





TOWNSEND
CHURCH OF ENGLAND SCHOOL

Teaching and Learning Policy

Last reviewed	September 2024	Next review	September 2025
Review period	Annually	Reviewed by	LGB
Headteacher Signature: Anthony Flack		Chair of Governors Signature: Helen Quenet	

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1. Aims – Achievement for All.

Townsend School is committed to providing an education of the highest quality, with a strong emphasis on academic excellence. Our rigorous and challenging curriculum is designed to foster critical thinking, creativity, and a passion for learning, ensuring each student achieves their full potential. Our 'Respect for All' ethos is reflected in our curriculum with a desire for everyone to be able to succeed. We are dedicated to equal opportunities and preparing students for life in modern Britain and the wider world. Our supportive Christian ethos, combined with academic rigour, ensures our students leave as well-rounded individuals and good citizens, equipped with lifelong values and many opportunities for the future.

2. Our guiding principles

At Townsend, our vision 'Achievement For All, Respect For All' is underpinned by the concept of 'Love your neighbour' from the story of the Good Samaritan, Luke 10:25-37. We value everyone, and show love and respect for ourselves and others, setting high standards and supporting each other so that we can all flourish. The concept of 'love your neighbour' is taught in three strands:

1. Love your neighbour – treat others as you would wish to be treated yourself
2. Love yourself – self-care is important, look after yourself physically, mentally and spiritually
3. Love the journey – whether academic or personal, Townsend supports everyone's journeys to enable you to flourish individually and collectively

Students learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our community has an important role to play. This is how we will create the above conditions for students' learning - 'Every Lesson, Every Day'.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through parents/carers evenings, responding to emails in a timely fashion and clearly communicating home learning
- Update parents/carers on students' progress through the school's reporting system
- Meet the expectations set out in the Behaviour and Behaviour Management Policy

3.2 Support and teaching staff

Support and teaching staff will:

- Know students well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback and assessment as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of students to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our Behaviour and Behaviour Management Policy

3.3 Subject leaders

Subject leaders – at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for students to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on areas for development identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our Behaviour and Behaviour Management Policy

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality and inclusive education to all

- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our Behaviour and Behaviour Management Policy

3.5 Students

Students will:

- Take responsibility for their own learning and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Follow the Townsend Learning Behaviour
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our Behaviour and Behaviour Management Policy

3.6 Parents and carers

Parents and carers of students at Townsend will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at Townsend will:

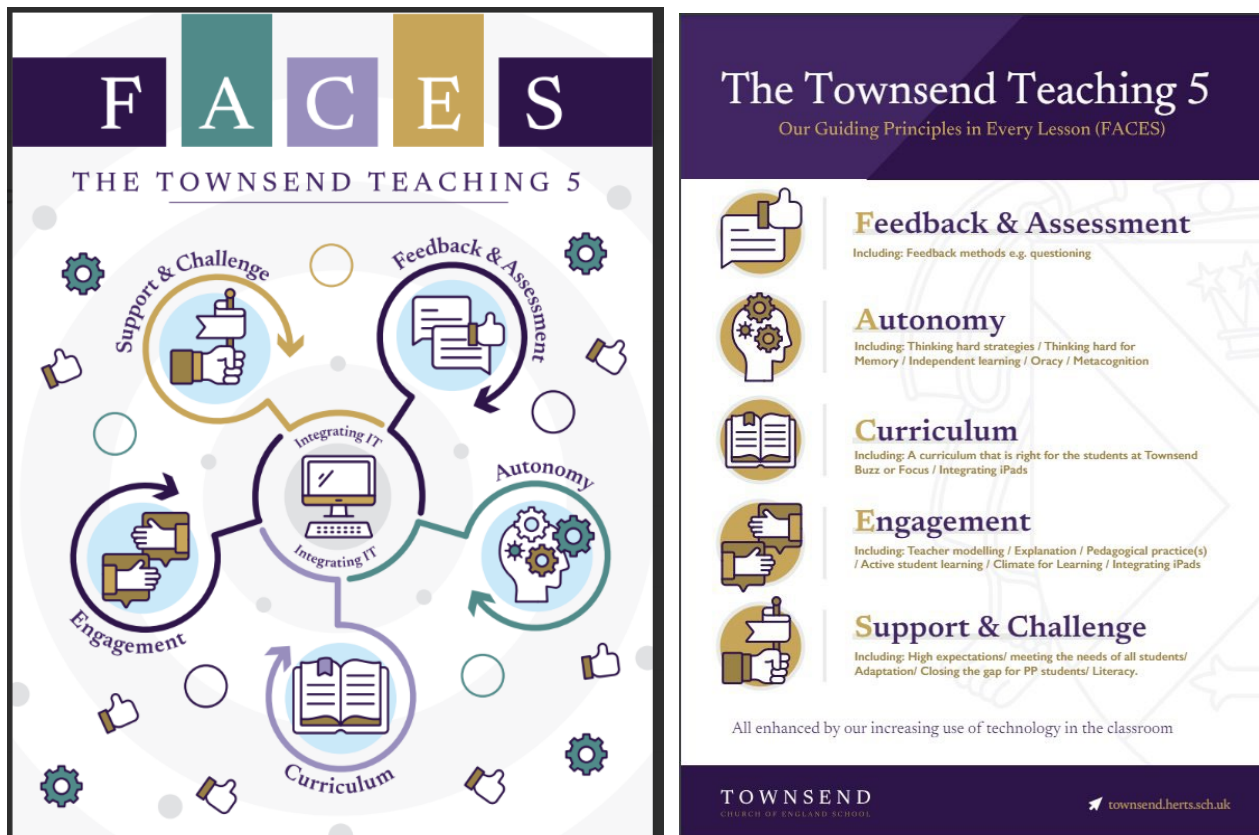
- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Planning

