



Learning and Teaching Policy

“Learning is driven by what goes on in the classroom”

Status: Additional

Purpose:

To provide a consistent approach to Learning and Teaching at The Bankfield School which will enable our students to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic well-being. Children learn best when they are happy and have a sense of self-worth. The policy will reflect the importance placed by the school on Learning, Teaching and Achievement. A commitment to high quality Teaching and Learning underpins every aspect of our work.

Aims to:

- ‘Bring out the best’ by meeting the individual needs of each child. We aim to provide a positive, nurturing environment so that our students may grow into contented, confident adults who reach their full potential in whatever field that might be
- Develop students spiritual, moral, social and cultural well being
- Ensure that we meet the needs of all students by establishing an effective and consistent approach to Learning and Teaching
- Provide support and guidance to staff on up to date, effective Learning and Teaching strategies
- Make lessons purposeful, interesting and stimulating with appropriate challenge for all
- Personalise learning by matching learning opportunities to all abilities and learning styles
- Evaluate students’ progress through the use of formative and summative assessment to inform future teaching and learning plans
- Encourage our students to develop self reliance in relation to learning and take responsibility for their own learning by becoming independent thinkers
- Enable students to reflect on and improve on their learning, thereby raising achievement and attainment
- Encourage collaborative learning to promote self esteem and high standards
- Promote consistent standards for learning
- Work together as part of our learning community
- Where appropriate, create further opportunities for learning outside the classroom to enrich learning experiences and motivation
- Ensure that the quality of teaching in the school promotes consistently thoughtful behaviour and contributes to the success of all students
- Ensure that all students understand the attitudes and social and emotional skills they require to learn and are able to routinely reflect upon these to identify ways to improve their approaches to learning

Links to other policies:

- Marking and Assessment
- Behaviour for Learning
- Curriculum
- SEN/Inclusion
- Behaviour for Learning
- Assessment, Recording and Reporting
- SMSC

Implementation: See attached procedure (appendix)

Responsibilities:

Subject Teachers will:

- Plan and teach lessons using agreed frameworks – 4 part lesson
- Develop a positive working relationship with our students
- Make explicit to students what they need to do to be successful in their Learning
- Incorporate a range of Assessment for Learning techniques into lessons
- Incorporate PLTS/SEAL into lessons in accordance with current National Curriculum requirements
- Mark consistently in line with the whole school marking and assessment policy

- Give regular written and/or verbal feedback to students about their progress
- Involve Learning Support Assistants in the planning and delivery of lessons
- Use appropriate differentiated resources, tasks and teaching and learning strategies to promote engagement and active learning
- Create a stimulating and challenging climate for learning
- Recognise and reward achievement
- To foster independent learning and enquiry, set homework regularly in accordance with the school's homework timetable
- Keep up to date with the latest developments with practice and pedagogy in their subject area

Subject Leaders will:

- Ensure that schemes of work are in place, updated regularly and are in line with current national curriculum and pedagogical developments
- Ensure assessment tasks are appropriate, rigorous and sufficiently challenging
- Provide students with appropriate, enrichment learning opportunities
- Be the lead professional in their curriculum area, promoting and disseminating best practice
- Recognise achievement and challenge underachievement, through appropriate intervention

Members of the Teaching and Learning Group will:

Be the lead professional in their department, ensuring colleagues are up to date with current and new initiatives

Meet every half term to review the progress of Teaching and Learning in their subject area

Monitoring and Evaluation:

Subject Leaders will:

- Observe each colleague within their subject area according to the school's self evaluation and performance management schedule
- Support and monitor the quality of planning, teaching and learning in their curriculum area
- Monitor student output through work scrutiny
- Involve students in the evaluation of teaching and learning e.g. through questionnaires and interviews

The Senior Leadership Team will:

- Observe all colleagues according to the school's self evaluation and performance management schedule
- Write an annual report for the Governors' Curriculum and Evaluation Committee on the quality of teaching and learning in each department
- Meet regularly with Subject Leaders to monitor and support pedagogy and students' progress towards their targets
- Monitor student progress and output through work sampling and interviews
- Maintain a high profile in classrooms and around the school in support of Learning

Policy written by: Kathryn Evans, Assistant Head – Teaching & Learning

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