



Woolwich Polytechnic  
**School for Boys**



## **WOOLWICH POLYTECHNIC SCHOOL FOR BOYS**

# Learning and Teaching Policy

Reviewed November 2023  
Approved: December 2023  
Revision due: December 2024

## **Learning Policy Overview**

**A detailed breakdown of each policy is within the Learning and Teaching handbook.**

### **Feedback**

1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
2. When marked work is returned to students it is essential to allow time for improvements and reflection time so students can read the comments and engage with the feedback.
3. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
4. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria.
5. Peer, group, and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.
6. Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback so whole class feedback is advisable at least once in each half term.

### **Teaching**

Teachers are ambitious and have high expectations of all students. They plan creative, challenging and stimulating planned lessons through schemes of work that build on students' specific knowledge and skills.

1. Lessons follow the Poly five stage model.
2. Lessons follow an ambitious curriculum that is designed by HoDs and department members that supports the school's vision.
3. Lessons develop and maintain a learning culture created by building success and developing motivation, developing a growth mindset and being inclusive.
4. Students and staff have a positive mindset to improve and develop.
5. Students follow an orderly routine that follows the school's entry expectations.
6. Students follow an orderly exit that follows the school's exit expectations.
7. Students review their prior learning.
8. The teacher provides model responses.
9. Students have adequate time for embedding skills.
10. The learning is scaffolded or based around building blocks of knowledge.
11. Students have opportunities to think deeply and use metacognition.
12. There are opportunities for students to challenge themselves.
13. The teacher has clear expectations.
14. The teacher delivers questions that are based on collecting evidence to inform teaching and to cause students to think.

### **Professional Development**

In our school, professional development takes many different forms: professional learning, continuing professional development (CPD), continuing professional

development and learning (CPDL), joint practice development, and in-service training (INSET).

At WPSfB, we endeavour to deliver the best teacher development program informed by research-based practice and cognitive science.

Teachers should:

1. keep their knowledge and skills as teachers up-to-date and be self-critical.
2. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
3. demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching.
4. have a secure knowledge of the relevant subject(s) and curriculum areas.
5. reflect systematically on the effectiveness of lessons and approaches to teaching; and
6. know and understand how to assess the relevant subject and curriculum areas.

The following Standard for Teachers' Professional Development aims to raise expectations for professional development, to focus on achieving the greatest improvement in pupil outcomes, and to develop our teachers as respected members of the profession.

At Woolwich Polytechnic School for Boys...

1. Professional development will have a focus on improving and evaluating pupil outcomes.
2. Professional development will be underpinned by robust evidence and expertise.
3. Professional development will include collaboration and expert challenge.
4. Professional development programmes will be sustained over time.
5. Professional development will be prioritised by school leadership.

### **Coaching**

Developing teachers and reflecting practice is the heart of our teacher development. All staff will receive 1:1 coaching and support from a trained coach within the school.

The Poly recognises that lesson observation is a poor method for judging the quality of teaching. **Therefore, lesson observations will NOT be graded and will NOT be used as a single indicator of performance or as a single indicator for assessing whether the Teachers' Standards have been met.**

The coaching system in our school has two main purposes:

- To support the teacher, to become even better.

- To learn from the teacher, you are coaching.

From this process we aim that our teachers and coaches are:

- Honest and open
- Reflective and positive
- Forward thinking

All staff are expected to participate with the available professional support as a means of further developing their own practice. Every teacher will be observed twice as minimum throughout the academic year. Additional coaching observations will be at the request from the teacher and the recommendation of the coach.

### **Literacy**

1. Literacy is the backbone of all teaching practice.
2. Misconceptions are targeted early in lessons.
3. Students should demonstrate progress to higher levels of literacy appropriate to their age (students leave fully literate).
4. Students read widely and often across all subjects.
5. Students develop and apply a wide range of skills to great effect, in reading, writing and communication.
6. The teaching of reading, writing and communication is effective and planned and implemented across the curriculum.

### **Homework**

Woolwich Polytechnic School for Boys believe there are two main purposes for homework:

1. To develop opportunities for extended practice
2. To develop students' capacity for independent learning.

Our diet of homework includes the following:

- Practice and revision.
- Quizzes.
- Reviewing and reading old material.
- Short and focused intervention.
- 'Feeding forward'. Pre-lesson preparation.

Quality specific homework is important part of our practice. Spaced homework should be considered when planning homework within the curriculum.

The following homework structure should be followed unless, specific circumstances are agreed by HOD.

- KS3 Core: 2 homework tasks set a week – suggested timing: 30 minutes each.

*Note-If core subject only has one double period for this week (e.g. Science) please set a double homework in that lesson, with appropriate deadlines.*

- KS3 EBBAC: 1 homework task set each week – suggested timing: 30 minutes.
- KS3 Foundation: 1 homework task set each week.

*Note- Some foundation subjects may have no lessons for one week on the two-week timetable. Please ensure that homework deadlines are for the following timetabled week's lesson.*

- KS4: 2 homework tasks set for every week – suggested timing: 40 minutes to one hour each.
- KS5: 2 homework tasks set each week – suggested timing: 1 to 1½ hours each.