



## TEACHING AND LEARNING POLICY

Last reviewed -Autumn 2018	Date of next Review Spring 2020
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### TEACHING AND LEARNING POLICY

#### AIM

We aim to deliver outstanding teaching so that our students are inspired to make outstanding progress.

Students' achievement is at the core of the school, and their contributions and progress are encouraged and valued. The school aims to nurture a lifelong love of learning in students within a happy, caring, secure learning community, which promotes excellence.

#### OUTSTANDING TEACHING AND LEARNING

In order to encourage outstanding student progress, the school recognises the intrinsic need for outstanding teaching in line with Ofsted criteria. We believe that outstanding teaching is not based solely around individual lessons; but that a consistent level of planning (informed by students' performance and prior knowledge), appropriate challenge and assessment are present across the curriculum to ensure outstanding teaching is delivered.

The 5 Fundamentals are the foundations of outstanding teaching and these play an integral part of every lesson. These will change according to the particular focus for the school linked to the school improvement plan. The 5 Fundamentals will drive improvements in teaching and learning enabling staff to reflect on their practice and improve those elements identified to improve outcomes for students.

Regular assessment and feedback, in the form of formative marking, are crucial elements of outstanding teaching and inspire students to improve their work and accelerate their progress. Feedback comments should be written in purple pen by the teacher. Student responses to the feedback comments should be written in green pen. There will be feedback monitoring periods led by the Senior Assistant Headteacher each half term to monitor the effectiveness of feedback to students.

## OBJECTIVES

The school's teaching and learning objectives are to:

- identify and remove barriers to learning;
- ensure pupils have access to appropriately differentiated curriculum learning opportunities to match their ability;
- ensure the classroom ethos and environment supports learning;
- ensure students are clear about the expected learning outcomes;
- ensure lessons are well structured, encourage independent learning and provide opportunities to extend and improve learning;
- ensure teachers' planning takes account of continuity and progression in learning, and takes account of students' prior attainment;
- ensure teachers know how students learn best;
- actively promote racial equality, understanding, tolerance and recognition of the value of diversity.

All members of the teaching staff ensure that students are:

- challenged, inspired and stimulated;
- supported and inspired by their environment;
- actively involved in the learning process;
- given opportunities to ask questions and express opinions;
- given the opportunity to answer open-ended questions;
- taught how to learn;
- given opportunities to review and improve their learning;
- given the opportunity to work individually, in pairs, groups and as a whole class;
- able to understand assessment processes and criteria;
- involved in a variety of activities;
- given space for their own creativity.
- encouraged to take increasing responsibility for their own learning.

Effective learning in the school is characterised by students displaying:

- greater connected knowledge
- a wide range of skills and strategies
- increased engagement and motivation
- a more reflective and self-determined approach to learning
- more positive emotions about, and a greater affiliation to learning
- a sense of membership and participation in a learning community
- a greater facility for interacting and learning with others
- a desire for lifelong learning

## **ROLES AND RESPONSIBILITIES**

The Senior Assistant Headteacher (Teaching and Learning) is responsible for monitoring the teaching and learning policy. They report annually to the governing body on the effectiveness of the school policy. The SAHT is responsible for the organisation and reporting of Teaching and Learning Monitoring Reviews, focusing on a different group of students per term. The Monitoring Reviews include the following foci:

- Lesson observations
- Work scrutiny
- Attainment and achievement data
- Behaviour analysis
- Student perception survey

The Headteacher monitors and evaluates the quality of teaching and learning throughout the school, within performance management assessment procedures.

The Senior Leadership Team supports the continuing professional development of staff in relation to improving teaching and learning, and addressing any issues arising from student underachievement.

Subject Leaders are responsible for driving up the standards of Teaching and Learning in their subject areas. By working collaboratively with teachers they seek to promote innovation in teaching methodology and to drive up students' engagement and progress.

Subject Leaders are also responsible for overseeing that their subject policy, schemes of work and programmes of study keep teaching and learning as a key focus. They are responsible for the quality of teaching in their faculties. Teaching and Learning is the foci of each half-termly Department Development meeting.

Learning Support Assistants provide targeted additional learning support, which is delivered within the classroom to extend learning and enhance curriculum access.

## **PROVISION AND RESOURCES**

ICT and multimedia learning resources are available to support and extend students' learning. The school library and learning resource centre is also available for use before and after school for students to work independently and to receive additional support from teaching staff.

A range of extra-curricular learning activities are run to enhance and extend pupils' learning experiences.

## **ALL STAFF**

All members of the teaching staff are responsible for ensuring that they promote the Teaching and Learning Policy and maintain outstanding teaching and learning as their principle focus throughout the academic year.

Attendance at Teacher Learning Development (TLD) sessions, after school twilight sessions, in addition to sharing good practice at department development meetings and collaborative work with Subject Leaders, ensure that outstanding practice is aspired to and that the Teaching and Learning Policy is embedded.

## **ASSESSMENT**

Assessment is an integral part of the teaching and learning process. All students are entitled to have their learning achievements and progression recognised. The school has a policy for assessment, recording and reporting. This policy is consistently followed by all staff.

## **PROFESSIONAL DEVELOPMENT**

The school recognises that training for all staff is crucial to the successful implementation of the teaching and learning policy.

## **MONITORING THE POLICY**

The Senior Leadership Team and Subject Leaders annually review the teaching and learning policy. The effectiveness of the policy in raising standards in the quality of teaching and learning is evaluated using the following performance indicators.

- Monitoring Reviews
- analysis of student attainment data;
- scrutiny of teacher planning;
- lesson observations;
- sampling of students' work from across the curriculum;
- tracking individual students, or cohorts of students;
- discussion with parents about their learning
- discussions with students about their progress;
- discussions with teachers about student progress;
- evaluations from the impact of staff INSET on teaching and learning;
- evidence from parental and student surveys/questionnaires;
- reduction in the number of students excluded from school, classroom or referred for additional learning support;
- reports from the School Improvement Adviser evidence from the school's Ofsted inspection report.

## **CONCLUSION**

Each Department has agreed the characteristics of teaching and learning in their subject. This demonstrates how the policy will be upheld in each subject classroom. The criteria are used to inform quality assurance and the annual Review process.

The evidence gathered from monitoring the impact of the teaching and learning policy engages all stakeholders in the process.