

# TEACHING AND LEARNING

## PREAMBLE

- 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.

## POLICY

- The school is committed to a positive policy of encouraging pupils to achieve their best.
- The school works with parents/guardians and pupils to secure this aim.
- The school endeavours to create a good learning environment.
- The school is committed to concentrating on teaching and learning and making teaching purposeful.
- All people linked to the school should have high expectations.
- The school reinforces positive aspects and monitors progress.
- The school aims to provide equality of access for all pupils.
- The school aims to have classrooms that are conducive to learning and teaching.
- The school is committed to making time for planning and as far as possible aims to remove administrative burdens.
- Departments will be supported with INSET and allowed time to ensure that teachers are able to deliver quality lessons and create an environment for effective teaching and learning.
- The school is committed to ensuring that lessons are not disturbed to allow quality teaching and learning to take place.

### **Conditions for good teaching and learning.**

#### **The conditions for good teaching and learning are:**

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 shared by staff, governors, parents and pupils.
3. Attention to the different learning styles of all the pupils.
4. Effective monitoring and prompt assessment of progress.

5. Effective marking and feedback, which encourages, is related to understood criteria and which shows the pupil clearly what is required to improve.
6. 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.
7. Pupils who are actively encouraged to evaluate their own learning, articulate their views and make plans for improvement.
8. Recognition that learning continues outside the classroom. It also takes place through visits, project work, community work, work experience and continues at home.
9. Effective links with parents/guardians 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 information on courses, homework and examinations.
  - Give parents adequate, clear and timely information about their child's progress
  - Ensure parents 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 with ways to communicate concerns, interests or questions.
10. 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.
11. Good links with other educational providers locally and nationally to enable staff to keep up to date.
12. Lesson observation and mentoring within departments are encouraged and time at each departmental meeting should be given to allow staff to share best practice.

## PROCESS

### **Responsibilities**

#### **The Headteacher**

The Headteacher should:

- Ensure that strategies are in place to implement and promote 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.
- Ensure that all staff are appropriately trained and are competent to teach the programmes of study that they are directed to participate in. He/She will intervene where teaching falls below the standard expected.
- Report annually to the governing body on the progress of the policy.
- Promote learning to parents and pupils.
- Promote whole school approaches that encourage enthusiasm for learning and continued improvement among both pupils and staff.
- Lead by example in his/her own commitment to effective teaching and learning.
- Ensure that a system is in place to spread best practice across the school.
- Ensure that the organisation of the school day and year support good teaching and learning.
- Support staff in their dealings with pupils who are having a negative influence upon teaching and the learning of others.
- Ensure that other school policies support this policy (e.g. Performance Management, Homework, Assessment)

## **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.
- Ensure that team leaders are fulfilling their role in improving teaching and leading their teams in that improvement.
- Support staff in their dealings with pupils who are disrupting the learning of others.
- Work with their allocated Heads of Department to ensure effective teaching and learning are taking place.
- Act as a support or mentor for staff within their allocated departments.
- Observe staff as part of the school's Performance Management cycle and offer appropriate advice and support.
- 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.

## **Parents**

Parents should:

- Take an interest in their child's education.
- Encourage high aspirations and achievement in their child.
- Ensure their child attends school regularly.
- Ensure their child brings the correct equipment to school.
- Check homework planners at least once a week and use this system for communicating with their child's teachers.
- Read, sign and uphold the contract found in the homework planner.
- Monitor the completion of homework tasks to ensure work is of good quality.
- Support action taken by the school in dealing with incidents of disruption.
- Attend yearly Parents' Evenings and Review meetings to discuss their child's progress.
- Keep the school informed of any issues that might affect their child's progress.

## **Pupils**

Pupils should:

- Take responsibility for their own learning.
- Ensure that they arrive to lessons on time.
- Ensure that they do not disrupt lessons and the education of others..

- Ensure that they follow the school rules.
- Ensure that they attend all lessons with the appropriate equipment.
- Sign and abide by the contract in their homework planners.
- Ensure all homework and classwork is completed to the best of their ability.
- Ensure all deadlines are met.
- Have a shared commitment to high expectations.
- Assess their own progress and work with the teacher to set targets for improvement.

