

TEACHING AND LEARNING

PREAMBLE

“The fundamental aim of education is to produce learners who are motivated and effective , increasingly responsible for their own learning, able to make full use of the new technologies and who will be able to learn and apply new skills effectively throughout their lives, whether in school, the workplace.”
(Making the most of learning, DCells 2008)

- The processes of teaching and learning are the most important activities that take place in a school.
- Effective teaching and learning are the key factors in raising pupil attainment.
- For a school to be successful, consistency and coherence in the way staff and pupils interact in the process of learning help to provide equality of opportunity and sustain good practice.
- This policy applies to all members of the school community.
- This policy should be read in conjunction with other PCS policies, including but not exclusively Performance Management, Homework, Assessment, reporting and recording, behaviour, merits and rewards

POLICY

The school is committed to a positive policy of encouraging pupils to achieve their best through effective Teaching and Learning.

- The school works with parents/carers and pupils to secure this aim.
- The school endeavours to create a safe, secure and stimulating learning environment.
- The school is committed to concentrating on teaching and learning and making teaching purposeful.
- All people linked to the school should model high expectations and aspirations.
- The school aims to provide equality of access for all pupils.
- The school aims to foster an environment that is conducive to learning and teaching.

PROCESS

The school develops the conditions for good teaching and learning through:

Ethos:

1. A climate within the school and each classroom that is:
 - Orderly
 - Characterised by mutual respect between staff and learners
 - Confidence enhancing
 - Challenging
2. A commitment to high aspirations modelled by staff, governors, parents/carers and pupils.
3. Recognizing and developing the wellbeing of learners
4. Promotion of personalised learning
5. Listening to learners
6. A commitment to reflective practice
7. Engage with all stakeholders in a process of self- evaluation

Teaching

8. Attention to the different learning styles of all the pupils.
9. Creation of learning opportunities that engage and challenge learners to maximise their potential.
10. Recognition that learning continues outside the classroom. It also takes place through visits, project work, community work, work experience and continues at home.
11. Provide a wide range of accessible, modern and useful technologies, including ICT to support learning. Access and training will be provided where necessary and the aim is for pupils to use ICT as part of their learning.

12. Good links with other educational providers locally and nationally to enable staff to keep up to date.

Learning

13. Learning in a variety of social groupings, recognising that learners benefit from learning individually, in pairs, in a variety of designated groups or as a whole class.
14. Pupils who are actively encouraged to evaluate their own learning, articulate their views and make plans for improvement.

Assessment

15. Effective monitoring and prompt assessment of progress.
16. Effective marking and feedback, which encourages, is related to understood criteria and which shows the pupil clearly what is required to improve.

Home links

17. Effective links with parents/carers to encourage high aspirations and to improve parental understanding of the content, purpose and procedures of teaching within the school.
As part of this we:
 - Give parents/carers information on courses, homework and examinations.
 - Give parents/carers adequate, clear and timely information about their child's progress
 - Ensure parents/carers are informed of any shortcomings in their child's progress as early as possible and are also given information of good work that their child has produced
 - Provide parents/carers with ways to communicate concerns, interests or questions.

PROCEDURE

Pupils

Pupils should:

- Take responsibility for their own learning
- Follow the school rules and code of conduct
- Have a shared commitment to high expectations.
- Assess their own progress and work with the teacher to set targets for improvement.
- Have the opportunity to explore a range of learning styles and become aware of personal strengths and areas for development

Parents/carers

Parents/carers should:

- Take an interest in all aspects of their child's education.
- support the school by encouraging high aspirations and achievement in their child.
- Ensure their child attends school regularly.
- Read, sign and uphold the Home/School Agreement contract found in the homework planner.
- Encourage their child to follow the school's behaviour policy and support action taken by the school.
- Attend yearly Parents/Carers' Evenings and Review meetings to discuss their child's progress.
- Keep the school informed of any issues that might affect their child's progress

The Headteacher

The Headteacher should:

- Ensure that strategies are in place to implement, promote and support the policy throughout

the school.

- Implement arrangements for the regular monitoring and review of the policy.
- Seek to provide the administrative support, training and time that will allow the teachers to teach and the pupils to learn.
- Intervene where teaching falls below the standard expected.
- Report annually to the governing body on the progress of the policy.
- Lead by example in his/her own commitment to effective teaching and learning.
- Ensure that other school policies support this policy
- Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.

SMT

SMT should:

- Keep the Head informed as to the progress of the policy.
- Ensure that teaching and learning can take place within an ordered environment.
- Monitor the quality across the school to ensure effective teaching and learning are **taking** place.
- Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.
- Observe staff as part of the school's Performance Management cycle and offer appropriate **advice** and support.
- Identify where development is needed and provide opportunity for CPD
- Advise the Head on any strategies that could be initiated or improved.

The Learning group

The Learning group should:

- Continue to monitor the needs of both staff and pupils in terms of support and development **and** respond wherever possible to their requests.
- Keep up to date with educational thought and developments.
- Cascade new ideas and techniques to staff and pupils.
- Develop the study skills programme, which will encourage pupils to take more responsibility for their own learning.

