



TEACHING & LEARNING POLICY

RATIONALE & PURPOSE

The Teaching and Learning Policy is designed so that all staff, both new and experienced, have a clear understanding of the School's expectations regarding teaching and learning.

It is important to recognise and celebrate effective teaching and learning strategies.

Our aim is to ensure that through effective teaching and learning, each student in our school is given every opportunity to realise his or her full potential and thus to make a positive contribution to society by:

- increasing the range and variety of teaching strategies used by staff and personalised learning opportunities for pupils
- setting out clear procedures for monitoring teaching and learning
- celebrating and sharing best practice

POLICY STATEMENT

TEACHING

- a) Lessons should be clearly planned in line with the school's core principles and ethos
- b) A school lesson planning pro-forma is available and schemes of work produced.
- c) The school expects teachers to use a range of teaching strategies and styles such that pupils experience a variety of learning opportunities.
- d) Teachers should ensure that any LSAs in their lessons are aware as to the expectations for support in each lesson.
- e) Lessons should state activities, have clear introductions, middles and plenaries where the lesson is recapped in terms of the initial planned lesson outcomes.
- f) All lessons must have clear expected learning outcomes which are shared with the pupils.
- g) Lessons should start and end promptly.
- h) Lessons should have opportunities to assess progress of the pupils and determine the next learning activity.
- i) Lessons must have opportunities for differentiation.
- j) This may take a variety of 3 approaches but should aim to both support and extend pupils.
- k) Teachers must ensure that class behaviour supports learning.

Teacher should identify effective strategies and/or individual teachers and use these to share good practice.

Teaching and learning will be monitored the school manager to ensure that pupils make good progress.

This will be done by:

- a) The use of assessment data to compare the performance of individual departments and individual classes. The stress will be on the level of value added being achieved and pupil progress and achievement being made
- b) Individual pupil reviews
- c) Observation of individual lessons
- d) Tracking of the learning experiences of individual pupils

Teaching will be monitored to ensure that all teaching and learning experiences are carefully planned.

This will be done by:

- a) reviewing schemes of work to ensure that they contain all the required elements and show evidence of differentiation and progression.
- b) Sampling of lesson plans
- c) Observation of individual lessons

Areas of weakness should also be recognised such that support and/or training can be offered in these areas.

Teachers are expected to have knowledge of the level of prior achievement (KS3 data), current achievement in relation to their personal target, any special health needs and of any identified groups to which they belong (e.g. Looked after Child).

Teachers are expected to record assessments and make this information available to allow tracking of pupil progress.

A register must be taken at the beginning of every lesson.

Marking of work and assessments must be done promptly and by the next lesson with feedback suited to each pupil's needs and learning styles

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Executive Headteacher

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