



LEE Hurst Swan
TEACHING AND LEARNING POLICY
Reviewed October 2017 by the Head of Teaching & Learning
Applies to the whole school including EYFS
This policy is published on the school website

OVERVIEW

Leehurst Swan aspires to provide high quality learning for all pupils. The quality of teaching is one of the major factors contributing to this.

Leehurst Swan is committed to lifelong learning and strives to make learning a rewarding and enjoyable experience for everyone; it should be fun. Challenge is an important element of that enjoyment. Pupils are more likely to learn when they are motivated, feel valued and see the relevance of what is being taught. Pupils learn best in an ethos where achievement is celebrated and error is not disparaged, but welcomed as a formative stage in the learning process.

We believe that all pupils want to and are able to learn. The development of a pupil's ability to be self-aware and emotionally literate, both as an individual and more specifically as a learner, is a vital part of the education we provide.

We recognise that learning will take place in and beyond the classroom. Through our teaching we equip pupils with the skills, knowledge and understanding, necessary to be able to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help pupils to lead happy and rewarding lives.

The key to a successful Teaching and Learning policy is the extent to which it has a positive impact upon the learning process.

AIMS

This Policy is based on the three interconnected principles:

1. All learners should be treated with unconditional positive regard which can be summed up in the phrase: *"Judge the deed, not the person"*.
2. For best learning to take place learners need to be engaged in the process.
3. The development of learning and teaching should be a collaborative process.

EFFECTIVE LEARNING

- All staff know pupils learn in different ways; they are aware of the processes by which pupils learn, the need for differentiation, independent learning and critical thinking. Every effort should be made to teach learners in the way they learn most effectively. Internal and external INSET is designed to support this.
- All staff use the guidance provided in the Provision Map. Liaison with Learning Support is effective in improving outcomes for all pupils.
- Creative and innovative approaches to learning are encouraged through internal and external INSET.
- Pupils learn most effectively when they are actively involved with their learning. Lessons are structured to ensure variety, pace and engagement of all pupils.
- Pupils are more technologically literate than ever before and the use of the whole range of e-learning technologies is an important element of education in the future.

EFFECTIVE TEACHING

- All staff have a duty to inspire and enthuse pupils in the lessons they teach.
- All teachers must enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- All teachers must foster in their pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

- All teachers must demonstrate good knowledge and understanding of the subject matter being taught;
- All teachers must utilise effectively classroom resources of a good quality, quantity and range;
- All teachers must ensure they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010 and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
- All staff should have a repertoire of teaching techniques and use a variety within their lessons, from exposition to explanation, practical activities and investigations, discussion and problem solving; individual, group and whole class teaching, and e-learning.
- There are schemes of work for every subject, in all departments. The schemes of work show continuity and progression of learning and are regularly reviewed. All lessons are part of a departmental scheme of work.
- In all lessons there are high expectations and appropriate challenges for pupils of different abilities. Pupils are seated and grouped according to how they will learn best in a particular subject.
- Rewards and Sanctions are applied as outlined in the Behaviour Policy.
- Teachers explain what pupils will learn, why and how. Learning objectives are shared. Success criteria are clearly communicated.
- Teachers use a variety of questioning techniques and give the pupils time for Deep Thinking.
- Pupils are given regular feedback: positive, specific, constructive.
- Pupils know how they are doing and how to improve in order to achieve their potential and achieve higher standards.
- Pupils are given opportunities to check their progress against success criteria. Opportunities are created for self and peer assessment.
- Staff promote confidence that every pupil can improve. High aspirations are shared by all staff and all pupils. Pupils are inspired to succeed and aim high.

RESOURCES

- A range of resources, appropriate to the pupils' age and needs, are used. ICT rooms, reference materials and the library are all available to support learning. Independent learning is encouraged at home to further learning.
- Pupils have access to, and feel confident in, a greater range of technologies than ever before. The use of e-learning opportunities is an integral part of engaging pupils and helping them learn in the ways most appropriate to them.
- Staff create and maintain stimulating learning environments. Classrooms are well organised and the displays in the classroom are there to support and celebrate learning.

ASSESSMENT (See Leehurst Swan School Marking Policy)

- Assessment is an integral part of learning and teaching. Assessment of learning is both formative and summative and involves the marking of work, tests, and exams. Assessment to ensure progression in learning is ongoing, with targets for improvement written in exercise books. Feedback is effective and informs teacher's planning.

MONITORING & EVALUATION

Internal processes

- Learning and Teaching is monitored and evaluated throughout each school year as part of Performance Management and The School Development Plan. Evidence is collated and policies and practices critically reflected upon to ensure continuous improvement and development.
- Staff observing lessons make comments on the school proforma. Some form of feedback should be given immediately after the lesson and full feedback should usually be provided within 24 hours.
- Observation of NQTs take place at least once per half term or as prescribed by ISTip.
- The results from the lesson observations that are undertaken as part of both the Performance Management process and the induction of NQTs are analysed by the Senior Management Team to identify areas of focus for INSET or support.
- Tracking of pupil performance data is used to inform and plan progress and improvement.

- Regular checking of pupil homework diaries and monitoring of SchoolBase by Vertical Tutors– in particular to monitor the recording of homework and behaviour for learning.
- Sampling of pupil work by Heads of Department to monitor standards within the departments.
- Departmental meetings are held and minuted.
- Schemes of work are regularly reviewed and updated.

External processes

External measure measurement of pupil attainment is undertaken by

GCSE results

INCAS

MidYIS

ePips.

Aspects

This policy is subject to annual review according to a timetabled programme.