



THE FULHAM BOYS SCHOOL

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Revisions Table

Version	Date	Description of Change
Summer 2020	Spring 2020	Minor amendments were made to the following sections: 1.2, 3.3, 3.5, 4.4, 7.9, 7.14, 7.16, 10.3, 11.4, 12.3.15, 13.4.6
Summer 2020	Summer 2020	Ownwork section updated Minor amendments to 6,7,8

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



TEACHING AND LEARNING POLICY

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POLICY

This policy should be read in conjunction with the Review & Development policy

1. AIMS OF THIS POLICY

- 1.1 Our aim is that teaching throughout the school will be consistently excellent: at least 80% of taught lessons will be good or better.
- 1.2 To describe the approach of learning and teaching at The Fulham Boys School which is geared towards **Boys**, built upon **Christian** principles and nurtures **Enterprise**.
- 1.3 To ensure consistency of approach.
- 1.4 To establish our expectations of boys as learners.
- 1.5 To establish our expectations of teachers as learners
- 1.6 To establish The Fulham Boys School's expectations of teachers.
- 1.7 To develop a curriculum which encourages boys to become partners in their own learning.
- 1.8 To describe the key features of excellent lessons.
- 1.9 To ensure a safe, stimulating and motivating learning environment for all.
- 1.10 To develop opportunities for students to accelerate their progress through the curriculum.
- 1.11 To underline the importance of independent study (known at FBS as 'ownwork') and outline the procedures we have in place to ensure it reinforces and enriches the learning experience of our boys. This is work that can be undertaken during prep as well as during the extended day at school or at home.

2. CHRISTIAN PRINCIPLES

- 2.1 As a Christian and fully inclusive educational community The Fulham Boys School's aim is to foster each boy's unique gifts and talents while meeting their needs and raising their aspirations.
- 2.2 This will be achieved by creating a stimulating, safe and happy learning environment where high expectations and standards are the norm, where lessons are both rigorous and challenging.
- 2.3 Christian principles will be promoted in all teaching and learning environments. These include justice, fairness, kindness, patience, self-control, hard work and helping others.

PROCEDURE

3. BOYS

- 3.1 We want to create an environment where learning is rewarding and enjoyable and creates a tangible excitement for all boys.
- 3.2 We will develop a learning focused ethos, tailored to 'bring out the best in boys'.
- 3.3 Lessons will appeal to boys by using a range of activities designed to meet the needs and interests of learners, providing short-term targets and competition.
- 3.4 The pace of lessons will be appropriate to the boys in the class and supported by the use of the latest learning technologies.
- 3.5 'Five minutes of silence' will feature in almost all lessons to balance pace and to encourage an environment that is reflective and provides opportunities for extended writing.

4. ENTERPRISE

- 4.1 The school will encourage personal, business and social enterprise both within lessons and as part of the extended day.
- 4.2 The school aims to produce confident and independent-minded young men. Instead of waiting for the teacher to impart information, boys will be able to research the topics using a variety of devices before the lesson and focus on activities to reinforce the learning in the classroom.
- 4.3 Enterprise skills will be identified in all programmes of study and embedded and developed in all lessons.
- 4.4 Enterprise skills and attitudes include:
- 4.4.1 Have a go attitude - Fulham Boys are adventurous.
 - 4.4.2 Inquisitive - Fulham Boys are questioners and thinkers.
 - 4.4.3 Teamwork - Fulham Boys are able to teach each others to improve.
 - 4.4.4 Boundary Pushing- Fulham Boys are fearless of making mistakes
 - 4.4.5 Problem Solvers- Fulham Boys are able to improve their own performance
 - 4.4.6 Game Changers- Fulham Boys endeavour to make a difference.

5. THE ROLE AND RESPONSIBILITY OF EVERY BOY

- 5.1 Valuing and respecting contributions made to learning by their teachers and peers.
- 5.2 Actively participating in lessons either individually or in a group context.
- 5.3 Discussing their learning and progress with parents or guardians.
- 5.4 Regularly checking their performance and progress data with their parents via school reports through the Parent Portal.
- 5.5 Meeting all 'ownwork' deadlines agreed with their teachers.
- 5.6 Being ready to learn by having good attendance and being punctual for lessons with the correct equipment.
- 5.7 Taking pride in the presentation of their work.
- 5.8 Being reflective about their learning so that they know how well they are achieving and what they need to do to improve.
- 5.9 Setting themselves challenging targets.
- 5.10 Responding positively to challenges and to persevere when they encounter difficulties.
- 5.11 Managing their time effectively.
- 5.12 Involving themselves in the planning of lessons and series of lessons where possible and appropriate.
- 5.13 Taking responsibility for activities within the lessons when appropriate e.g. preparing a starter activity.