Lessons will be planned well to ensure good short, medium and long-term progress. Everything we do in the classroom is underpinned by Townsend's values:

Respect for all
Achievement for all

At Townsend, we do not believe there is only one way to deliver a great lesson. We strongly believe in ensuring that the needs of every child are met. We have used research and professional experience to develop a rigorous Teaching and Learning Pedagogy. We have therefore developed the Townsend Teaching 5, which forms the basis of teaching at our school, and ensures a learning environment where all children can achieve.



Routines in the classroom are crucial to develop good learning habits in students. We have incorporated methods and practice from cognitive science to support memory, routines and learning in our lessons.

'We are what we repeatedly do. Excellence, therefore, is not an act but a habit' - Aristotle

Routines for Learning








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Townsend Learning Behaviours

What does 'Respect for All, Achievement for All', look like in the classroom?

 Punctual & Prepared	<ul style="list-style-type: none"> I arrive on time and in the correct uniform I follow the routines for the start and end of lessons I come prepared with the correct equipment
 Independent & Autonomous	<ul style="list-style-type: none"> I take responsibility for my own learning I take pride in my work and keep it organised I have self-discipline
 Creative & Curious	<ul style="list-style-type: none"> I question, especially when I don't understand I engage in all activities to the best of my ability I am curious about ideas and concepts
 Cooperative	<ul style="list-style-type: none"> I am respectful and listen to my teacher and peers I respect and value everyone's ideas I work well with others
 Reflective & Resilient	<ul style="list-style-type: none"> I reflect on feedback given to me I challenge myself and always look to improve I stick at things even when I find them hard

How can you improve your learning?

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5. Literacy

Literacy encompasses everything to do with a person's ability to communicate including all skills linked to reading, writing, speaking and listening. At Townsend, we believe that literacy is everyone's responsibility. Teachers and Leaders will construct lessons and the curriculum so that all students are able to develop their literacy skills. This will include elements of developing reading skills in the classroom and writing skills so that students can access a variety of information and knowledge from text and also write and talk in an articulate manner with varied vocabulary.

Students will complete NGRT (National Group Reading Tests) in key stages 3 and 4, so we can assess and monitor reading ages. This takes place during English lessons. Where students are below or significantly below expected reading age, in such a way that it may hinder their progress in learning, various reading programmes and literacy intervention strategies are available. Following data analysis, these students will be identified and supported on a relevant reading intervention programme with the Literacy Team. The Literacy Team are specifically trained to deliver reading programmes and bespoke literacy intervention. We monitor the progress of our students carefully and once students finish a programme we will ensure they are supported at their next level, arrange further intervention or support as required until such a time that they are ready to leave the reading programmes and be independent. We will create bespoke reading intervention packages if the programmes available are not the appropriate support required for individuals.

