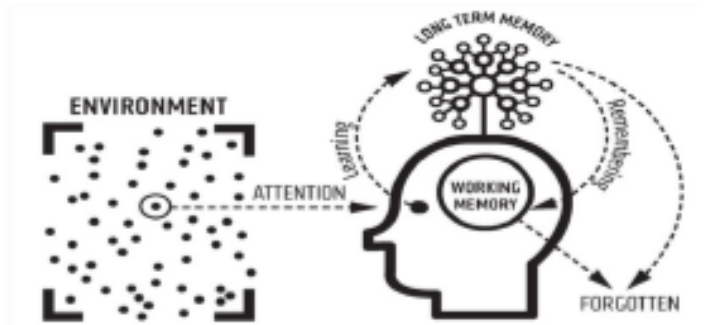
Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Secondary accountability measures'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE and STA (2020) 'School reports on pupil performance: guide for headteachers'
- DfE (2019) 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' (STPCD)

Davenant Foundation School T&L Policy Summary

The strategies we use in the classroom are based on our understanding of the architecture of human memory, and Cognitive Load Theory.



There are three types of load on the limited capacity of working memory. To maximise learning we use strategies which optimise that limited capacity by minimising Intrinsic Load (how complex the task is) and Extraneous Load (distractions) and maximise Germane Load (linking new information with that already stored in the long term memory).

Misconceptions!
Always look for the misconceptions students may have / develop when dealing with a new topic. If these go unchallenged, they can enter the long term memory and be hard to over write.

Minimising how complex the task is (Intrinsic Load)	Minimising distractions (Extraneous Load)	Maximising links to long term memory by thinking hard (Germane Load)
<p><u>Direct Instruction instead of discovery learning</u> (This is especially true of novices ie KS3—less necessary always for KS5 students)</p>	<p><u>Transient Information Effect</u> Occurs when learners have to integrate multiple chunks of information. Spoken information is transient: it disappears unless it is written down</p>	<p><u>Utilise the Worked Example Effect</u> The benefit of studying worked examples rather than trying to solve the original problems without guidance.</p>
<p><u>Increase knowledge in the long-term memory through regular-retrieval practice</u> Strengthens the connections between working and long term memory</p>	<p><u>Redundancy Effect</u> Occurs when learners are presented with irrelevant information, alongside relevant information, or several different sources of the same information. Load is created when learners search for links between irrelevant information.</p>	<p><u>The importance of effective questioning</u> •Probing questions •Wait time •Cold Calling •No opt out •Stretch it •Right is Right •Choral Response. •Pose, Pause, Pounce, Bounce</p>
<p><u>Utilise the modality effect through dual coding</u> Intrinsic load is reduced by presenting relevant information in words and diagrams/pictures</p>	<p><u>Split Attention Effect</u> Occurs when multiple sources of separated information are essential for learning. Integrating multiple sources of separated information causes extraneous load.</p>	<p><u>Most effective lesson planning</u> Prioritise the planning of explanations over the development of resources. Pre-teach relevant prior knowledge. Systematically teach subject specific vocabulary. Choose/design activities that practice the content that has been explicitly taught.</p>



Adaptive Teaching
Research suggests that predetermined differentiation can be unhelpful. Common learning objectives for all students with adapted support and challenge during the lesson and depending on student response is more effective.

Novices think & learn differently compared to experts. They need more knowledge to become more expert-like.

How many of your students are participating & for how long?

When participating, how hard are they thinking?

I / WE / YOU
Demonstrate / worked example / independent task

Help students process & remember new knowledge by attaching it to previous knowledge (schema)

