

School Policy on Teaching and Learning

Name of school: The Grange School

Date of Policy: 17th June 2010

**Member(s) of staff
Responsible:** Ms K Samson

Review Date: June 2012

Vision Statement

Pupils of all abilities at the Grange School will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles. School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning. It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement

Aims

- to provide a safe, stimulating learning environment for all pupils and teachers;
- to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- to set high expectations for all pupils in order to raise their aspirations; and
- to raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

In order that learning takes place teachers should plan lessons:

- which allow pupils to progress in their learning;
- where the objectives are stated clearly;
- which use a clear three part structure, namely starter, development of learning objective, plenary, when appropriate;
- which use plenaries to summarise learning, and help pupils to understand how to improve;
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method;
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;
- which provide pace and challenge for all pupils;
- which use effective questioning to direct and challenge pupils;
- which meet external requirements;
- which are informed, when appropriate, by liaison with feeder primary schools; and
- which are enjoyable and interesting.

Teaching styles

Teachers should use teaching strategies which:

- allow pupils to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience;
- use others to deliver the lessons (e.g. other pupils, outside agencies/speakers).

c) Assessment, Recording and Reporting

Teachers should:

- assess pupils' work regularly;
- use analysis of assessments to inform their teaching and support pupils' progress;
- use data to ensure pupils are working at their full potential and set targets to achieve this; and
- inform parents and appropriate staff within school of pupils' progress or underachievement.

d) Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils, e.g. literacy, dyslexia, gifted and talented;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning; and
- use IEPs as working documents.

e) Continuous Professional Development

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at Heads of Department Meetings in order to share good practice; and

- plan their own CPD programme in conjunction with their link member of SLT and/or Department Head as a result of the Performance Management process.

Learning

Pupils should:

- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- take responsibility for improving their own learning; and
- ask for help if required.

Monitoring and Evaluation of the Quality of Teaching and Learning

A rigorous review of teaching and learning takes place within a two year cycle of school based review. These reviews focus on specific issues or to support where the need for development has been identified (see School Based Review information).

Signed...I Walshaw..... on behalf of the Governing Body

Date... 17.6.10.....

Signed...J M Thomas..... on behalf of the School

Date... 18.6.10.....