Teaching & Learning Policy

Review Period: Annually – Autumn Term

Review By: Leadership Group & C&C

Contents:

TEACHING AND LEARNING POLICY

1. Aims:

- to enable all members of Studley High School to fulfil their potential;
- to develop confident, disciplined and enquiring learners who are aware of their own strengths and areas which need improvement;
- to equip students with the skills and outlook to make informed choices;
- to foster a lifelong love of learning;
- to provide an environment which is conducive to learning;
- to ensure that all have equal opportunities in the classroom, regardless of gender, race, class, special needs or religious belief.
- To engage with high quality research to ensure effective CPD and af ocus on strategies that will impact positively on learning.

**2. Professional Principles**

We believe that the following professional values, exhibited by effective staff, make a difference to the learner's achievement and attainment:

- having continuous high expectations of the learner by constantly demanding improvement through modelling; personal presentation; punctuality; meeting and greeting; mutual respect, with energy and enthusiasm;
- leading learning through encouragement of intellectual curiosity, developing a thirst for knowledge and a desire to achieve; by being a clear communicator and by being a curriculum expert, with excellent subject knowledge, which motivates and develop confident and independent learners;
- building quality relationships by creating trust and confidence as well as providing challenge and support to enable every learner to be successful; through demonstrating fairness and consistency in visible, clear actions and words. By knowing students as individuals and celebrating their identity and by being able to anticipate and pre-empt situations by using strategies for particular circumstances.

3. Planning

Good lessons involve careful planning.
- Regular monitoring of planning/schemes and lesson content by Heads of Core Subjects and Curriculum areas will take place using a range of lesson planning templates which are available to suit individual needs. This will be overseen by the Leadership Group Line Manager.
- Departmental schemes of work provide a longer term context for each lesson. They may also provide an outline scheme for a particular lesson but staff will need to decide whether this should be adapted to meet the needs of a particular class.
- Monitoring and evaluation will take place through department minutes, SEF, lesson observations, work scrutiny, faculty/department presentations, learning walks and performance management feedback (with regard to outcomes for pupils).
- To plan lessons and sequences of lessons using the 'Studley Teaching and Learning Cycle'

2
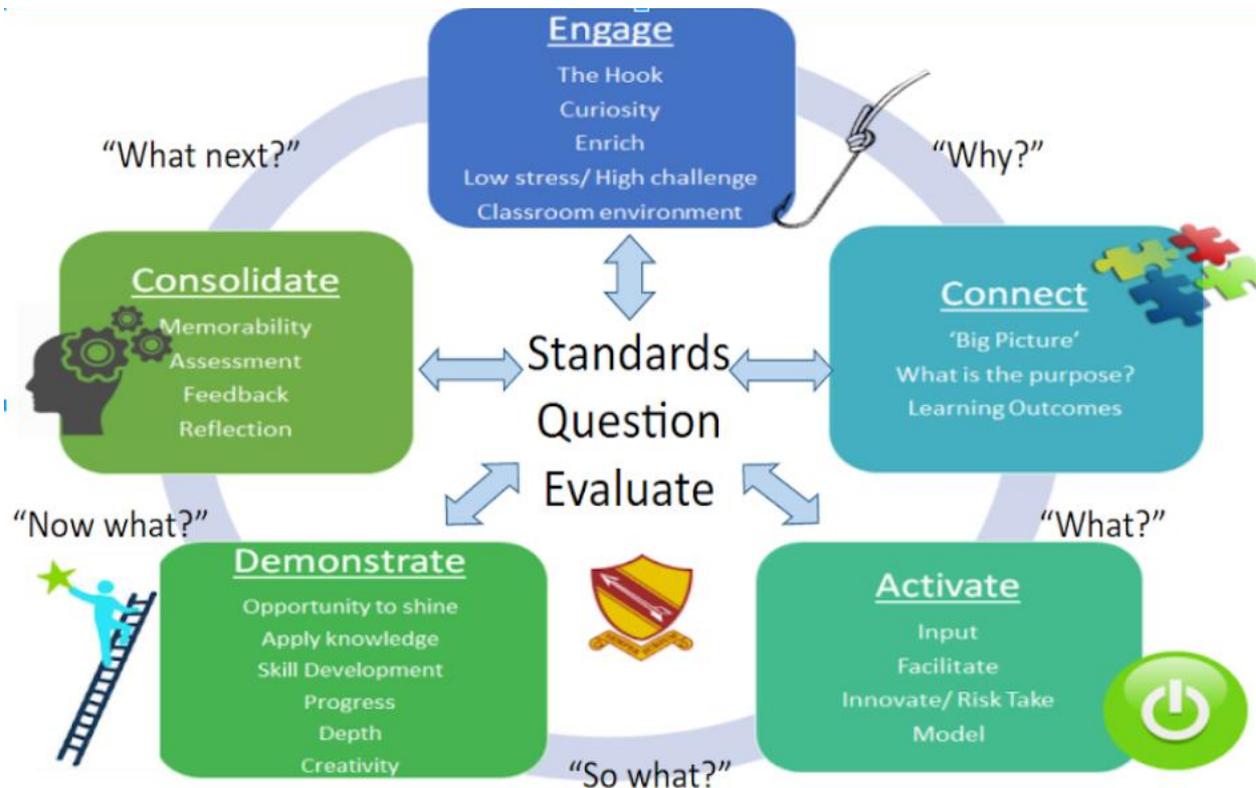
4. The Classroom Environment

The surroundings in which a lesson is taught can play an important part in its success.

- The teacher will promote a sense of respect for resources, furniture, displays by maintaining a tidy environment.

- There should be attractive displays of students' work and other material relevant to the subject being taught.

- These may include key questions and key words as a support to the development of general literacy which should be referred to in lessons.