It is so important that children read at home. This is a keyway that children develop their vocabulary and understanding of fluent prose. The more you read, the better you are at writing well and being able to verbally articulate yourself. At Townsend, we encourage all students to read in school and at home, and we ask that parents and carers support us with this. At Townsend we carry out DEAR

(Drop Everything and Read) activities in our key stage 3 and 4 pastoral programme. Reading books are available to borrow in our newly stocked Discovery Centre, with a variety of exciting literature for children and young adults, students should please speak to the Discovery Centre Manager if there is something in particular, they would like to read but cannot find. All reading is good reading, from novels, to non-fiction, magazines and comics, recipe books to instruction manuals. Encourage your child to read menus when out, read recipes when cooking, put the subtitles on the TV when watching a film... it all helps to develop vocabulary and grammar.

6. Behaviour for Learning

In order to succeed in the classroom, all students are expected to follow our Behaviour and Behaviour Management Policy, which outlines our behaviour ladder and sanctions. This ensures that all classrooms have good behaviour for learning, and it enables all students to learn to the best of their ability. All teachers and students are asked to follow our “Every Lesson, Every Day” approach to learning:



Every lesson, every day we expect:

- 1) Every student to be prepared to learn, with all the equipment they need with them
- 2) Every lesson will have a Learning Objective displayed/outlined by the teacher – students need to work hard to achieve this objective
- 3) Every student will complete the "Do now" task as soon as they are seated by their teacher and continue to focus on next tasks throughout the lesson
- 4) When they are asked questions, all students should be prepared to give high quality answers – think hard about their work
- 5) All students should complete tasks set within time frames – and to the best of their ability
- 6) All students should complete homework when set, on time, and to the best of their ability.

If students do not follow the approach above, or do not follow the Behaviour and Behaviour Management Policy in class, the teacher will action the behaviour ladder. Warnings will be given, and failure to follow these warnings will result in sanctions and behaviour points to be added to Arbor; Edulink will be updated so parents/carers will be able to see the reasons for any behaviour points.

At Townsend, we value the efforts our students make in the classroom and with their work. We want students to be proud of their efforts and their learning. Students who behave well and work hard will be rewarded by their teachers. House points will be awarded for many things, including getting the Golden Ticket, outstanding contributions to class, effort with work, excellent homework etc. Reward postcards may be sent home, Edulink will be updated so parents/carers can see, stickers, badges and other prizes awarded. Teachers will provide names of students who have made excellent effort, attainment or achievement in subjects over the term/year and these will be awarded via year group awards and celebrations. Leaders will monitor the progress of students and they may be awarded the Headteacher Commendation and Subject Leader awards or be given tokens to buy books from our reward book vending machine.

7. Learning environment

At Townsend we believe that the space you learn in is important. We will ensure that rooms and other learning environments in the school are well kept, clean and light. Teaching resources will be in good condition and working order, multimedia technology will be used in the classroom to aid teaching and learning, notice boards will be pertinent and informative and teaching materials will be of good quality.

Students are expected to respect and look after the learning environment. If they borrow equipment or books, they are expected to give it back in the same condition it was borrowed in. They are to keep their work area neat and tidy and must not eat or drink in class (except for water). Any rubbish or wastepaper is to be placed in the bin or recycled.

Fundamentally, we expect the Respect for All policy to be followed, so that other have the same quality learning environment as your child.

8. Presentation Policy

8.1 Roles and Responsibilities

There is a shared responsibility for ensuring that care is taken in presentation.

The role of the teacher or Learning Assistant is to:

- Have high expectations of students' work and the way it is presented
- Regularly remind students of expectations for presentation and finishing off work
- Monitor student work and provide time for completing it
- Encourage students to edit their own work and provide strategies to help them present it properly
- Be aware of the presentation of their own work and the quality of resources they use
- Make sure all books are covered with plastic covering

The student's responsibility is to:

- Do their best work at all times and take pride in it
- Complete work
- Cover their books with a clear plastic cover (provided by the school)
- Keep all books and work in a good condition with no scribbling or graffiti
- Respect the work of others

- Listen to and follow instructions for presenting work neatly
- Bring their books to every lesson
- Be correctly equipped for every lesson

8.2 Monitoring and Review

All teaching staff will monitor the presentation and completion of work as part of their marking and feedback procedure.

