

TEACHING AND LEARNING POLICY



Aim:

To enable all learners to achieve their very best academically and personally through high quality teaching and learning. All students have special skills, abilities and aptitudes, and are entitled to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of learning and teaching methods, which enables them to achieve their full potential.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the curriculum. In addition, they have individual responsibility to strive to deliver lessons where the learning and teaching is of the highest quality, and the learning needs of all students are met.

Purpose of the policy

We will:

- Ensure high quality learning and teaching experiences for students of all abilities and aptitudes.

- Provide a framework for learning and teaching within which there is flexibility and scope for creativity.

- Provide coherence of approach and consistency of expectation.

- Raise attainment by increasing levels of students' motivation, participation and independence.

- Promote reflection on, and sharing of good practice.

- Promote an understanding of how learning takes place.

Planning:

When planning lessons colleagues should be aware of SEN/EAL status, Reading Age, Disadvantaged, MABLE and current level/grade.

Lessons should be planned to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Routines for All Lessons

Entry Routines

Teacher welcomes class at the door; they go straight in quietly, sit down and get their books and equipment out ready to learn, engaging with any written instructions provided.

Teacher uses signal for attention and addresses class with full attention, setting expectations for introductory activities.
Once students are working. Registers should be taken close to the very beginning of the lesson (within 10 mins).
Classcharts is used as a tool to support setting seating plans that will support all students in achieving the best they can.
If students arrive before the teacher, they wait quietly, lining up against the wall, if possible.

Behaviour for Learning

Colleagues should consistently apply the behaviour and ethos policy.

Ending Lessons

Exit Routines:

Students stand behind their chairs with all equipment packed away.
Time will be given to to set homework and write down in homework diaries.
Teacher dismisses them from the door, table by table, calmly into the corridor.

Common Pedagogical Elements

We encourage the use of evidence based practice as indicated by the EEF toolkit. We also encourage and support the development of pedagogical content knowledge.

Challenge

Expectations should be high for each student, with appropriate support to help them achieve this. We expect all staff to be ambitious for our students.

Modelling and Practice

Where new ideas or new skills are being introduced, teachers should always model the work expected from students. This could be through worked examples, student exemplars or demonstrations.

It is important that where possible new content is linked to prior knowledge in order to aid retention of new information and avoid cognitive overload.
Students must have time to practise skills repeatedly.

Structured, targeted questioning

Questioning should include all students, with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students, where appropriate. Students should not have the option to opt out or to dominate.

Responding to Feedback

See assessment and feedback policy.
Students and teachers should all be clear about where and when feedback will be given, and which work should have DIT, be redrafted, improved or corrected.

Oracy

Students should be encouraged to discuss their ideas in a structured manner. Students should be required to adhere to standard good speech and communicate appropriately for the audience, setting and purpose. Listening as an essential part of effective oracy will be made explicit.

Homework

Homework should be set and recorded on Classcharts ideally during the lesson, and definitely the same day.

Roles and Responsibilities

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy.

SLT

- To provide appropriate support, training and resources for departments and individuals.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Middle Leaders

- To be responsible for the co-ordination of long, medium and short-term planning of schemes of work, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at team level.
- To provide appropriate support to team members through training materials or coaching.

Teaching staff

To implement this policy by ensuring a consistent delivery of high quality learning experiences.

To be responsible for short-term planning, in conjunction with subject teams.

All staff

To be aware of the principles of the policy and how they can contribute to it.

Students

To work positively within lessons to enable staff to implement the policy effectively.

To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.