

# TEACHING AND LEARNING

March 2017

## **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; and
- 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 practice 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, 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 incorporate the school's Literacy, Numeracy and ICT Policies;
- Which meet external requirements;
- 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 kinesthetic;
- 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;
- Use others to deliver the lessons (e.g. other pupils, learning assistants and care workers).

## **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 to ensure pupils are working at their full potential and set targets to achieve this; and

**Teachers should:**

- Be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, gifted and talented;
- Consult with SENCO about the needs of individual pupils when appropriate;
- Work with Teaching Assistants and other adults to ensure pupils are best supported in their learning; and
- Use IEPs as working documents.

## **e) Continuous Professional Development (CPD)**

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- Discuss teaching and learning at Curriculum Meetings in order to share good practice; and
- Plan their own CPD programme in conjunction with their Team Leader and Department Head as a result of the Performance Management process.

## **Learning**

Pupils should:

- 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;

- Take responsibility for improving their own learning; and
- 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 educational initiatives;
- 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.

### **School Leadership Team**

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through staff reviews and classroom observations of teaching and learning.

### **Responsibilities**

- The Head of Education is responsible for monitoring the performance of members of the School Leadership Team.

## **Reviews of Teaching and Learning**

A comprehensive review of teaching and learning takes place annually in order to gain a snap shot of standards. On-going 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 OFSTED criteria and set targets for improvement;
- Track progress on teaching and learning issues identified in the School Improvement Plan;
- Identify key aspects of teaching for development by departments and for the whole school;
- Support teachers; and
- Standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.

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