### **Heads of Departments**

Heads of Department should:

- Lead and inspire their teams to improve their teaching.
- Encourage each member of their department to make a contribution to the sharing of best practice within the department.
- Ensure the systems within the subject promote good teaching.
- Have overall responsibility for the quality of teaching within the subject.
- Provide schemes of work 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.
- Ensure cover staff are able to play a full part in delivering high quality teaching of the subject and are fully aware of their responsibilities and the work they are expected to cover with a class.
- Monitor/ evaluate teaching in the subject.
- Intervene and offer support where teaching falls below the standard required.
- 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 slowing down the learning process by disrupting lessons, following the Cause for Concern procedure.
- Encourage pupil self-assessment to give pupils ownership of / responsibility for their learning.
- Encourage the use of assessment to inform future planning and preparation of resources.
- Ensure that materials, resources and schemes of work are suitably differentiated so that pupils of all abilities are catered for.

## **Classroom Teachers**

Classroom teachers should:

- Value pupils.
- Be responsible for creating the conditions for good learning, i.e.
  - By being orderly
  - By having a relationship characterised by mutual respect between teachers and learners.
  - By being calm and approachable.
  - By being encouraging.
  - By setting challenging targets.
  - By having a commitment to high expectations
  - By reinforcing positive behaviour.
- Ensure that they are punctual to lessons and that all required resources are organised prior to the lesson.
- Plan lessons that endeavour to:
  - Involve all class members
  - Be suitably differentiated to be accessible to all pupils in the class.
  - Build confidence of all class members.
  - Appeal to the interests of all members of the class to create enthusiasm and commitment.
  - Ensure pace and structure
  - Ensure a variety of opportunities for learning.
  - Have clear objectives and criteria for success that all pupils are aware of.
  - Pay attention to the different learning styles of pupils ensuring all are catered for over a period of time.
- Effectively and promptly assess progress.
- Provide encouragement and clear criteria for improvement through regular verbal or written, formal or informal, marking and feedback.
- Encourage pupil self-assessment, setting clear targets on how to improve.
- Report back to pupils on their progress in ways that celebrate success and encourage them to address problems.
- Provide effective reports on progress to pupils, parents, the SENCO and Heads of Year.
- Encourage pupils to question and extend their knowledge and understanding.
- Assist pupils in developing organisational skills and a willingness to persevere when work is hard.
- 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.
- Monitor and evaluate the commitment and enthusiasm of pupils and continually modify teaching approaches to take account of these reviews.
- Ensure they keep up-to-date with appropriate learning strategies and techniques in their subjects.

### **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.
- 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 concerns to parents.
- 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 positive attitudes and aspirations among pupils.
- Encourage enthusiasm for study and learning among pupils.
- Support Form Tutors who will counsel and mentor pupils to encourage confidence and good work habits.
- 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.

- Use the report card system as a means of monitoring pupils whose behaviour or attitude hinders their own learning and that of others.
- Create effective links with parents to encourage high aspirations for their children so that pupils are sent to school properly equipped and ready to learn.
- Work with pupils and parents to ensure that subject choices are made that will maximise pupil achievement.
- Provide parents with ways to communicate concerns, interest or questions about their child's learning.
- Work with Senior Management Link to encourage support from home.
- Work with Senior Management Link to ensure the climate within the year group is orderly, confidence enhancing and supportive of pupils' learning.
- Seek additional advice or support for pupils whose behaviour is affecting their own learning and that of others.

### **The SENCO**

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

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

### **Learning Support Assistants (L.S.A.)**

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

- In supporting individuals with difficulties.
- In ensuring effective discipline.
- In maintaining appropriate classroom management.
- In handing out / collecting in materials.
- In encouraging pupils.
- In rewarding pupils and giving praise.
- In liaising with the SENCO.

- In reporting back to the SENCO and contributing information at reviews.
- In assisting pupils in developing skills of organisation and a willingness to persevere when work is hard.

## **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.
- The enthusiasm that pupils show for their lessons.
- The outcome of observations conducted by team leaders and others.
- The comments of inspectors.
- The comments of parents.
- The comments of the Head Teacher.
- The comments of staff.