



Woolwich Polytechnic
School for Girls



WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS

Learning and Teaching Policy

Reviewed: August 2022

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Overview

At WPSFG we aspire for all pupils to excel, both **academically** and **personally**. We want our pupils to **know more, understand more** and **do more**, empowering them to become **leaders** of their future lives.

We know that high-quality teaching makes a significant difference to the educational outcomes of our pupils. As a result, we are focused on developing our teachers as reflective and highly skilled classroom practitioners

“The Poly Way” – Poly Descriptors for Learning and Teaching

We do not prescribe a particular pedagogical approach. However, there are key areas of classroom practice which we value. To support with consistency across our classrooms, we have devised a series of Poly Descriptors. These outline the various components of what we believe to be the key ingredients of successful lessons and are divided under the key sub-headings below.

PD1: High expectations for all learners

PD2: Poly Routines

PD3: Well planned and sequenced lesson delivered by subject experts

PD4: High quality instruction

PD5: Use a range of questioning strategies

PD6: Timely and focused feedback

PD7: Support and challenge for literacy

Continuing Professional Development

We believe in evidence-informed practice and providing our teachers with regular opportunities to develop as classroom practitioners in a way that is personalised as well as subject specific.

CPD is delivered on a weekly basis through our Wednesday CPD afternoons. These take the format of 20 minute sessions focused on one of the following:

- **Poly Practice** ('The Poly Way' focus – routines and expectations)
- **Takeaway Teaching** (Sharing of good practice)
- **Mini-Bites** (Developing pedagogical practice in manageable chunks)

These shorter sessions are underpinned by a half termly extended CPD session where the focus for the half term is covered in more depth. Weekly department time is used to deliver CPD at a subject specific level.

Evaluation, feedback and review

We do not judge individual lessons. Instead, we use our Poly Descriptors to regularly evaluate where our areas of strength are and where we can develop further. Our evaluations take place through learning walks, pupil work reviews and student voice.

This ongoing cycle of evaluation is supported through our open door policy and use of feedback booklets. Classroom teachers regularly receive feedback on their areas of strength focused around the Poly Descriptors as well as a key lever for improvement.

Our learning and teaching strategic priorities and CPD sessions/schedules are responsive to our evaluation processes and therefore subject to regular review and adjustment, when needed.

APPENDIX

PD1: High expectations for all learners

- 1.1 Appropriate stretch and support
- 1.2 Pupils focused and engaged
- 1.3 No-opt out culture
- 1.4 Tasks completed to best of ability
- 1.5 Pride in presentation

PD2: Poly Routines

- 1.1 Meet and greet at doors
- 1.2 Silent start and dismissal
- 1.3 Stand and project for extended responses
- 1.4 Two claps for praise
- 1.5 Track the speaker

PD3: Well planned and sequenced lesson delivered by subject experts

- 3.1 Lessons in line with curriculum map
- 3.2 Secure subject knowledge demonstrated
- 3.3 Lesson has a clear learning focus
- 3.4 Curriculum appropriately differentiated for the needs of learners
- 3.5 Read now/Listen now/Do now at beginning of lessons
- 3.6 Students know and understand what they are learning and why
- 3.7 Learning is reviewed at end of lesson through exit ticket
- 3.8 Teacher/pupil ratio
- 3.9 Activities/tasks - extended tasks

PD4: High quality instruction

- 1.1 Economy of language
- 1.2 Accurate and consistent use of subject specific terminology
- 1.3 High quality models – pre-planned
- 1.4 Live modelling
- 1.5 Success criteria for extended tasks
- 1.6 Active circulation and aggressive monitoring
- 1.7 Address misconceptions

PD5: Use a range of questioning strategies

- 5.1 Think Pair Share/ Add Build Challenge
- 5.2 Directed questioning – no hands up
- 5.3 Questioning to check understanding
- 5.4 Higher order questioning to stretch thinking

PD6: Timely and focused feedback

6.1: Evidence of regular whole class feedback: written, verbal or other

6.2: Evidence of regular live marking

6.3: Feedback given is specific to shared criteria

6.4 Targets set are SMART

6.5: Students are regularly given the time to reflect and improve

6.6: Students understand where and how they need to improve

PD7: Support and challenge for literacy