- Resources within the room should be well organised and thought given to the way in which furniture is arranged – where possible.

- Students must work in a secure environment, fulfilling legal requirements related to Health and safety; this will include the management of behavioural issues in line with whole school policies.

- Establishing the climate of the classroom begins at the door with pupils being met and welcomed. This should continue with the use of seating plans, taking the register and children having correct equipment and resources on the desk.

Monitoring and evaluation will take place by SLT, Heads of Core Subjects / Curriculum areas / Co-ordinators and line managers, through observation and discussion.

5. Teaching and Learning in the Classroom

We believe that good teaching and learning takes place when:

- lessons are purposeful and delivered at a brisk pace;
- there is clarity around learning intentions within a lesson;
- the lesson includes a plenary in which students identify what they have learnt;
- the teacher inspires students by conveying his/her enthusiasm for the subject;
- the teacher selects appropriate resources and provides a variety of activities;
- the teacher differentiates tasks to meet the needs of all students;
- the teacher is aware of the need to appeal to the range of learning styles;
- the teacher seeks to involve each student and makes appropriate use of praise and constructive feedback;
- the teacher builds and maintains good relationships with the group, respecting each contribution and using humour where appropriate;
- a climate of mutual respect is maintained;
- high standards of behaviour are maintained through a consistent approach to discipline and adherence to the whole school behaviour policy;
- equipment is used with accuracy and care;
- teaching assistants are used effectively with individuals and groups of students;
- the lesson ends with students knowing, understanding or being able to do more than when they arrived.

Monitoring and evaluation will take place by Heads of Core Subjects and Curriculum area Co-ordinators. These will be observed regularly and development al feedback linked to the teaching cycle will be provided.

6. Learning Strategies

In any particular sequence of lessons they should experience an appropriate blend of some of the following:

reading	listening
observation	experimentation
investigation	talking and discussion
role play	retrieving information
repetition	asking and answering questions
problem solving	making choices and decisions
looking for patterns	creative thinking
using imagination	writing in different styles
using ICT to gain and communicate information	
Group work	

Students will also have the opportunity to learn individually and in groups.

Monitoring will take place through lesson observations, lesson planning and work scrutinies by Heads of Core Subjects / Curriculum area co-ordinators and observations by line managers/SLT. Evaluation of lesson content and schemes of work to identify a range of teaching and learning will take place through subject and curriculum areas meetings and Leadership Group reviews.

7. Assessment

We believe that assessment is an integral part of the teaching and learning process. The main purpose of assessment is to improve the quality of students' learning and the standards of achievement.

- A range of data will be available to staff, which will inform their planning, teaching methods and assessment styles including:
    - Key Stage 2 Teacher Assessments where available
    - Key Stage 2 secondary ready scores
    - reading test results
    - spelling test results
    - QLA data
    - Baseline assessments

- This data will be made available to tutors, classroom teachers and teaching assistants, through the on-line system. This data will be included in teacher mark books to aid planning, groupings and assessment.
- In addition staff will be aware of the key pupil groups including PP, EAL, LA, MA, HA, Gender and SEND. IEPs and any other factors (e.g. turbulence) which may influence their pupils' learning.
- Mark books will be annotated according to Core Subjects and Curriculum area policies.

SLT, Heads of Core Subjects and Curriculum area leaders will monitor the use of data through lesson plans, mark books, presentations and book trawls. Evaluation of the use of data will be made at Core Subjects and Curriculum area meetings; these will be recorded in the minutes and appropriate action highlighted. Written feedback following book trawls will also be given back to department staff and copied to Leadership Group Line Manager.

8. Assessment for Learning

Principles

Assessment for Learning is a process that:
- provides information about an individual student's experience and achievement;
- it identifies what the students know, understand and are able to do and provides information that can be used to plan future learning.
- Enables pupils to progress in their learning by acting on feedback

Good assessment for learning practice will:
- raise standards by taking students to the edges of their individual capability;
- raise standards of behaviour and improve students' attitudes to learning;
- promote success for all;
- support the target setting process;
- enable frequent reflection on what students know now and what they need to know next;
- measure what is valued;
- promote immediate intervention;
- encourage the active involvement of students in their own learning;
- support teachers' work in evaluating the curriculum.

- Provide a framework for students to monitor and evaluate their own learning

Practice

When good assessment for learning is taking place the teacher will:

- make standards and objectives explicit to all students;
- model what it should look like – for example exemplify good writing on the board;
- plan teaching to take account of what students know or are able to do;
- draw upon a wide range of evidence using a variety of assessment activities;
- provide frequent oral and written feedback which makes reference to learning objectives, identifies strengths and the next steps for improvement;
- promote inclusion by attending to the learning needs of all students, particularly those who are at risk of underachievement;
- engage students in rich questioning, allowing sufficient time for answers to emerge;
- provide opportunities for peer and self assessment;
- offer students a range of techniques to help them learn effectively;
- emphasise positive achievement and promote confidence that every students can improve.

9. Assessment of Learning

Assessment of Learning describes and labels past learning. It is a summary judgement about what has been learned at a specific point in time.

Practice

Effective assessment of learning involves:

- tracking student performance and in particular identifying those students at risk of underachievement;
- identifying gaps in students' knowledge and understanding that can be used by teachers as they plan for individual students and cohorts;
- providing information that highlights the importance of targeted, specific feedback that assists students in moving towards the next level. Grade / G.C.S.E. grade e.g. "To secure level five, you must understand . . . ."
- providing information that can be used by parents or carers to understand their child's strengths, weaknesses and progress;
- providing information that can be used by other interested parties;
- providing information that can be used to evaluate the school's performance against its own previous attainment over time and against national standards;
- set targets for individuals and school performance;
- provide accurate information for governors, LA, DfE and other appropriate bodies.