Heads of Faculty

HofF should

- Identify and facilitate the sharing of good practice within the faculty.
- Monitor the range of teaching and learning activities
- Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.
- Identify opportunities for professional development
- Review and update teaching pedagogy through provision of appropriate coaching
- Evaluate the effects of this provision

Heads of Departments

Heads of Department should:

- Lead and inspire their teams to improve their teaching.
- Ensure the systems within the subject promote good teaching.
- Have overall responsibility for the quality of teaching within the subject.
- Provide schemes of work, exemplar portfolios and recommendations for teaching approaches that best reflect best practice nationally.
- Organise teaching materials and resources, timetable and deployment of staff to best effect within the constraints imposed by the school.

- Monitor/ evaluate quality of teaching within the subject and offer support if needed.
- Use the Performance Development / Management procedures of the school to promote the professional development of teachers in the subject.
- Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.
- Encourage pupil self-assessment to give pupils ownership of / responsibility for their learning.
- Encourage the use of data and assessment to inform future planning and preparation of resources.
- Ensure consistency in the curriculum offered to pupils across each year and key stage taking into account that pupils of **all** abilities are catered for.

Teachers

Teachers should:

- Value pupils.
- Model positive attitudes and aspirations towards learning
- Be responsible for creating the conditions for good learning
- Plan lessons that follow PCS lesson guidelines
- use formative and summative assessment to promptly to evaluate student progress, celebrate success and set targets
- Encourage pupil self-assessment, setting clear targets on how to improve.
- Build on students skills, knowledge and understanding
- Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.
- Provide effective reports on progress to pupils, parents/carers, the SENCO and Heads of Year.
- match learning opportunities to all abilities and preferences
- Recognise the value of enabling learners to see beyond the classroom by using real life examples and case studies, through visits, project work and community / work experience.
- Strive to evaluate and improve their practice.

Cover Staff

Cover staff are responsible for ensuring that the work planned by the class teacher is the work carried out by the class or an individual. They should:

- Ensure that they liaise with the class teacher or Head of Department.
- Ensure that the climate in the classroom is appropriate to learning.
 - Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.
- Liaise with the class teacher, where applicable, to ensure that work is assessed and feedback given.
- Ensure where practical that they are aware how the work they are doing fits into the programme for the class.
- Ensure that, where applicable, homework is set and work taken in and handed to the Head of Department.

Form Tutors

Form tutors should:

- Counsel and mentor pupils to encourage confidence, aspirations and good work habits.
- Encourage pupils to come to school well equipped and use their homework planners.
- Regularly check homework planners and use them as a means to communicate with Parents/carers.

- Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.
- Keep the Head of Year informed of any difficulties pupils may be experiencing (in or out of school) which may impact on their learning.
- Support the Head of Year in implementing the study skills and PSE programmes.

Heads of year

Heads of year should:

- Encourage enthusiasm for study and learning among pupils.
- Support Form Tutors to encourage confidence and good work habits in their pupils
- Support the Learning Group in implementing the study skills programme, which will encourage pupils to take more responsibility for their own learning.
- Facilitate the Learning Group's assessment of different learning styles and
- encourage pupils to be aware of them.
- Keep colleagues informed about any difficulties pupils might experience at home that will impact on their learning.
- Keep parents informed about any pastoral issues arising in subject lessons that are having an impact on their child's learning.
- Ensure they deal with pupils who are hampering their own learning and those of others by following the Cause for Concern procedure.
- Create effective links with parents to encourage high aspirations for their child and facilitate dialogue regarding their child's learning.
- Work with pupils and parents to ensure that subject choices are made that will maximise pupil achievement.
- Work with Senior Management Link to ensure the climate within the year group is orderly, confidence enhancing and supportive of pupils' learning.

SENCO

The SENCO should support teaching and learning by co-ordinating provision for pupils with additional needs by:

- Overseeing records
- Liaising and advising fellow teachers.
- Managing the SEN team including the L.S.As.
- Liaising with parents/carers, Governors and external agencies.
- Contributing to the in-service training of staff.
- Keeping staff informed of individual needs
- rewarding pupils and giving praise

Learning Support Assistants (LSA)

The Learning Support Assistants should liaise with class teachers. Their primary responsibility is supporting the class teacher:

- In supporting individuals with difficulties.
- In monitoring individual pupil progress.
- In rewarding pupils and giving praise
- In liaising with the SENCO
- In reporting back to the SENCO with regards to individual pupil progress and contributing to reviews.

GOVERNORS

It is the responsibility of the Governing Body to approve, monitor and review this policy. In particular the Governing Body will monitor:

- The outcomes of the policy in terms of results and added value in examinations and the numbers of pupils continuing to pursue their education.
- Ensure the school is addressing students' needs
- The outcome of observations conducted by team leaders and others.
- The comments of inspectors.
- The comments of parents/carers.
- The comments of the Head Teacher.
- The comments of staff.
- The comments of pupils