Les Voies

School

Teaching and Learning Policy	
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Signed by	Jeanne Dufour
Links to other policies: Behaviour and Attitudes Policy, Attendance Policy, Assessment Framework Policy, Curriculum Policy, Feedback Policy, Planning Policy	

Why do we have a Teaching and Learning Policy?

To ensure that all students have high quality teaching delivered across all phases and all subjects.
To outline a common framework from which staff are able to work, ensuring that their practice enables all students to achieve the highest standards of which they are capable.

What do we want the teaching and learning policy to do?

- To inform stakeholders what we mean by teaching and learning and what the expectations of the school are.
- To give us a shared understanding and language when we talk about teaching and learning.
- To ensure all staff understand the expectations in the classroom.
- To give teachers a framework from which to work.
- To convey the very high expectations that we hold in the school and to reflect the values in our work.
- To encapsulate the ethos of the school and define ‘our’ way of doing things
- To help staff enable all learners to achieve their potential in all areas of their education.
- To establish consistency and continuity in terms of delivery to ensure opportunities are available in all areas of school life.
- To support teaching staff to ensure that teaching reflects high quality inclusive practices

Teaching and Learning: The Key Principles

We believe that for all students to be able to achieve their highest potential we should have an in-depth knowledge and understanding of how to effectively deliver learning, and that this can be described under the following headings:

- The learning environment
    - Physical environment
    - Displays
    - Resources
- The emotional environment
    - Relationships
    - Routines
    - Responses
- Curriculum
    - SEMH
    - Academic
- Assessment, Recording and Reporting
- Attainment and Progress
- High Quality Inclusive Practices

Classroom routines

Staff are responsible for ensuring that the below routines are in place and followed consistently. This will allow students to be in the best place possible to engage with their learning.

- The environment should be well prepared and presented
- Seating plans should be known, visible and adhered to
- Students work should be visible and well presented
- Key words should be displayed and/or available for students to access
- All classes should be greeted at the door before entering the classroom to ensure that students are ready and to set the tone for the lesson.
- No personal devices including mobile phones and headphones should be visible under any circumstances during lessons
- School headphones should be used for learning only not listening to music
- Lessons should be driven through positive praise and raffle tickets. This should start at the earliest opportunity and should be visible
- The end of lessons should be drawn to a close with students tidying away any clutter before leaving sensibly, with an adult

Staff should follow the guidance set out in the Behaviour and Attitudes Policy unless a student has an individualised plan in their MEAP+

High Quality Inclusive Practices

Teaching practice should be underpinned by the Rosenshine Principles of Instruction (American Educator, 2012).

These are based on evidence from cognitive science, research into the classroom practices of 'master teachers' and into various cognitive supports such as scaffolding and reading aloud. They are designed to act as guiding principles for teaching, not a universal checklist or template for every lesson, and should be considered in both short and long term planning.

All teacher's will be working towards developing one of these principles within their personal development plan.

1. Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.
2. Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practise this material.
3. Ask a large number of questions and check the responses of all students: Questions help students practise new information and connect new material to their prior learning.
4. Provide models: Providing students with models and worked examples can help them learn to solve problems faster

5. Guide student practice: Successful teachers spend more time guiding students' practice of new material.
6. Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors.
7. Obtain a high success rate: It is important for students to achieve a high success rate during classroom instruction.
8. Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks
9. Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.
10. Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

Adaptive Teaching

Students learn at different rates and require different levels of support from teachers to succeed. It is important that staff are aware of these differing needs and can plan for targeted support to enable success.

Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is most likely to support pupil success.

Staff will work to provide opportunity for all pupils to experience success by:

- Using formative assessment techniques to identify students who need new content to be broken down
- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations
- Using scaffolding techniques to adapt lessons, removing this when necessary
- Balancing input of new content so that pupils master important concepts.
- Ensuring opportunities for retrieval of previous learning.

*Adaptive teaching practices align with The Rosenshine Principles of Instruction with some clear overlaps.

Curriculum, assessment, planning

Please see the following policies for further information.

- Assessment Framework Policy
- Curriculum Policy
- Planning Policy

How do we ensure this policy is implemented and monitored?

Every teacher is allocated a coach to support the development of teaching and learning.

- Quality Assurance Cycle:
    - Department Drop Ins
    - Teaching and Learning Drop Ins
    - Elaborative interrogations
    - Termly progress meetings (SLT)
    - Annual subject/phase audit and development plans
    - Performance Management
    - Planning scrutiny
    - Curriculum and Assessment scrutiny
    - Scrutinising SLEUTH data
    - Biennial review of the policy
    - Student outcomes

Definitions

- **Achievement** – any positive growth/accomplishment/development/ improvement/step that is recognised which may or may not be sustained
- **Assessment As Learning** - Students can self judge about how well they are doing. This involves the student taking responsibility for their own learning and being able to self review, reflect and improve upon their areas of weakness.
- **Assessment For Learning -** This happens during the learning process and is about informing learners of their progress. At its core it is to check understanding and this can be targeted to specific learners. Adaptations are then made during learning and in planning. This could include adaptations based on SEMH needs.
- **Assessment Of Learning** - This focuses on outcome as a result of a period of learning and looks at evidence to demonstrate a student's learning. These should be planned in advance and are judged against specific criteria.
- **Curriculum** – all or any learning that takes place in the school context and wider community explicit or otherwise.
- **Progress** – sustained growth/accomplishment/development/step.
- **SEMH (Social, Emotional and Mental Health)** difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.
- **Learning** – the acquisition of knowledge/understanding or skills through study, experience, or being taught. **It is important to note learning**

encompasses all aspects of a student's development both academic and SEMH.

- **Teaching** – teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.
- **Intervention** – a planned response that is designed to address any gaps in a student's progress or attainment. Once a need has been identified, effective interventions can then be used to overcome any barriers in the student's learning.

Who are the stakeholders?

- Students
- Parents/Carers
- Staff
- The Committee for Education Sport and Culture (ESC)
- SLT
- Wider public
- Other agencies e.g. HSC, Convenor, CAMHS, EPS, SAS etc