

Longdean School



Teaching and Learning Policy

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Teaching and Learning Policy

Policy Statement

This policy is intended to be a working document and point of reference. It details our expectations of teaching and learning at three levels. This policy should be read in conjunction with the School's Assessment for Learning and Homework Policy. We recognize that colleagues will be working at different levels, but it is intended that we should all strive to develop our skills.

The levels are:

Fundamental Practice - we expect all teachers to demonstrate this practice.

Normal Practice - we expect most teachers to have these features in place.

Cutting Edge Practice - we expect that some teachers will be developing these skills; they represent the school's vision for teaching and learning in the future.

Aims

As a staff we believe that all children should:

- Develop "lively, enquiring and open minds".
- Be given the confidence and encouragement to learn independently.
- Learn through developing Emotional Intelligence.
- Be provided with a purposeful atmosphere to encourage learning - stimulating environment?
- Find learning challenging and enjoyable.
- Learn through a variety of experiences.
- Learn in a safe and orderly environment.
- Have an equal opportunity to work towards achieving their potential.
- Benefit from their entitlement to a curriculum which is broad, balanced, coherent, relevant and differentiated and which gives the opportunity for progression.
- Develop the Literacy and Numeracy skills to enable them to access the curriculum.
- Learn to be tolerant citizens.

- Be prepared to meet the challenges of a changing world.

Classroom Management

Fundamental Practice

1. The school mission statement should be displayed prominently in every classroom and it will be the expectation of every pupil that they:
 - Listen and work quietly when asked to.
 - Let other people get on with their work.
 - Stay on their seat unless given permission to leave it.
 - Speak with respect to everybody in the school.
 - Keep the classroom tidy and look after equipment.
2. It is the responsibility of teachers to ensure pupils start and finish the lesson in a quiet, orderly manner. This might mean lining up until told to enter the classroom or standing quietly behind chairs until told to be seated.
3. Whenever possible, teachers should welcome pupils to their classroom.
4. Teachers should have a seating plan for each class.
5. All pupils should be purposefully engaged immediately on entering the classroom. (All DOL's have a 'Starter Activities' pack).
6. Teachers should move around the classroom making eye contact and referring to pupils by first name. Move around the classroom speaking quietly or gesturing to individuals. Ask both open and closed questions of boys and girls equally. Discipline is about correction and restatement of desired behaviour.
7. Disciplinary issues should be addressed through the Rewards and Behaviour policy. Shouting should be a last resort!
8. Teachers should show that they have high expectations of the work and behaviour of pupils. Instructions including those relating to working conditions (i.e. whether pupils can discuss the work) should always be clear. Verbal praise and encouragement should be given whenever applicable, through the use of stamps and commendations.
9. Except where 'discovery learning' is planned, share learning objectives with pupils.
10. Use a variety of teaching methods over time: as a minimum build visual, auditory and kinaesthetic approaches into most lessons.
11. Be willing to adjust your teaching to suit the pace and depth of pupils' understanding.
12. For every task you set, ask yourself "what will pupils learn by doing this?"
13. If you have a teaching assistant welcome them to the lesson publicly.
14. Have evidence that your lessons are well prepared.

Normal Practice

- Keep adjusting your methods to bring them in line with recent research into the learning process; for example make use of learning styles research (such as

Gardner's Multiple Intelligence Theory or Gregorc's Mind Styles Model) to guide your planning and delivery of varied learning strategies.

- Challenge yourself to make learning personally appropriate for pupils, which means offering them different types of tasks, resources or support so they are all, individually, likely to succeed. Have evidence available showing awareness of pupil targets and any specific learning needs.
- See yourself first and foremost as someone who manages the learning process - use a wide range of resources to deliver the content: videos; on-line resources; CD ROMs; books; other pupils; posters; information sheets; pupils' 'toolkits'

Role of the Teacher

Fundamental Practice

1. Teachers should plan lessons appropriate to the age and ability of the pupils.
2. Teachers should meet in their departmental teams during CPD slots to share ideas and good practice and to evaluate teaching strategies and learning outcomes. Schemes of work should be upgraded to meet the latest OFSTED criteria.
3. Homework should be written on the board and should be set in line with school and departmental policies. It must be recorded by pupils, in their planners.
4. Teachers should communicate with parents using pupil planners or by letter or phone to share clear pupil targets with both pupils and parents and, where necessary, to remind parents of equipment that is needed. Teachers should also use planners to praise individuals.
5. Teachers should make consistent use of the school's reward and sanctions procedures.
6. Teachers should be aware of the Special Educational needs of pupils they are teaching and liaise with the SEN department in making the appropriate provision. They should share planning with TAs.
7. Teachers share a responsibility for the development of Key Skills (Literacy, Numeracy and ICT). They should also try to point out links with other subjects whenever possible.
8. The marking and recording of pupils work must be in accordance with the school Assessment Policy.
9. Explain to pupils that lessons are interconnected; refer them back to what's gone before and forward to what's coming next.
10. Communicate high expectations and insist on high standards of behaviour.
11. Differentiate.

Normal Practice

- Make thinking skills a priority; recognize that they are promoted through your personal technique (your questioning skills for example) as well as your clever design of pupils' tasks.

- Value pupils' mistakes as they can lead to valuable learning moments; therefore, encourage pupils to 'have a go' even when there is no guarantee.
- Give instant feedback as far as is humanly possible.
- Ask pupils to ask questions.

Learning

Fundamental Practice

1. Learning outcomes, within a lesson and over a sequence of lessons, should be clear and known to pupils and they should take account of Schemes of Work, attainment targets and the ability profile of the group.
2. Teachers should ensure that both classwork and homework is valid and differentiated. There should be varied opportunities for extended and independent work.
3. Teachers should ensure that the classroom encourages and promotes learning. This could be through up to date displays of pupil work and other visuals material relating to key concepts. The classroom should be kept tidy.
4. Teachers should be aware of the different ways in which children learn and should use teaching strategies that utilize the full range of learning styles. They should guide pupils to explore a variety of learning styles.
5. Learners should be explicitly aware of levels of understanding and response.
6. Learning needs to include some deep learning activities (see John West-Burnham's table of learning), which lead to understanding rather than just short-term memorization.
7. Take account of pupils' concentration spans (as a rough guide, the number of minutes for which a pupil can concentrate is their chronological age plus two), which means changing activities two or three times in an ordinary lesson. Pace and variety are crucial to a lesson's success.
8. Do not talk too much.
9. Check pupils' understanding at the end of the lesson so you can plan effectively for next time.
10. Check that you are assessing pupils' learning in line with school policy.
11. Use ICT to enhance learning?

Normal Practice

- Discuss learning with pupils to the extent that each of them is able to explain why they are doing a particular task, and has a clear idea of what they need to do in future to improve their personal performance.

Cutting Edge Practice

- Give students choices - let them select from a number of options the best way to tackle their learning; show them how to make wise decisions based on their awareness of themselves as learners.

- Beyond giving them fixed choices, show students how to devise personal learning plans from scratch and carry them out independently.
- Plan teaching to develop students' creativity. Value creativity in the assessment of students' work.