6. THE ROLE AND RESPONSIBILITY OF EVERY SUBJECT TEACHER

- 6.1 Under the guidance of their Head of Department, take the opportunities of a free school curriculum in Key Stage 3 to introduce new ideas for motivating boys.
- 6.2 Make learning relevant to the demands and challenges of their students. Teach around their subject as well as to teach to it, highlighting the social context, demonstrating the 'real world' issues, ideas, functional skills and thinking that stem from the curriculum content adding breadth and depth to each boy's cultural capital.
- 6.3 Motivate every boy to consider himself a linguist, a mathematician, a scientist, a historian or an artist; inspiring all boys to discover their strengths.

- 6.4 Embedding a 'can do' culture and embodying The Fulham Boys School's ethos.
- 6.5 Demonstrate a passion for learning and an enthusiasm for their curriculum area.
- 6.6 Ensure that lessons are carefully planned and well paced with the needs of that specific learning group and the individual boys in mind.
- 6.7 Have a thorough understanding of the IEPs of any ALN boys they teach.
- 6.8 Have a thorough understanding of all school data for the boys they teach including KS2 data, PP, FSM, ALN as well as EOY Target Grade and prior attainment data.
- 6.9 Ensure that all boys are fully aware of the learning objectives and expected learning outcomes in lessons and across a series of lessons.
- 6.10 Have a thorough and up-to-date understanding of their subject area including GCSE and A level specifications.
- 6.11 Sustain interest through a variety of learning and teaching strategies.
- 6.12 Reward progress and achievement on a regular basis including sharing examples of excellent work in lessons and through displays.
- 6.13 Build in a diverse range of learning activities into each POS.
- 6.14 Have high expectations of every boy.
- 6.15 Have excellent classroom management skills.
- 6.16 Ensure that students stay on task and are engaged in their learning.
- 6.17 Set independent learning tasks to assess, consolidate or extend understanding and knowledge.
- 6.18 Develop positive working relationships with boys based on Christian values such as respect for the life and dignity of each individual; honesty; compassion; forgiveness; reconciliation; servant leadership; equality and justice.
- 6.19 Use assessment outcomes to plan lessons to ensure all boys are making excellent progress.
- 6.20 Use learning resources effectively, stimulating learning and sensitively reflecting different groups, cultures and backgrounds.

- 6.21 Plan the effective involvement of Learning Support Assistants with agreed roles and responsibilities so that the needs of individual boys are met.
- 6.22 Make sure classrooms are motivating and purposeful learning environments, including displays of boys' learning and explanations of relevant success criteria.
- 6.23 Reflect on the impact of their practice and their training needs.
- 6.24 Keep parents informed about boys' progress using the reporting systems, parent consultation, telephone and email communication where appropriate.
- 6.25 Treat all scenarios in the School as learning experiences.
- 6.26 Establish learning opportunities with other schools, academies and organisations locally, nationally and internationally.
- 6.27 Ensure that the Behaviour and Exclusion policy is adhered to in order to facilitate effective learning and teaching.
- 6.28 Highlight cross-curricular links and liaise with other curriculum areas.
- 6.29 Develop boys' skills (literacy, numeracy and enterprise) as well as subject knowledge.

7. THE ROLE AND RESPONSIBILITIES OF HEADS OF DEPARTMENT

- 7.1 Ensure the department is taking the opportunities of a free school curriculum in Key Stage 3 to introduce new ideas for motivating boys.
- 7.2 Monitor the quality of learning and teaching in their curriculum area through a variety of strategies in line with the review & development process including observations, learning walks, book looks, student interviews and questionnaires.
- 7.3 Support members of their curriculum area in the delivery of high quality learning and teaching.
- 7.4 Encourage a regular dialogue within their curriculum area on learning and teaching.
- 7.5 Promote consistency across the curriculum area to ensure a high quality experience for all boys at The Fulham Boys School.
- 7.6 Identify areas for professional development for themselves and members of their curriculum area.
- 7.7 Induct new staff into the procedures and expectations in their curriculum area.

