



Teaching and Learning Policy

We are committed to creating and sustaining an inclusive learning culture for our learning community. We consistently work towards excellence in Teaching and Learning. We have high expectations in both teaching and learning to give all students the opportunity to fulfil their full potential.

Our Aims are:

1. To empower all learners, students and staff, to achieve their potential.
2. To ensure that our curriculum is broad, balanced and accessible and provides progression for all students.
3. To develop a learning culture in all areas of the school.
4. To ensure that all staff become reflective practitioners.
5. To create an ethos and structure for sharing good practice to enable the school to progress towards excellence.
6. To develop students as independent learners to enhance the quality of teaching and learning.
7. To use ICT to enhance the quality of teaching and learning.

How we will achieve our aims:

1. To empower all learners to achieve their potential:
 - An accessible and effective CPD programme;
 - a coherent 'Assessment for Learning' Policy;
 - promote self-assessment and critical self-review;
 - use ICT as a tool for effective learning.

To ensure that our curriculum is broad, balanced and accessible and provides progression for all students:

- Teaching and Learning group to develop good practice and spread this across the school;
- Continued review of the curriculum to ensure it is accessible;
- Option choices pre- and post-16

To develop a learning culture in all areas of the school:

- training days and sessions for Teaching Staff
- peer observation and coaching programme for all Teaching Staff;
- development of 'Learning to Learn' ;
- senior staff give Teaching & Learning their highest priority;
- develop role of subject and year leaders in terms of teaching and learning;
- Department meetings all include sharing good practice

To ensure that all staff become reflective practitioners:

- a support and development programme for teachers in their early years;
- a 'research/action' culture where learners are empowered to trial and evaluate new ways of teaching and learning;
- peer observation programme;
- Teaching & Learning as a standard agenda item for all team meetings;
- promote a coaching programme.

To create an ethos and structure for sharing good practice to enable the school to progress towards excellence:

- department reviews and learning walks
- performance management cycle;
- involve parents in their children's' learning via Review Days,

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- Newsletters and regular grade updates;
- work collaboratively with partners.

To use ICT to improve teaching and learning

- To use ICT to inject more creativity in our teaching and learning
- To use ICT to enhance teaching
- To use ICT to maximise student learning
- To work in cross curricular ways to enhance teaching and learning
- Use the Specialist Schools and Academies Trust to seek best practice internationally to enhance our Teaching and Learning

Monitoring and evaluation

departmental reviews and Learning walks;
line management of departments by senior staff;
questionnaires and discussion with staff and students;
to undertake a rigorous cycle of departmental review
ensure that improving Teaching & Learning is at the heart of all review and planning.

Appendix

To enable the above we have identified what we believe constitutes effective Teaching and Learning and have identified what we mean by high expectations.

The Characteristics of Effective Teaching

Teachers enhance their general effectiveness when their teaching is purposeful, efficient, clear, structured and adaptive
Appropriately high expectations are of paramount importance
Good teaching involves more than just exposition and arranging activities; the nature of the interaction should be carefully designed, with differentiation matched closely to learners' actual abilities and needs
An effective teaching atmosphere encourages learners to value and draw on their own experience
Good lessons are carefully planned and involve students participation as often as possible
Effective teaching and learning regularly features a suitable balance between class, group and individual work
Effective teaching is complemented by fair discipline, positive reinforcement and explicit formative feedback

Effective teachers:

set high expectations;
are good at planning and set clear objectives for each lesson;
employ a variety of methods and strategies throughout the lesson;
have clear strategies for student management;
manage time and resources wisely;
set individual targets with students and work with them to improve;
employ a wide range of assessment techniques; and
link homework to work done in the lesson and set it and mark it regularly

The Characteristics of Effective Learning

Learning is effective when it:

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occurs in an orderly, stimulating, attractive, safe and supportive environment;
allows them to see the purpose of what is to be learned;
deepens their knowledge and develops new cognitive skills;
makes clear connections with other subject areas and other learning activities;
encourages listening to the ideas and views of others;
provides opportunities to apply any new knowledge and skills;
stimulates the application of initiative and imagination through solving real-life problems;
sets time aside for reflection and the establishment of further lines of enquiry; and
develops self-esteem and independence

High Expectations

High expectations are demonstrated when:

teachers begin from a stance that students 'can do' rather than the opposite;
attention is given to establishing a school culture which 'demands', for example, a determination to secure and sustain orderly and appropriate behaviour;
teachers know students' best standards and look for them;
every effort is made to reflect high standards in the learning environment and in the use of learning resources;
tasks are set at a variety of levels
the promotion of students' self-esteem is seen to be as important as their academic attainment;
the development of thinking skills is evident in the classroom;
time is set aside in lessons to allow pupils to think through issues and prepare responses;
teachers balance praise with constructive criticism; and teachers use effective questioning techniques.

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