

Policy and Procedure: Teaching and Learning

Date of Board Approval: April 2018

Review date: February 2019



Overview

In this school every child will benefit from teaching and learning of the highest quality. We expect all teaching to be good or outstanding to ensure that pupils make good progress and attain high standards. We expect teachers to enthuse, engage and motivate pupils so that they enjoy learning and make good progress.

This policy sets out the criteria for teaching and learning. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The Principal, senior leadership team and other key members of staff will monitor, evaluate and review teaching and learning to ensure that this high standard is met. This policy should be read in conjunction with the school's policies for Performance Management, Policy for Monitoring, Behaviour Policy, and Assessment Policy Classroom Observation Policy

Objectives

1. To ensure that all teaching is good or better.
2. To set high expectations for pupils' achievement.
3. To ensure that all pupils benefit from teaching and learning of the highest standard.
4. To continuously improve the quality of teaching and learning to increase progress and raise standards so that all pupils make good progress and attain high standards.
5. To provide a basis for monitoring evaluating and reviewing teaching and learning.

Strategies

- Teachers must demonstrate high expectations by setting challenging tasks for all pupils.
- Teachers must expect and demand high standards of behaviour in all lessons using praise, recognition and rewards to shape and build pupils' positive attitudes towards learning.
- Teachers must base their teaching on the school curriculum guidelines.
- Lesson planning should have clear learning objectives to deepen pupils' knowledge, skills, and understanding.
- Learning objectives and teaching strategies should be differentiated to match pupils' abilities and provide good opportunities for them to develop the skills needed to learn for themselves.
- Appropriate teaching strategies should be used to meet the needs of pupils with SEN and disability.
- Pupils making unsatisfactory progress must be identified early and helped to successfully overcome their difficulties.
- Teachers should use a wide and appropriate range of teaching and learning
- Teachers are expected to teach the skills of literacy and reading and the basic skills of the core curriculum effectively.
- All teaching should include: clear explanation; good modelling of language; use of a wide range of questions; lessons building on prior learning.
- Opportunities should be sought in lessons to promote pupils' spiritual, moral, social and cultural development.
- Lessons must have a good pace for teaching and learning and time must be used well.

- Resources must be well managed and classrooms should be well organised stimulating and exciting places for learning.
- Wherever possible children should benefit from first-hand experience, opportunities for investigation, opportunities for problem solving, visits out into the environment, visitors and other activities that stimulate their learning.
- Teachers must ensure that time, support staff and other resources, especially ICT are used effectively to provide for each pupil's individual needs.
- Teachers must assess pupils' work thoroughly and ensure that pupils are given regular constructive feedback on their progress and standards and what they need to do to improve.
- Where appropriate, teachers should use homework effectively to reinforce and extend what is learned in school.

Outcomes

All teaching will be good or better causing pupils to make good progress and achieve high standards.

This will result in pupils who:

- Acquire new knowledge, skills and understanding well.
- Apply intellectual, physical or creative effort to their work.
- Are productive and work at good pace.
- Enjoy teaching and learning, show interest in their work, sustain concentration, and think and learn for themselves.
- Understand what they are doing, how well they have done and how they can improve.
- There will be no 'stuck' learners.

Classroom Environment Guidelines

Space

- The arrangement should be flexible enough to support the learning situation adopted at any given time.
- The arrangement should facilitate circulation and easy access.
- The arrangement should facilitate an appropriate balance of activities.
- Visually, the room should be neat, tidy and presentable.

Resources & Materials

- The organisation of equipment should reflect orderliness.
- The resources and materials should be adequate to support learning.
- The layout of materials should show clearly what is available and where it is stored.
- The materials available to children should be well prepared and of the highest quality.

Displays

- Displays of work should support current learning and teaching.
- Displays should include work of both children and adults.
- Displays should be representative of all pupils.
- Displays should be of the highest quality, including a variety of materials and resources, in relation to different subject areas.

Teaching & Learning Styles

- A combination of didactic and exploratory methods should be used as appropriate to the situation.
- The approach to learning should take account of the child as an agent in his/her own learning.

- The teacher should take account of variations in the child's interest and ability to concentrate.
- The teacher should take account of the different rates at which children learn.
- The approach should facilitate progression and development.
- The teacher should take account of the child's own experience.

Pupil Organisation

- Any specific grouping should take account of age, aptitude, ability, ethnicity, gender, friendship, maturity and social competence.
- Parental involvement and voluntary assistance is generally to be welcomed, although this is at the discretion of the Senior Leadership Team.
- Groups accompanied by a voluntary worker should be monitored by staff at all times.
- Groups of individual children that are working without adult contact/immediate supervision must neither use dangerous tools/equipment/substances/materials, nor undertake a potentially hazardous activity. Opportunities should not arise which offer temptation and cause injury to pupils. All staff are expected to afford reasonable care to pupils.
- To minimise the risk of injury or accident, all pupils, students, voluntary workers etc. should receive appropriate training before carrying out a task where possible harm may rise.
- Pupils should become familiar with clear and safe procedures.

Expectations

- Children should be provided with challenging work, matched to needs and ability.
- There should be an awareness of quality vs quantity.
- Benchmark comparisons should be used raise standards.
- Children should be told and understand the learning objective.
- Targets should be communicated.
- Children should be given verbal and written feedback upon their performance.

Behaviour

- Discipline should be firm, fair and consistent throughout school.
- Positive reinforcement by staff should acknowledge all successes and rewards should ensue. However suitable sanctions should be applied where pupils conduct themselves in an unacceptable manner.
- A calm atmosphere should exist and good relationships should be fostered.

Differentiation

- Activities should match pupil abilities.
- Pupils should understand their differentiated tasks and show this by a positive response to their learning.
- Individual needs should be met by graded activity, extension task or specialist provision.

Equal Opportunities

Subject to health and safety matters, pupils should receive a fair entitlement in accessing classroom provision and stereotypical and discriminatory practices should not occur.

High Standards

The above statements are indicative of a positive, well-presented, purposeful and successful classroom environment to which we aspire.