Heads of Department monitor presentation standards across the department as part of their termly self-assessment.

The Senior Leadership Team will include monitoring of presentation as part of their scrutiny of student work.

Books should not be kept in the classroom; students should be responsible for bringing their books to lessons each day.

8.3 Guidance

- All work should have a date and a title, underlined with a ruler
- All written work should be in blue or black pen
- Handwriting should be as neat and legible as possible
- All work should be valued and completed to the best ability
- Drawing should be in pencil unless directed by the teacher
- Mistakes should be crossed out neatly with a ruled single line
- All loose work should be named and stuck into books
- There should be no graffiti either on or in the books
- The student is responsible for their books and needs to bring them to every lesson
- All books should be covered with a plastic covering (provided by the school)

9. Quality Assurance

Subject and senior leaders will follow the quality assurance calendar which is set out at the start of each year.

10. Adaptive teaching SEND /Most Able

Teaching and learning at Townsend will take the backgrounds, needs, and abilities of all students into account. We will differentiate or adapt learning to cater to the needs of all of our students, including:

- Students with special educational needs and/or disabilities (SEND)
- Students with English as an additional language (EAL)
- Disadvantaged students
- Students that are most able

Our strategies will include:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our students with SEND, and their parents/carers to establish the appropriate level of material to support these students to make good progress
- Providing writing frames and word banks

11. Home learning

Home learning, or homework, will support students to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Edulink. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Any necessary equipment or resources will be provided, loaned or made accessible.

At Townsend, we believe that positive attitudes towards home learning have positive improve student outcomes. Home Learning encourages students to take responsibility for their education and help them develop self-management, independent learning and study skills. Home Learning is also beneficial to all students because it consolidates previously learnt material and prepares them for future learning in the classroom. It allows them to prepare and be informed.

Home learning expectations

- Class teachers will set Home Learning and deadlines on Edulink, with instructions, resources, explanations and links when/where required. They will check Home Learning is completed.
- Students will complete Home Learning by the deadline in the way expected by their class teacher. If they need help or further explanation they will ask before the deadline.
- Parents/ carers will ensure students are provided with an appropriate place to complete Home Learning effectively and/or encourage students to attend Home Learning club if needed.

12. Marking and feedback

Feedback will clearly explain to students what they're doing well and what they need to do next to continue to improve their work. Feedback can be given in a variety of different ways, including responding to students in class, raising points in a discussion, assessing peers or oneself and marking pieces of work. Feedback plays an important role in students' learning. However, research has shown that there is a significant difference between giving feedback and students processing it and acting on it.

Students should know where they are, where they should be, what they can do to get there therefore:

- Feedback should be used to inform student progress and have a positive impact on outcomes.
- Feedback should empower students to take ownership for improving their work.
- There should be no expectation for written comments or codes.
- There should be no expectation to do acknowledgement marking i.e. "ticking pages".
- There should be no expectation to evidence verbal feedback through stamps/codes.
- It is expected that most lessons will include some form of feedback.
- To make feedback matter, teachers should ensure that students have time to respond and act upon the feedback. This should be built into lesson plans.

At Townsend we are aware that each department will use different feedback strategies which suit their subject areas. Further information is provided in our Feedback Policy.

13. Monitoring and evaluation

We will monitor teaching and learning at Townsend to make sure that all of our students make the best possible progress from their starting points.

School leaders / heads of department / second in departments will monitor and evaluate the impact of teaching on students' learning through:

- Learning walks
- Formal lesson visits
- Reviewing marking and feedback
- Student voice
- Curriculum review meetings
- Cross department reviews
- Book scrutiny

14. Review

This policy will be reviewed every 3 years by the Headteacher, Deputy Headteacher in charge of Quality of Education and the linked governor. At every review, the policy will be shared with the full governing board.

15. Links with other policies

This policy links with the following policies and procedures:

- Behaviour and Behaviour Management Policy
- SEN/SEND policy and information report
- Feedback policy
- Home-school agreement
- Assessment policy