



TEACHING & LEARNING POLICY

Definitions

Learning is the core activity of our school and our teaching is the means by which we will enable pupils to become lifelong learners.

Learning is the process through which each individual is able to acquire knowledge, deepen understanding and so take responsibility for their own academic & personal development.

Learning involves making personal sense of information & experiences by making connections between what we already know & new inputs. Learning is therefore an active process, done by pupils, not to them.

Core Principles

Aim 1

We will provide every learner with opportunities to succeed through setting high expectations.

We will do this:

- By offering a curriculum appropriate to each student's abilities;
- Through the effective use of differentiation strategies & pupil groupings;
- By setting achievable but challenging targets for pupils;
- By teachers providing a fair and disciplined learning environment;
- By engaging parents & carers in the learning of their children.

Aim 2

We will build upon what learners already know by structuring & pacing teaching so that students understand what is to be learnt, how and why.

We will do this:

- Through the proactive use of prior attainment data by every classroom teacher;
- By identifying clear and attainable learning objectives for each lesson;
- Through the effective use of a range of support staff to support pupils & teachers both inside & outside the classroom;
- By teachers delivering lessons at a lively, challenging pace & demonstrating full consideration for individual needs.

Aim 3

We will make the curriculum & the learning of subjects vivid & relevant.

We will do this:

- Through the appropriate use of ICT & e-learning by all departments;



- By referring to the world of work, higher education and students' lives after school;
- By encouraging students to take advantage of opportunities for learning out of school hours.

Aim 4

We will make learning an enjoyable & challenging experience.

We will do this:

- By matching teaching and learning techniques and strategies to a range of learning styles & needs;
- By providing a programme of continuing professional development for teachers with a focus on developing the teachers' knowledge of effective learning techniques;
- Through providing coaching opportunities for teachers to practise new & existing skills in the classroom;
- By seeking &, when appropriate, acting on pupil feedback on what they believe constitutes effective learning & teaching;
- By teachers & support staff providing a welcoming & stimulating classroom environment in which respect, courtesy & kindness are fostered.

Aim 5

We will develop learning skills and personal qualities across the curriculum.

We will do this:

- By providing structures & systematic opportunities to teach pupils how to learn;
- By enabling pupils to recognise their own preferred learning styles and how they can manage those styles to become effective lifelong learners;
- By using group work to stimulate interpersonal skills, with each pupil encouraged to work with a wide variety of others;
- By using individual work to develop reflection & personal responsibility.

Aim 6

We will use assessment for learning to make individuals partners in their learning.

We will do this:

- By teachers planning an effective balance of opportunities for both assessment for learning and assessment of learning;
- By both teachers & pupils using assessment data to set & achieve future learning goals;
- By teachers maintaining up-to-date and informative records which enable them to use assessment data to inform planning;
- By teachers recognising, valuing & celebrating pupils' successes & achievements.



Implications for teachers

In order to put this policy into practice, teachers must be supported in becoming teachers of learning.

We will do this:

- By ensuring that the focus of our continuing professional development will be in learning & teaching;
- By providing opportunities for peer lesson observations;
- By encouraging all teachers to recognise themselves as leaders of learning;
- By creating opportunities for teachers to lead continuing professional development sessions on learning & teaching and to learn in a collaborative environment;
- By promoting collaborative efforts with teachers in other departments and, where appropriate, other schools;
- By providing opportunities for strategies to be disseminated.

Monitoring & evaluating the policy

The formal monitoring & observation of lessons for school self-evaluation & performance management will provide an opportunity for evaluating the implementation of this policy. However, as a school we recognise the importance of peer observation & coaching in providing opportunities for teachers to develop effective learning in their classrooms and to meet any targets set through the formal process. All teachers should therefore have the opportunity to experience both formal & informal monitoring & evaluation.