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FIDES et OPERA

**BROMLEY**  
HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

# **TEACHING and LEARNING POLICY (Senior School)**

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*This policy applies to all pupils in the School, including the EYFS.*

Bromley High School aims to provide high quality teaching for pupils at every stage of their education, to ensure that effective learning takes place, that girls are focussed, stimulated and stretched and that there is progression and continuity of learning. Teaching must be well planned, in accordance with Departmental policy as laid down in Handbooks and more specifically in schemes of work and must also follow the more general aims of the school development plan.

We aim to provide for the needs of all pupils, with a range of abilities. To achieve this, there must be differentiated teaching, with tasks and material available to stretch the most able and support offered to those who are experiencing difficulties. Pupils must be exposed to a full range of learning experiences within each subject and must be encouraged to work independently, through research and self-directed learning as well as in teacher led lessons. We use assessment as a means of monitoring teaching and learning, to check pupil progress and “value added” and to judge the effectiveness of our teaching.

## **1. Aims**

We aim to:

- Challenge our pupils.
- Raise confidence in knowledge and understanding, so that pupils may question intelligently.
- Develop literacy and numeracy skills.
- Ensure that pupils concentrate on and enjoy their work.
- Foster fluent, articulate and lucid expression of ideas both oral and written.
- Develop ICT skills, including the development of coding skills and the use of a range of software and informed use of the internet.
- Enable pupils to be realistic in their assessment and evaluation of their own work.
- Encourage pupils’ desire to carry out independent research and original thinking.
- Develop critical and analytical skills.
- Encourage a sense of commitment to a task.
- Develop in pupils a range of skills and the ability to use a wide variety of learning resources.
- Foster teamwork in learning and the ability to work collaboratively where appropriate.
- Encourage problem solving, thinking and reasoning.
- Ensure that the school is a learning community where all pupils develop cognitively, physically, socially and emotionally.
- Ensure that the learning environment is inclusive and enables staff to develop positive relationships with pupils both inside and out of the classroom.

## **2. Objectives**

- To provide appropriate learning opportunities.
- To enable the pupils to acquire skills, concepts, values and knowledge.
- To provide a stimulating and happy environment that celebrates and acknowledges diversity and motivates pupils’ learning.
- To organise resources in a manner that promotes individual learning and reduces barriers to learning.
- To support and promote high expectations throughout the school, for all pupils so they all make appropriate progress and experience success in their own learning.
- To consistently implement a system of assessment and evaluation that supports all curriculum aims.
- To ensure that all pupils have access to a broad and balanced curriculum.

## **3. Learning, Teaching and the Learning Environment (Our practice)**

- Lessons should be interesting, relevant, well-paced and flexible: if an area of interest beyond the syllabus or SoW arises during the course of a lesson, pupils will often be encouraged to

pursue this by the teacher.

- Teachers demonstrate good subject knowledge and an enthusiasm for their given subject area; this instils confidence in pupils.
- Teachers form positive relationships with pupils and value their diversity and opinions.
- Pupils are encouraged to listen to one another and value each other's opinions.
- Pupils are encouraged to participate actively in their own learning and to have aspirational expectations of themselves.
- Pupils are expected to take steps to help themselves to improve (with support) where they or their teachers have identified this as being required.
- Teaching should deploy a range of teaching strategies and resources to engage all pupils but there is no one prescribed style of teaching.
- Teachers are encouraged to be informed by best practice and the toolkit of ideas and concepts shared via inset and Developing Minds and Ed Tech TeachMeet sessions eg The Learning Pit, Growth Mindsets, retrieval techniques etc.
- Sharing of best practice is encouraged by the school peer observation system of intra-departmental observations (in the Autumn Term) and inter – departmental observations (in the Spring Term). These observations have a different agreed academic focus each year.
- Teaching enables pupils of all abilities and needs (including SEND, G&T and EAL) to make appropriate progress and to set targets for learning.
- Teaching systematically assesses pupils (AfL and marking) and uses that assessment to plan and modify lessons for them.
- Effort is valued. Pupils' work is regularly marked and celebrated or constructively criticised depending on pupils' ability and diligence. Positive marking is employed and achievement recognised and targets for improvement set broadly utilising the principles of AfL.
- Pupils who experience difficulty in lessons or homework in the senior school are encouraged to refer themselves for additional support to departmental clinics (held at lunchtime or after school). In the junior school the class teacher will set work appropriate to ability and will be available most lunchtimes to offer individual support. When necessary, they will liaise with the SENCO to implement any additional support in class.
- Opportunities are also offered by departments in the Senior School for independent academic extension including EPQ (which is offered as an option in the Sixth Form).
- Heads of Department ensure that there are strategies in place for encouraging and stimulating able pupils in their subject area, for example, Debating and Public Speaking competitions, Mathematics Challenges, Science Olympiads, Creative writing masterclasses and the Elite Athlete Programme
- Teaching should be suited to the age group, subject matter and nature of the subject
- Use of ICT and Ed Tech is used appropriately to enhance learning.
- Ensure coverage of schemes of work and examination specifications.
- Teaching does not undermine fundamental British values or discriminate against pupils contrary to the Equality Act.
- Departmental Schemes of work should give guidelines on a variety of teaching methods suitable for the topic and intended age group, they should also include opportunities for the appropriate use of Ed Tech. Schemes of work should be reviewed regularly during department time to ensure that all activities are appropriate and updated accordingly.
- Departments should ensure that examples of good practice are shared within the department through the outcome of peer observations and meetings to discuss teaching ideas and resources.
- Heads of Department should have in place a system for supporting staff and monitoring the teaching, learning and progression of pupils within their department.

