



8.1 Teaching and Learning Policy

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Author: Lee Underwood
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Rationale

Our vision is to be a school in which everyone is supported to reach his or her potential. We aim to raise the standards of pupils' achievement across both key stages, with our main focus being that students are learning and progressing. To do this, it is crucial that high quality teaching and learning is offered consistently at all levels and across all areas of the curriculum.

Our Principles of effective Learning

The quality of Learning in lessons is judged by the following:

- How much pupils *learn*
- Enjoyment and engagement
- Concentration and independence
- Pupils knowledge of their own learning (do they know what they are learning and how to improve?)
- Teachers' building on the strengths, and developing the target areas, regarding each pupils' knowledge, understanding and skills
- How different groups/individuals are supported and challenged, including via questioning

We aim for every student to become an effective independent learner. An independent learner demonstrates:

- The will to succeed
- The ability to work with others effectively
- Responsibility for their learning and progress
- Resilience when faced with challenge tasks
- An excellent attitude to their learning

Planning to promote effective learning and progress

All departments have a long term curriculum plan with a medium term scheme of work. Teachers should develop these to plan lessons that:

- Are led by clear learning objectives and outcomes
- Have regular progress checks that assess pupils progress towards the outcome(s) throughout the lesson
- Connect prior learning so that pupils can verbalise and demonstrate progression
- Follow the lesson plan structure which allows well thought out activities that are well pitched and which pupils find engaging and challenging
- Are differentiated for varying needs to ensure challenge for all pupils and time efficiency and take into account the specific learning needs of all pupils e.g. literacy, dyslexia, gifted and talented, to ensure all make good or better progress
- Use a variety of approaches and strategies
- Ensure that the activities are explained well and link to the intended learning outcomes
- Ensure that all lessons have a data sheet (set on a seating plan for the majority) which highlights the different groups of learners and end of stage targets and 'current' grades
- Ensure that pupils are clear on the steps that they need to take to improve.
- Ensure that any additional adults are able to work effectively with pupils.

Assessment to promote effective learning

Teachers should:

- Use prior attainment data to ensure pupils are working at their full potential and to set accurate lesson outcomes
- Assess pupils' work regularly according to the school assessment policy
- Use analysis of assessments to inform their teaching and support pupils' progress

Learning

Pupils should:

- Be prepared for lessons with the correct equipment
- Enter the classroom in an orderly manner, get out all equipment and start the learning task displayed
- Complete homework to enhance their learning
- Take pride in their work which should be neat and accurately presented
- Make positive contributions to class discussions
- Answer questions in full sentences
- Meet the schools expectations for at least a grade '2' for behaviour for learning
- Take responsibility for improving their own learning

Appendix 1 - Teaching Expectations:

1. Learning Outcomes

A learning objective and learning outcome should be displayed and referred to throughout the lesson. These should:

- Form the starting point of the lesson with activities planned to match the objectives
- Be challenging, and differentiated where appropriate. There should be links to grading criteria and/or Blooms
- Be clear and simple so that pupils can explain how they are working towards/have met these outcomes

2. Independent and co-operative learners

Teachers should develop pupils as co-operative and independent learners. Pupils are encouraged to develop skills to work co-operatively and become more active thinkers. Over time pupils will become resilient and creative learners. Independent /co-operative approaches should:

- Be creatively planned, using a variety of approaches
- Ensure that the activities link to the intended learning outcomes

3. Differentiation

A clear knowledge of a class is essential to deliver lessons that are well pitched and challenge different groups of learners. Differentiation approaches should:

- Be explicit so that each activity has support materials and a challenge task which can extend learning (not more of the same)
- Provide opportunities where the most able are challenged with a more difficult or different task

- Ensure all students are encouraged and supported to achieve challenging objectives

4. Checking for progress

Pupils must be clear on the steps that they need to take to improve. Regular assessment against outcomes should inform how a teacher intervenes and adapts future planning. Progress checks should:

- Clearly enable the teacher to gauge the progress that *all* students are making
- Include peer and self-assessment as appropriate
- Include 'no hands up' questioning to encourage more open responses.
- Use 'how' and 'why' in questioning to develop a deeper understanding
- Incorporate instinctive use of AFL which allows a teacher to intervene in a timely manner

NB – Lead Practitioners will offer bespoke support in the areas listed above

Appendix 2 - Guiding principles for our teaching and learning philosophy and principle

