

# Slaithwaite CE J & I School



# Teaching and Learning Policy

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## **Policy for Teaching and Learning**

### **Aims of the Policy:**

- To ensure that this school through its teaching and learning provides all pupils with opportunities to achieve positive outcomes for all our children
- To seek to ensure that all pupils attain their full potential as learners.
- To clearly state the expectations of the school with regard to teaching and learning.
- To provide guidance to teachers and others relating to professional development needs to support teaching and learning.
- To provide a framework against which proficiency can be evidenced.
- To provide a basis for the development of programmes of monitoring and evaluation of the effectiveness of teaching and learning within the school.
- To identify the teaching and learning criteria against which advancement along the Upper Pay Scale might be determined.

### **Monitoring**

The framework for the monitoring of teaching and learning will be devised by the Leadership team each year and implemented incorporating, classroom observation (at least 3 times a year), a programme of review of pupil's work and clear links made to the School Improvement Plan and Performance management objectives.

### **Teaching and Learning - Creating a Learning Environment**

#### **Teachers Should:**

- Seek to ensure the provision of a safe learning environment conducive to effective teaching and learning.

- Develop a learning environment that seeks to engage the attention of pupils in a range of learning opportunities.
- Recognise pupil achievement.
- Seek to broaden the children's awareness of spiritual, moral, social and cultural issues.
- Seek to promote the ethos of a Church School.

### **Planning and setting expectations**

#### **Teachers should:**

- Clearly identify learning objectives appropriately differentiated to match the needs of pupils.
- Provide regular feedback to pupils in an appropriate form that aids pupil understanding and learning.
- Seek to promote pupil's confidence as learners through appropriate challenge and recognition of achievement.
- Provision of regular opportunities for teacher and taught to reflect on the effectiveness of learning.
- Through regular review, seek to ensure that the learning opportunities offered recognise different styles of learning.
- Seek to provide opportunities for pupils to engage in practical work, problem solve, develop creativity and practice language skills whilst reinforcing the development of basic skills.
- Ensure that any homework is relevant and appropriate and in line with the schools Homework Policy.
- Ensure that appropriate records are maintained of assessment outcomes and that these are used to inform future planning.

## **Pupil Management and Behaviour**

### **Teachers Should:**

- Seek to ensure that provision is inclusive where this is possible and that appropriate provision for all pupils is ensured.
- Ensure adequate supervision of pupils within their care and maintain a positive learning environment within the class.
- Seek to model and promote positive learning attitudes and respect for the beliefs and opinions of others.
- Promote positive behaviour policies within school.

## **Teaching methods and the management of resources**

### **Teachers Should:**

- Seek to ensure that pupils develop a respect for the safety and property of others.
- Encourage the development of pupils ability to manage their own learning resources.
- Seek to present a range of learning opportunities reflecting an awareness of the different learning requirements of the pupils.
- Seek to manage the key resources including time and adult support as effectively as possible.
- Identify opportunities to review planned provision against the needs of the pupils and the aims of the school at regular intervals.
- Respond to opportunities for pupils to reflect on learning and learning opportunities that occur outside of the planned provision where this might benefit pupil's social or intellectual development.
- Plan into teaching quality learning experiences for all children.

## Use of Assessment Procedures

### **Teachers Should:**

- Make sure care is taken to ensure the recognition of any particular requirements or targets identified in IEP's.
- Make use of the existing assessment records to establish pupils levels of learning and to inform planning.
- Seek to appropriately engage pupils through feedback relating to performance and the identification of short term learning objectives.
- Follow policies for monitoring and recording the progress of pupils and report issues of concern promptly to appropriate members of staff.
- Encourage pupils to engage in self-review.

## Pupil Achievement

### **Teachers Should:**

- Seek to promote an interest in learning, pride in achievement and respect for the achievements of others.
- Provide pupils with opportunities to develop positive learning habits and attitudes to work.
- Provide opportunities for the development of pupil awareness and understanding of issues relating to personal and group responsibility.
- Ensure pupils are challenged and supported to continually improve their academic performance compared to their prior or predicted attainment.

## **Professional Development**

### **Teachers Should:**

- Regularly review performance against the Teaching and Learning Policy and any previously identified performance review objectives.
- Periodically review performance against the requirements of the threshold arrangements.
- Identify areas of development/support required with Headteacher or delegated staff.
- Seek to maintain evidence of training or development undertaken, keep their own career portfolio.
- Seek to support the development of other members of staff as appropriate.

## **Managing and Supporting other Adults**

### **Teachers Should:**

- Provide professional guidance for staff working within school as required by national agreements.
- Seek to promote the schools policies when providing mentor support for others as required.

## **Role of the School**

- The school will ensure at least an annual review of performance in teaching and learning by the Headteacher or delegated member of staff as part of the performance management cycle.
- Feedback will provide as to possible areas of professional development after every observation of classroom teaching.
- Teachers will be able to reflect on their professional development needs within the performance management programme.

## **In Support of Excellence in Teaching and Learning**

Teachers should be able to provide evidence of:

### **Creating a Learning Environment**

- Contributing significantly to the development of a rich learning environment both within and beyond the classroom.
- The development of a learning environment to support spiritual reflection.
- Which promotes positive outcomes for all children

### **Planning and setting expectations**

- Significantly contributing to the development of teaching and learning programmes across the year group, key stage or whole school.
- Recognising and responding to opportunities to spontaneously enrich curriculum provision for the pupils in their care.
- The planning and delivery of a curriculum that encourages the development of pupils creative skills.
- The delivery of a curriculum which meets the needs of all children.

### **Pupil Management and Behaviour**

- The provision of significant support in developing and implementing pupil management and behaviour programmes within school.
- The provision of advice and support for parents on pupil behavioural management issues in conjunction with the head.

### **Pupil Achievement**

- That pupils with average ability regularly advance their learning across the core subjects (for which the teacher has responsibility) by more than the national average or at pace with it.

- The teacher properly liases with external agencies in relation to teaching and learning issues.
- That excellent provision is made for those pupils with learning difficulties or with high levels of ability.

### **Management of Self and Others**

- Being willing and able to support the development of teachers requiring coaching.
- Providing significant support in developing and implementing in-service training in teaching and learning.

**Policy Reviewed:** October 2014

**Full Review:** October 2015