- 7.8 Model high quality learning and teaching for the members of their curriculum area.
- 7.9 Be aware of the latest developments in learning and teaching in their subject area and ensure that all teachers within their curriculum area are aware of any such developments including the latest specifications and examiners report for the most recent examination series.
- 7.10 Facilitate the sharing of good practice within and across curriculum areas.
- 7.11 Ensure that the School's Teaching and Learning Policy is implemented within their curriculum area.
- 7.12 Support members of the curriculum area with classroom management.
- 7.13 To use the School's Performance Management framework, Review and Development programme and Self Evaluation, School Development Plan and Department Development Plan (see relevant policies) to reinforce the School's commitment to high quality learning and teaching.
- 7.14 Ensure Literacy and Numeracy skills, Enterprise skills and development of Christian values / discussions are identified in Programmes of Study.
- 7.15 Ensure the department uses any available and appropriate online technologies and google learning platforms to address its own curricular needs and to support learners with different needs. Classwork and Ownwork (and all associated resources) will be posted and made available on Google Classroom pages which means that these resources will be available to parents via the Google Classroom Guardians feature.
- 7.16 Ensure that the department is making use of IRIS Connect recording equipment to share areas of expertise and help address problems in the classroom.
- 7.17 Ensure that careers is embedded in every programme of study in order for students to engage in the opportunities that subject brings and in the world of work.

8. THE ROLE AND RESPONSIBILITIES OF THE SENIOR LEADERSHIP TEAM

- 8.1 Ensure that there is consistently high quality of learning and teaching across the school and particularly within the departments that they line manage in conjunction with the Review and Development process.
- 8.2 Ensure that a well-managed and stimulating environment conducive to high quality learning and teaching is maintained throughout the school.
- 8.3 Promote dialogue with staff on learning and teaching and provide a framework for good practice.

8.4 Support staff with classroom management and provide an appropriate programme of INSET on an individual and collective basis.

8.5 Monitor learning and teaching through a variety of strategies, including classroom observations, learning walks, interviewing students, book looks, analysis of examination results, departmental reviews and effective line management (see Self Evaluation and School Development Plan).

8.6 To use the performance management framework to reinforce the School's commitment to high quality learning and teaching.

8.7 Support the review and development systems of peer observation across departments so that best practice is shared across the curriculum.

8.8 Model high quality learning and teaching for all staff.

9. THE ROLE AND RESPONSIBILITIES OF GOVERNORS

9.1 Support the Headmaster and the Senior Leadership Team in the appointment of high quality staff.

9.2 Monitor aspects of learning and teaching within the School as identified in the School's Development Plan and Self Evaluation programme including through link governor meetings and being part of school reviews.

9.3 Monitor the allocation of resources.

9.4 Ensure that the School's buildings and premises are best used to support learning and teaching.

10. THE ROLE OF THE PARENTS/GUARDIANS

10.1 Regularly discuss learning and progress with their son. Using the 'What could you ask your son about his work' document.

10.2 Engage in a dialogue with the School about their son's progress (through parent consultations, personal enterprise day and other school communication).

10.3 Encourage their son to complete 'ownwork' tasks to the best of their ability by providing structured time and an environment conducive to home learning.

- 10.4 Ensure that their son is ready to learn by having good attendance and being punctual for lessons with the correct equipment.
- 10.5 Attend information and parents' meetings organised by the School relating to their son's learning, in accordance with the Home School Agreement.
- 10.6 Register with Parent Portal and use it to access information pertaining to their son's progress through school reports twice per year.

11. ASSESSMENT FOR LEARNING

- 11.1 In order for learning and teaching to be successful the principles of assessment for learning need to be embedded throughout the School.
- 11.2 For boys to receive a truly personalised education, it is vital that assessment strategies are used effectively, so that both the teacher and the student are able to identify where boys are in their learning, where they need to go, and how best to get there.
- 11.3 Teachers should be aware of the strengths and areas for development of the boys in their class so that they can make effective use of a variety of learning strategies, which will meet their students' needs and aspirations.
- 11.4 Teachers make use of a range of strategies including the use of Google Classroom to set discretely differentiated tasks and the use of literacy whiteboards to help support learning.

12. PERSONALISED LEARNING

- 12.1 By personalising their learning we will support each boy in realising their full potential.
- 12.2 Personalised learning involves students becoming active participants in their own learning, not just passive recipients.
- 12.3 We offer opportunities for children to learn in different ways. These include:
 - 12.3.1 investigation, discovery and problem solving;
 - 12.3.2 research
 - 12.3.3 group work
 - 12.3.4 paired work
 - 12.3.5 independent work/'ownwork'
 - 12.3.6 whole-class work

- 12.3.7 asking and answering questions
- 12.3.8 fieldwork and visits to places of educational interest
- 12.3.9 creative activities
- 12.3.10 accessing a variety of audio and visual media
- 12.3.11 debates, discussions, role-plays and presentations
- 12.3.12 designing and making things
- 12.3.13 participating in practical activities
- 12.3.14 visiting speakers
- 12.3.15 Projected based learning

13. THINKING SKILLS

- 13.1 An important aspect of personalised learning is equipping boys with the learning and thinking skills that are necessary for them to access the curriculum, achieve their full potential and become successful lifelong learners.
- 13.2 As part of our core belief in enterprise education we have developed our own approach to thinking skills which we promote through the Enterprise Skill of the half term.

