



### ***Teaching and Learning Policy – 2018-19***

Through our teaching we aim to:

- Raise attainment and accelerate progress.
- Relentlessly drive improvement in the quality of teaching and learning.
- Develop and apply a wide range of key skills which will enable students to grow into resilient, independent and positive citizens.
- Provide quality learning consistently across our school.
- Teach effectively setting high expectations to enable students to learn efficiently and make sustained progress.
- Learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.
- Create a positive learning environment that fosters students' self-esteem and confidence which encourages students to respect the ideas and attitudes of others.

We believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the learning process.
- Students are made aware of what is being learnt and how it will impact their future and the wider development of skills.
- Classroom relationships are built on mutual tolerance and respect.
- Pupils are encouraged by all teachers in the classroom and are given opportunities to enjoy a genuine sense of achievement.
- There is a common awareness that high standards of self-discipline and order are expected.
- Lessons are well planned, prepared, structured and make effective use of the time available.
- Tasks and resources are appropriate to pupils' ability range, irrespective of social class, race, religion or gender.
- Home and school work together successfully.

For effective teaching to take place there are a number of factors that we feel are necessary:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- Lessons must have clear learning objectives and outcomes.
- Lessons deliver the school curriculum, including appropriate cross-curricular issues.
- A clear link to previous and future learning.
- Timely interventions and mini-plenaries to clarify misconceptions, secure knowledge and deepen learning further.
- Plenaries which could happen at any time during the lesson and prepare the child for the next stage of learning.
- Carefully-planned differentiated activities to match the learning needs of all students.
- Teacher modelling through effective use of 'teacher talk' time.
- Imaginative and well-judged teaching strategies that enthuse students and engage them in the learning.
- High expectations which challenge but do not defeat pupils.
- Pace of Learning and Teaching commensurate with capabilities.
- Basic skills embedded across the curriculum.
- Good questioning that encourages reflection and challenges students further.
- Positive relationships based on mutual respect.
- Opportunities for independent learning and resilience development.

## PLANNING

Planning is to be shared with all teachers in the year group

The long term planning is based on:

- The Cambridge curriculum
- Skills-based Schemes of Work Short Term Planning

Our short term planning is based on

- our skills-based schemes of work in line with the Cambridge Curriculum
- weekly and monthly planning completed by individual teachers in all subjects
- IEPs for SEND, Gifted and talented.

## THE LEARNING ENVIRONMENT

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning. The visual environment is very important and should display work which is interactive, representative of all students and all ability levels. Displays should reflect the taught curriculum and be changed regularly to sustain interest and discussion.

## ORGANISATION

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, )
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning.

## INTERVENTION

Formative and summative assessments inform the teacher which groups of students require intervention. These intervention strategies will be ongoing for a term before they are reviewed to assess their impact.

## DIFFERENTIATION

In order to have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- outcome

## STAFF TRAINING

The Staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We continuously support our teachers and support staff in developing their skills, so that they can continually improve their practice. We organize staff trainings on Wednesdays to support the staff .

***This Policy is reviewed by the Senior Management Team. It will be next reviewed in August 2019.***