



Teaching and Learning Policy

Purpose

The school seeks to establish a clear, effective, working policy on Teaching and Learning that, when followed, will ensure that all students receive lessons that are good or outstanding according to the latest requirements of the Ofsted Inspectorate.

Additional Authority

The policy is in line with:

- Teacher standards 2012
- Ofsted guidance

Scope

This policy applies to all teaching staff, subject leaders, senior leadership and other staff that support teaching and learning at this school.

Responsible Party

Classroom teachers are responsible for the academic progress of students in their classes. This is achieved by:

- Excellent subject knowledge and understanding of relevant educational initiatives;
- Accurate self-evaluation of their own teaching, and an on-going commitment to their professional development;
- Monitoring pupil progress to ensure they achieve well against prior achievement and internal / external targets;
- A commitment to the aspirations and vision of the school.

Form tutors are responsible for supporting and monitoring both the progression and wellbeing of students within their groups. This is achieved by:

- Encouraging and supporting students to evaluate and take responsibility for their learning;
- Regularly monitoring behaviour, attendance, homework and rewards.

Subject leaders are responsible for the teaching within their subject areas, evaluating its quality and students' progress in line with expectations. This is achieved by:

- Evaluating the teaching of their subject, the planning of lessons and the accuracy of assessment to ensure curriculum coverage, continuity and progression for all students;

- Sharing outstanding practice and leading improvement;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Analysing and interpreting data on students' performance to ensure continuous improvement;
- Monitoring students' work through regular work scrutiny;
- Line managing their team effectively, observing regularly and giving clear and constructive feedback as part of the school's Performance Appraisal Policy;
- Creating and evaluating their department's teaching and learning targets, in line with the School Development Plan.

The Senior Leadership Team and Governors set school priorities and targets for improvement and tracks the progress of these. Monitoring and evaluation takes place through department reviews, observations of teaching and learning and work scrutiny in line with the School Development Plan.

Policy Statement

At Park Lane Learning Trust we believe students are learning best when:

- Teaching and Learning activities enthuse, engage and motivate students to learn and foster their curiosity and enthusiasm for learning.
- Learning activities are well planned, ensuring progress in the short, medium and long term.
- Assessment informs teaching so that there is provision for support, reinforcement and extension of learning for each child, at every level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and students feel safe.
- There are strong links between home and school, the importance of parental involvement in their child's learning is recognised, valued and developed.

To ensure this we agree that the following are the core essentials for good / outstanding teaching and learning:

- **Routines**
 - Staff welcome classes at the door, a seating plan places students appropriately, resources are already organised and behaviour management creates a safe and positive environment.
- **Starter or Entrance Activity**
 - Students are settled into a purposeful learning environment through a meaningful activity.
- **Big Picture: What are we learning today?**
 - The lesson is put into context and students are clear about why the lesson is important and how it fits with prior learning.

- **Learning objectives and outcomes**
 - Displayed: once introduced, are referred to throughout the lesson so that students refer to them in their learning. Outcomes should be differentiated so that there is provision for support, repetition and extension of learning for each child, at every level of attainment.
- **Active Learning**
 - Students participate in a range of high impact activities, finding things out for themselves.
- **Application of Learning**
 - Students should then apply what they have learnt in the lesson. Students are challenged and stretched as well as supported.
- **Personalisation**
 - Individuals and groups of students should be identified and planned for so that every student is challenged, stretched and supported.
- **Assessment**
 - Measures students' progress against the learning objectives and outcomes. This includes their starting points, their overall progress at the end of the lesson and should signpost what students need to do to improve.
- **Literacy & Spiritual, Moral, Social & Cultural (SMSC) Aspects**
 - Where possible, activities should encourage the development of oracy, literacy and SMSC skills.

In addition to these core essentials are procedures we expect staff to follow:

1. Students are expected to follow the Code of Conduct, which can be found on each classroom wall.
2. The Teacher arrives at the lesson before the students in order to welcome them.
3. Students line up outside their classroom and enter in an orderly fashion.
4. The teacher designates the students' seating arrangements.
5. An attendance register to be taken near the start of the lesson.
6. Create conditions likely to generate Positive Behaviour (high expectations; use of praise + reward).
7. Use school behaviour system to deal with inappropriate conduct.
8. Teachers are responsible for an orderly and safe exit from the classroom.

Homework should be set during the lesson, with clear written instructions written in the student planner. Please refer to the school's Home Learning Policy.

Underpinning these are high expectations and thorough planning informed by regular marking and assessment. Please refer to the school's Marking Policy.

Teaching and Learning is what the school is all about. The discharge of the above policy is our overriding priority. This policy will be reviewed regularly to ensure its continued effectiveness.

Monitoring and Review

1. Through the school's Monitoring and evaluation schedule we will:
 - 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;
 - identify and support weaker teachers; and
 - standardise monitoring procedures including lesson observations through paired observations and Department/Year Reviews.

2. Heads of Department & SLT Link Meetings will:
 - monitor the effectiveness of leadership and management of their curriculum area; analysing performance data and setting targets for improvement;
 - give support and arranging training for development;
 - ensure quality of standards and verifying judgements of middle leaders; and ensuring the quality of teaching and learning.

This Policy should be reviewed every 3 years.

Links to other documents

- Teaching & Learning Handbook
- Home Learning Policy
- Marking Policy