## Hybrid Learning on the occasion of students and staff being unable to access school (due to poor weather etc)

### Rationale:

These arrangements are in place for poor weather (snow) or other eventualities when the physical building may be temporarily out of bounds to staff and pupils. These arrangements are not to be used for routine pupil absences due to illness; this is because pupils who are unwell should focus on recovery and return to school as soon as they are well enough. In addition, we have some pupils who have poor attendance for pastoral reasons (EBSA) and their non-attendance should not be unwittingly exacerbated.

### Practical arrangements

- Pupils will follow their normal timetable as we did in Guided Home Learning.
- Work should be set for pupils **on Google Classroom at least 15 minutes before the start of the lesson.**
- **Where possible, it should be set on the day of the lesson** so that pupils can locate it easily and avoid confusion; this is particularly important with younger classes.

### Access to Google Classroom

- The Year 7 Computer Science curriculum has been revised to ensure that Year 7 pupils will be trained in a special course the use of the Google Suite of applications eg docs, pages, Meets etc during their Computer Science lessons in the first half of the Autumn Term, so if lessons are required during that period please be understanding about their skillset. This also applies to any new joiners in other years.
- Parents are sent basic Google Classroom helpsheets via school comms in order to help supports any new pupils and are given details of how to gain assistance from school if ICT assistance is required.

### Type of work set

- You should aim to set a mix of live lessons and assigned work depending on the nature of the topic being covered and the age- group of the pupils. If for example, it is a new or particularly complex topic that would benefit from teacher explanation **particularly for a GCSE or A level group** - please invite pupils to a live lesson via Google Meet.
- As in GHM, you may attend for some or all of the lesson as appropriate: you can either teach some or all of the lesson or just be 'on line' and available when they are completing a task.
- Please remember about **Tech Time**: as we discovered in lockdown, online lessons need to be slightly shorter to facilitate 'Tech time'.
- Allow them to have 5 minutes Tech Time at the start and end of every lesson to get set up and to ensure that they have time to upload their work at the end of the lesson (**10 min Tech Time**).
- Alternatively, if you do have access to pre-recorded lessons or you wish to make your own via CoverGuard- this would be possible- but please bear in mind your balance of commitments in your preparation for other lessons throughout that day.

- Your decision about whether to invite pupils to live lessons should be planned on the basis of **your professional judgement** (exactly as you did successfully during lockdowns 1 and 2).
- Girls who are not in school can communicate with you via Google Classroom and/or via school email. Please try to respond to them in a timely manner.
- Work set should ensure girls of all abilities are catered for with the chance to extend learning where appropriate, give clear guidelines. Be consistent with your instructions ie on Google stream and/or classwork.
- Using small group activities, including those girls who are absent, is encouraged as the girls can collaborate remotely on a Google doc. Jamboard and many other apps are similarly useful for collaboration and/or in mimicking whiteboards. Any use of technology such as this, will need to be communicated with the girls at home early in the lesson so that they know what is expected of them.

### **SEND requirements**

- **SEND Requirements** Make sure that you are aware of the SEND requirements of the girls in each group. The IEPs are available on the Google Drive Avoid lengthy or wordy sets of instructions where possible: use different colours, bullet points, bold type to chunk the instructions to make them easier to follow.