

TEACHING AND LEARNING POLICY

Responsible: Deputy Head (Academic)

Date: September 2023

BACKGROUND

This policy is written with reference to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Students Act 2011
- Standards and Framework Act 1998
- Every Child Matters Outcomes Framework
- Prevent Duty Guidance (March 2016)

We strive to make learning a rewarding and enjoyable experience for all our pupils and students. We acknowledge that all are more likely to learn when they are motivated, feel valued and see the relevance of what is being taught. People learn best in an environment where achievement is celebrated but where error and mistakes are welcomed as a formative stage in the learning process.

At Clayesmore we take seriously recent work in cognitive psychology about how people learn. In particular we believe that:

- learning is, essentially, invisible
- that testing aids learning
- that performance is not always a good indication of learning

We adopt a questioning approach to prevailing assumptions about teaching and learning and believe it is the professional responsibility of each teacher, suitably mentored by experienced colleagues, to decide how best to teach their classes.

Effective teaching

Whilst we may question many assumptions about what constitutes effective teaching we believe that in order to give our pupils and students the best possible chance of learning all teachers should:

- seek to inspire and enthuse pupils in the lessons they teach
- enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- utilise effectively classroom resources of a good quality, quantity and range
- ensure they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010 and do not discriminate against pupils contrary to Part 6 of the Equality Act 2010
- seek to develop a repertoire of teaching techniques and use a variety within their lessons, from exposition to explanation, practical activities and investigations, discussion and problem solving; individual, group and whole class teaching, and e-learning
- liaise regularly with teachers in the Teaching and Learning Centre
- use a variety of questioning techniques and give the pupils sufficient 'thinking time'
- give pupils regular feedback: positive, specific, constructive
- give pupils the opportunity to check their progress against success criteria
- create opportunities for self and peer assessment

- ensure pupils know how they are doing and how to improve in order to achieve the 'top grade' in their range (see Assessment Policy)

All teachers should believe that every pupil can improve. High aspirations are shared by all staff and all pupils. Pupils are inspired to succeed and aim high.

We believe good quality learning is reflected in the outcomes of the education experienced by the pupils and this is evident in their responses, attainment and progress.

While we may question many assumptions about how children learn, we believe that they have the best chance of being successful learners when they are:

- enthusiastic, attentive, responsive and on task
- aware of classroom and school rules and abide by them
- talking confidently and asking appropriate questions
- confident in asking for help and support
- aware of their achievements and what they need to do in order to improve
- producing good quality work
- knowledgeable about their learning
- independent learners and stay on task
- confident in helping others to learn

We are committed to providing challenge for all young people in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils and students will achieve this if we allow them to learn in a variety of ways, with differentiated activities, and learning at different rates.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop young people who are resilient and excited learners who understand the need for challenge in order to make progress. We seek to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. We seek to ensure that

- space is used effectively;
- display reflects current learning and is changed regularly
- the environment offers challenge and opportunity for further learning
- the needs of the children are catered for
- resources are well maintained;
- students are encouraged to be creative independent learners and thinkers

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupils' behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what

to do when they are identified. All staff have undergone PREVENT training.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child and actively encourage our students to form and to express their views.

AIMS of this POLICY

- To maximize children's learning potential
- To promote high quality, effective teaching
- To achieve high quality learning
- To develop an effective learning environment
- To recognise and celebrate achievement, attainment and effort
- To foster creativity, enthusiasm, enjoyment, motivation, independence and cooperation
- To stimulate a desire for lifelong learning
- To protect children from the risk of radicalisation and extremism
- To ensure compliance with all relevant legislation connected to this policy

Responsibility for the Policy and Procedure

The Head is responsible for this policy, though responsibility for its implementation is delegated to the Deputy Head Academic.

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school
- ensure all teaching and support staff are line managed
- arrange professional development meetings throughout the year
- monitor teaching and learning across the school by:
 - lesson observations
 - questioning pupils
 - scrutiny of planning
 - scrutiny of pupil work
 - scrutiny of marking
 - professional development meetings
 - consulting parents
 - ensuring pupils targets are challenging enough for all pupils
 - analysing pupil targets to see if they have been met
 - analysing and comparison of pupil performance data with standardised and national data

Role of Heads of Department

Heads of Department will:

- comply with all aspects of this policy
- undertake appropriate training;

- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.
- ensure there are schemes of work for every subject, in all departments.
- ensure that the schemes of work show continuity and progression of learning and are regularly reviewed
- ensure that all lessons are part of a departmental scheme of work.
- ensure that in lessons there are high expectations and appropriate challenges for pupils of different abilities

Role of Pupils

We seek to ensure pupils will:

- learn to take pride in their work
- produce work of a high standard
- ask for further help if they do not understand
- participate fully in all lessons
- participate in discussions concerning progress and attainment
- treat others, their work and equipment with respect
- support the school to ensure the smooth running of the school
- talk to others without shouting and will use language which is neither abusive nor offensive
- submit work, when requested, completed and on time
- wear correct uniform
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- be encouraged to support their children
- be aware of their child's assessment ranges
- be encouraged to take an active role in the life of the school by:
 - attending parents evenings
 - encouraging effort and achievement
 - Encouraging, where possible, completion of work
 - providing the right conditions for prep and exam preparation to take place (applies particularly to parent of day pupils);

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as parent-teacher consultations and periodic mailings.
- The availability of senior staff on email and for meetings at parents convenience
- school events
- meetings with staff
- communications with home such as weekly newsletters and of end of half term newsletters
- report such as annual report to parents and the Head's reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - All aspects of this policy
 - The principles of good teaching
 - Delivering a good sequence of lessons
 - What constitutes good learning
 - Classroom learning environment
 - Planning
 - Differentiation
 - Marking
 - Lesson observations
 - Prep
 - Analysing data
 - Equal opportunities
 - Inclusion

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been subject to an initial equality impact assessment and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

Assessment, Curriculum, Special Educational Needs, EAL, SMSC