At BHA we believe that children learn most effectively when:	So we endeavour to:
The work is challenging and enjoyable	<ul style="list-style-type: none"> ✓ Use a variety of strategies and teaching techniques throughout the lesson to accommodate all learning styles ✓ Ask open ended questions and Socratic questioning ✓ Ask students to explain their thinking ✓ Encourage students to approach tasks with an open mind ✓ Use data constructively to plan progression ✓ Check for understanding
Lessons are varied and interesting	<ul style="list-style-type: none"> ✓ Use a variety of strategies and teaching techniques throughout the lesson ✓ Plan lessons well ✓ Continue to develop our own skills and knowledge ✓ Review schemes of work regularly ✓ Share good practice ✓ Ensure resources are effective and organised ✓ Utilise Lead Practitioner knowledge
They feel safe and secure and behaviour is effectively managed	<ul style="list-style-type: none"> ✓ Ensure that the classroom environment is calm and orderly ✓ Implement school behaviour policies ✓ Be consistent but fair ✓ Treat each other with respect ✓ Actively encourage pupils to behave well ✓ Value success ✓ Ensure activities are effectively organised ✓ Be at the door before pupils arrive ✓ Provide a positive working environment- smile and use names ✓ Use praise often ✓ Ensure everyone can participate ✓ Use positive language ✓ Ensure the classroom rules and expectations are clear

Their individual needs are catered for	<ul style="list-style-type: none"> ✓ Use a variety of strategies and teaching techniques throughout the lesson ✓ Provide work that is appropriately differentiated ✓ Ensure everyone can participate ✓ Assessment and feedback is used regularly and consistently
Attendance is good	<ul style="list-style-type: none"> ✓ Challenge poor attendance, as school attendance policy
They take responsibility for and are involved in their own learning	<ul style="list-style-type: none"> ✓ Ensure that parents are kept fully informed so they can support their child's learning ✓ Build in opportunities for regular independent learning ✓ Provide adequate resources to support independent learning ✓ Provide opportunities for self and peer assessment ✓ Provide opportunities for reflection ✓ Listen ✓ Provide opportunities for pupils to feedback as to the activities they find most effective. ✓ Provide interactive activities ✓ Ensure curiosity is raised ✓ Be enthusiastic ✓ Encourage competition
They know what they are working towards	<ul style="list-style-type: none"> ✓ Work with students to set appropriate, specific, challenging but achievable targets. ✓ Targets are closely related to ability ✓ Set clear objectives for every lesson ✓ Students know the success criteria for every task/question ✓ Provide appropriate support as required ✓ Set short and long term targets ✓ Regularly review and revise targets
They see the relevance of what they are doing	<ul style="list-style-type: none"> ✓ Explain the purpose of the tasks we set and where it fits into the bigger picture ✓ Ensure students know their targets and what they need to do to achieve them ✓ Ensure tasks are not repetitive ✓ Provide feedback ✓ Relate work to careers
They feel valued	<ul style="list-style-type: none"> ✓ Provide a positive working environment- smile and use names ✓ Use praise often ✓ Utilise home contact ✓ Ensure everyone can participate ✓ Use the reward system consistently ✓ Mark work consistently and often ✓ Provide enrichment activities ✓ Provide opportunities for students to demonstrate what they have learnt
Expectations are high	<ul style="list-style-type: none"> ✓ Provide interesting and enjoyable extension work ✓ Ensure annotated examples of good work are readily available and on show ✓ Mark work regularly with formative comments ✓ Ensure disruptions are minimised and dealt with consistently
They are confident in the teachers knowledge and ability	<ul style="list-style-type: none"> ✓ Plan all lessons well ✓ Be good role models ✓ Show self-confidence and enthusiasm

They experience success and know how to succeed.	<ul style="list-style-type: none"> ✓ Provide work that is appropriately differentiated ✓ Ensure everyone can participate ✓ Use assessment and feedback regularly and consistently ✓ Give constructive feedback which helps future learning ✓ Know what each student is capable of ✓ Provide opportunities for failure, and how to deal with it ✓ Provide appropriate support, and gradually withdraw it ✓ Peer assessment ✓ Provide examples of successful work
They understand what is expected of them	<ul style="list-style-type: none"> ✓ Adopt a common approach to teaching. ✓ Enforce school policies consistently
They are well prepared for lessons	<ul style="list-style-type: none"> ✓ Ensure homework is marked when set ✓ Give clear instructions about homework expectations, and equipment needed
Their physical needs are met	<ul style="list-style-type: none"> ✓ Ensure rooms and corridors are kept clean and welcoming. ✓ Ensure health and safety procedures are adhered to.