

St. Clare's School

Teaching and Learning Policy

Mission Statement

Achievement, Challenge, Excellence

'A place where the best teachers ignite your child's passion to learn. Where your child will be challenged to attain academic excellence in a stimulating, caring and supportive environment, so that they will become independent, critical thinkers with knowledge and confidence to succeed in life'

Name of policy	Teaching and Learning Policy
Author of policy	Mary Layland & Helen Hier
Date adopted by St. Clare's	January 2015
Date of next review	September 2016

Aims

- to provide a safe, stimulating learning environment for all pupils and teachers;
- to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- to set high expectations for all pupils in order to raise their aspirations;
- to raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

Teachers should plan lessons:

- which allow pupils to progress in their learning;
- where the objectives are stated clearly;
- which use a clear three part structure, namely starter, development of learning objective, plenary, when appropriate;
- which use plenaries to summarise learning, and help pupils to understand how to improve;

- which allow pupils to develop and to practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method;
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;
- which provide pace and challenge for all pupils;
- which use effective questioning to direct and challenge pupils;
- which are enjoyable and interesting.

b) Teaching styles

Teachers should use teaching strategies which:

- allow pupils to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience;

c) Assessment, Recording and Reporting (See Policy)

Teachers should:

- assess pupils' work regularly according to the school assessment policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- use data and tracking to ensure pupils are working at their full potential and set targets to achieve this; and
- inform parents and appropriate staff within school of pupils' progress or underachievement;
- liaise with the ALN Coordinator where appropriate.

d) Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils
- consult with ALN Coordinator about the needs of individual pupils when appropriate;

- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning;
- use IEPs and IEBs as working documents.

e) Continuous Professional Development

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at Faculty and in Staff Meetings in order to share good practice;
- plan their own CPD programme in conjunction with their Line Manager and Head of Faculty as a result of the Performance Management process.

Learning

Pupils should:

- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the School Code of Conduct/Behaviour Policy;
- take responsibility for improving their own learning;
- ask for help if required.

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Teachers

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of School Development priorities;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression and well-being of, individual pupils in their tutor group and for providing support and advice to those pupils, both socially and academically.

This is achieved by:

- Liaising with Head of Key Stage
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance

Heads of Faculty/Subject Coordinators and Teachers

Heads of Faculty/Subject Coordinators and Teachers are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, within the Faculty;
- effective lesson planning and evaluation and the use of evaluation to inform future planning;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- analysing and interpreting data on pupils' performance, against school expectations and other comparative data;
- setting expectations and targets and implementing actions for the achievement of individual pupils and key groups;
- monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes to ensure quality and consistency and to implement strategies for improvement;
- observing teachers at least annually, and giving constructive feedback. This will also inform Performance Management of teachers;

Heads of Key Stage/Heads of Faculty

Heads of Key Stage/Heads of Faculty are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their Key Stage/Faculty.

This is achieved by:

- monitoring the progress and potential of the year group, and using school generated pupil data to identify and set targets at designated times of year, for specific pupils according to their needs, e.g. underachievement, able pupils;
- maintaining an overview of the experience of pupils in the year group by e.g. monitoring detentions, the number of coloured cards and extra-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners; liaising with tutors and PSE Coordinators on the delivery of collective worship and PSE;
- monitoring attitudes to learning through e.g. attendance and homework
- reporting back to the Senior Leadership Team and to staff as required in response to need.

SLT

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan. Monitoring and evaluation principally takes place through department reviews, classroom observations of teaching and learning and Performance Management.

Responsibilities

The Headteacher is responsible for monitoring the performance of other members of SLT.

Faculty/Review

These are undertaken by The Head of Faculty and a member of the SLT, working collaboratively with subject teachers for the improvement of the Faculty. This is done by:

- monitoring the effectiveness of leadership and management of the curriculum area;
- analysing performance data and setting targets for improvement;
- giving support and arranging training for development;
- completing a Faculty SEF which will inform an action plan;
- generating an action plan following review feedback.

Reviews of Teaching and Learning

A review of teaching and learning takes place by the SLT in order to gain a greater knowledge of standards. Reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with ESTYN criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Development Plan;
- identify key aspects of teaching for development by faculties/subjects and for the whole school;
- identify and support all staff;
- standardise monitoring procedures including lesson observations and work scrutiny;

