Slaithwaite CE J & I School

Teaching and Learning Policy

POLICY

Policy for Teaching and Learning

Aims of the Policy:

- To ensure that Slaithwaite C of E Junior and Infant School through its teaching and learning provides all pupils with opportunities to achieve positive outcomes for all.

- 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 may be determined.

Monitoring

The framework for the monitoring of teaching and learning will be devised by the Leadership team each year and implemented. This will incorporate classroom observations during the academic year; a programme of review of pupil's work which reflects 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 including British Values.

- Seek to promote the Christian ethos of our 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.

Through regular critical reflection, seek to ensure that the learning opportunities offered to the children

- 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 school's 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, which support and enhance the 5 R's for our school community.

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 inclusive 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 their learning and learning opportunities that occur outside of the planned provision where this might benefit pupil's social or intellectual development.

- Plan and deliver 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 IEPs and My Support Plans.

- Make use of the existing assessment records to establish pupils' levels of learning and to inform future 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 including keeping 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 school's 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.

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