

**Teaching and Learning Statement**

(CRI 07/03/2018)

*Non scholae sed vitae discimus.*

As outlined in our vision, motto and values, we want our students to love learning and to be fully prepared for successful and happy futures having had the opportunity to develop and pursue their passions. Every single member of staff has a part to play in achieving this.

**Principle beliefs**

All students are capable of learning.

All teachers are capable of making a positive difference to students' lives.

All teachers can be reflective practitioners.

**Expectations**

Teachers uphold the DfE Teachers' Standards.

Teachers aim to inspire their students.

Teachers develop the school's teaching and learning foci in every lesson.

Teachers prepare and use regularly-updated class profiles on each class they teach.

Teachers assess work and feed back to students in line with the feedback and assessment policy.

Teachers use assessed work and class profiles to plan for students to make exceptional progress in learning (lesson plans are not expected by the school).

Teachers increase students' independence in learning by encouraging self and peer-assessment and systematically sharing key strengths and areas for development.

Teachers reflect systematically on their practice and effectiveness of their planning/delivery identifying areas of strength on which to build and areas for development.

Teachers plan opportunities systematically for students to consolidate learning outside of the classroom.

Teachers develop students' literacy and oracy at every opportunity.

Teachers work collaboratively - *Collaborative planning and sharing good practice supports student learning and staff work-life balance.*

**Support**

Heads of Department (HoDs) including SENCo and EAL Coordinator – *Subject experts who are responsible for promoting high standards of teaching, learning and achievement in their subject areas.*

Continuous Professional Learning (CPL) Programme – *Discussed below.*

Coaching and mentoring Programme – *Run by SPH, this programme supports teachers who wish to improve their practice and those who have been identified as requiring extra support. The Villiers Lesson structure – Both generic and subject-specific, this outlines the strategies necessary to plan and deliver a lesson which is likely to secure good progress over time.*

**Continuous Professional Learning (CPL)** *Refer to CPL statement for further details.*

The Villiers CPL programme takes place every Monday evening between 3.30 and 5pm. It is responsive to the needs of staff and is heavily influenced by evidence-based practice, Performance Management Reviews, Lesson Observations, Learning Walks, Departmental Reviews and information coming from Data collection. Lesson study, coaching and mentoring also form part of the programme. The school engages with and regularly uses Ealing Local Authority's training programmes. External training may be applied for by completing an exeat form following discussion with your Head of Department. Departmental meetings are integral to the CPL programme and provide time to evaluate subject-specific pedagogy and plan schemes of learning, assessment, standardisation and moderation.

The school has a number of partnerships with Higher Education institutions and hosts ITT placements as well as training Teach First and Schools Direct participants.

**Monitoring**

To ensure students achieve well through experiencing consistently high-quality teaching, the Senior Leadership Team (SLT) and HoDs will regularly monitor teaching, learning and assessment throughout the year.

All new staff will be observed teaching during the first two weeks by their Head of Department; all teachers will be observed by SLT and their HoD during October; Learning Walks (of up to 15 minutes) will take place in January and subject reviews will take place between March and the end of May.

HoDs will monitor the quality of student work in different year groups throughout the year as indicated in the calendar and progress data will be formally collected at three points throughout the year also indicated in the calendar. This is analysed by HoDs so as to be able to identify and reduce underachievement but it is the class teacher who has ultimate responsibility for ensuring all students are learning.