DIFFERENTIATION

- 13.3 Differentiation is the mechanism whereby all students are appropriately challenged and supported in their learning.
- 13.4 Types of differentiation include:
 - 13.4.1 By resource
 - 13.4.2 By student groupings
 - 13.4.3 By outcome
 - 13.4.4 By teacher/teaching assistant
 - 13.4.5 By questioning
- 13.5 Teachers should select appropriate differentiation strategies, which could include:
 - 13.5.1 setting differing outcomes requiring greater sophistication within a common theme
 - 13.5.2 selecting and create materials which are different in styles and layout to cater for individual needs
 - 13.5.3 peer teaching/coaching
 - 13.5.4 giving boys supplementary tasks intended to broaden or deepen skills and understanding as extension for the most able.
 - 13.5.5 utilising group work where boys take on different roles such as leader, recorder, researcher or reporter.

- 13.5.6 ensuring worksheets accessible in terms of length, reading age, layout and complexity to all
- 13.5.7 discussing objectives, plans, materials and resources with support staff
- 13.5.8 using support materials for some boys, but not for others
- 13.5.9 having a range of reference material available
- 13.5.10 structuring class and independent learning sheets to allow for differentiated responses
- 13.5.11 using the boys' own interests to motivate learning, task placed within area of interest
- 13.5.12 Ensuring that when appropriate independent learning tasks are also differentiated
- 13.5.13 using writing frames

14. LEARNING TECHNOLOGIES

- 14.1 Boys will have access to ICT facilities and Google Drive in every lesson where appropriate. This will enhance creativity, extend learning opportunities and support a personalised approach to the curriculum.
- 14.2 We want learning to extend to the home; learning is not confined to within the school walls. 'Any time anywhere' learning will take place using the expertise and enthusiasm that all young people today have for sophisticated media.
- 14.3 Boys are able to submit work on-line which can be marked on-line. We want boys to be able to review their own progress and establish targets.
- 14.4 Boys prevented by illness or other activity from attending school can stay up-to-date using a mobile device in the hospital or home.
- 14.5 Staff will be able to access the hardware and software they need both at home and at school to ensure effective planning and integration of ICT into their lessons.
- 14.6 All teachers will set up Google Classrooms for their individual classes where they will post differentiated resources and all ownwork, enabling parents to assist in monitoring and expectations.

15. ENRICHMENT

- 15.1 At The Fulham Boys School we believe that enrichment is an integral part of our boys' learning experience.
- 15.2 Enrichment activities serve to give our boys a fuller and more rounded educational experience, which builds their character as well as developing knowledge and skills.

15.3 Our Extended Day and co-curricular programme will support our core curriculum enabling this enrichment to take place (see co-curricular programme). It will include clubs, societies, 'ownwork' provision and social and business enterprise activities (see Enterprise policy).

15.4 We will also hold an Enterprise Week.

16. ALWAYS STRIVING TO BE BETTER

16.1 **Self-Evaluation** - The Fulham Boys School's annual Self Evaluation Programme (see Self Evaluation and School Improvement Policy) ensures we are constantly reviewing the quality of teaching and learning taking place at the school.

16.2 **Recruitment** - First class teachers with excellent subject knowledge who can bring their subjects alive are the key to us achieving and maintaining outstanding teaching and learning. We will always lay great store on recruiting outstanding teachers who will bring the best out of boys.

16.3 **Teaching and Learning Team** - The 'Teaching and Learning Team' comprises of a range of teachers from across the school working on T&L and led by a member of SLT.

17. Ownwork – Independent learning

17.1 Value of 'ownwork'

17.1.1 To reinforce a sense of discovery, excitement and enterprise in learning.

17.1.2 To enable boys to learn or consolidate knowledge.

17.1.3 To encourage boys to develop an independent approach to learning.

17.1.4 To develop self-discipline and good learning habits.

17.1.5 To offer opportunities for pursuing topics in detail, reinforcing personal interests and ideas.

17.1.6 To use materials and other sources of information not always available in the classroom.

17.1.7 To allow practice of skills learned in the classroom.

17.1.8 To involve parents in their son's work.

17.1.9 To enable boys to cover more subject content than is possible in lessons alone.

17.1.10 To provide time for essential learning activities that do not require the presence of the teacher.

17.1.11 To allow time for working with others.

17.1.12 To allow individuals to work at a pace that is appropriate to their abilities.

17.2 **Setting of 'Ownwork'**

- 17.2.1 The chief criteria for the setting of 'ownwork' should be the purpose and quality of the activity rather than the quantity of work set.
- 17.2.2 'ownwork' is well planned, targeted and challenging
- 17.2.3 All boys should receive the same type of ownwork, differentiated by outcome.
- 17.2.4 'ownwork' tasks are pre planned into curriculums
- 17.2.5 'ownwork' can take any of the following forms:
 - 17.2.5.1 writing essays / exam questions of all kinds
 - 17.2.5.2 practice in mathematical and scientific problems
 - 17.2.5.3 project work or coursework
 - 17.2.5.4 enterprising projects
 - 17.2.5.5 Research
 - 17.2.5.6 Reading
 - 17.2.5.7 other forms of study
- 17.2.6 Staff should ensure that everyone understands the 'ownwork' set and time should be allowed during the lesson for them to ask questions about what is expected.
- 17.2.7 'ownwork' set should not be expected on the following day.
- 17.2.8 'ownwork' should always be announced on the class Google Classroom and make use of the 'deadline feature so that boys are reminded automatically.

17.3 **Assessment of 'ownwork'**

- 17.3.1 Staff should ensure that all boys complete their 'ownwork'.
- 17.3.2 It is important that staff and pupils establish a clear pattern of follow up to 'ownwork'. Pupils respond best if assessed within a framework of encouraging comments.
- 17.3.3 'ownwork' should be PARC marked in line with the guidance for each department.
- 17.3.4 When being formally assessed, work should be returned to boys as quickly as possible after it has been submitted, and staff must keep an accurate record of marks/grades allotted.
- 17.3.5 Departments should agree on clear and consistently applied procedures to follow when ownwork is not completed including issuing conduct signatures and for repeat offenders calling home in line with guidance.

17.4 **Frequency and Duration of 'ownwork'**

- 17.4.1 Ownwork will be set in line with the guidance for each department.
- 17.4.2 KS3 should receive ownwork from all departments once a fortnight
- 17.4.3 KS4 should receive ownwork from all departments once a week.
- 17.4.4 KS5 should receive ownwork and independent study between 6-10 hours a week.
- 17.4.5 Regular Ownwork will be set, in accordance with students' age groups and needs.
- 17.4.6 The amount of 'ownwork' set per subject should be in relation to the teaching contact time of the subject.

- 17.4.7 'ownwork' time being spent will be reviewed through year group surveys to ensure it is appropriately challenging without being onerous and to ensure consistency.
- 17.4.8 'ownwork' should reflect the nature of the subject e.g. practical/oral
- 17.4.9 Departmental handbooks should issue clear guidelines in addition to Programmes of Study.
- 17.4.10 Heads of Departments should regularly carry out 'ownwork' surveys or trails to ensure it is consistently set across the department.

17.5 **Parents**

17.5.1 Parents can help with 'ownwork' by:

- 17.5.1.1 Checking that 'ownwork' details on Google classroom.
- 17.5.1.2 Helping their son organise his time to best advantage so that things are not all left to the last minute or even forgotten
- 17.5.1.3 Try to make sure that there are suitable working conditions at home – a place that is relatively quiet, undisturbed and well lit, away from the television and other distractions.
- 17.5.1.4 Take a positive and active interest in their son's work at home rather than just insisting that it is done.
- 17.5.1.5 Let the school know if there are problems with ownwork that you cannot resolve. Perhaps their son seems to be doing too much, or not enough, or is finding it too easy or too difficult. Contact the form teacher or Head of House in the first instance.

17.5.2 We understand that parents will want to help their son succeed at school; however, we would ask that they don't actually do the 'ownwork' for them. Sometimes it is important for the teacher to see when a boy is unable to complete a task, or has had real difficulties.

17.6 Failure to hand in 'ownwork' or where it is not completed to an appropriate standard.

- 17.6.1 We expect completed 'ownwork' to be given in on time. This gives boys valuable experience of working to deadlines and facilitates staff with their marking schedules.
- 17.6.2 If 'ownwork' is not given in appropriate action is taken:
 - 17.6.3 The class teacher will have a discussion with the boy to find out if there are good reasons for the failure to hand in the work
 - 17.6.4 A conduct point will be issued on the boys conduct card
 - 17.6.5 The school may contact the parents
 - 17.6.6 A daily report may be issued to help monitor ownwork
 - 17.6.7 Boys may be told to attend a detention session to complete the work