



**Teaching & Learning Policy**

## **'Further, Faster, Higher' POLICY STATEMENT AND PROCEDURE**

Teaching and learning is at the heart of all that we do in school. This policy outlines the practice that should be followed by all staff to ensure the continual improvement of teaching and learning throughout Fearn's to maximise achievement.

### **RATIONALE**

As a school we aim to:

- maximise every learner's potential
- provide teachers with a model of best practice upon which to base their lesson planning
- provide a common criteria of best practice that lessons can be measured against to celebrate and share good practice and to inform further improvement
- ensure all pupils experience high quality teaching in order to maximise their potential for high quality learning
- share examples of best practice in learning and teaching
- continuously review and develop learning and teaching practices

### **Quality Learning is:**

- when pupils are engaged and enthused by what they are learning
- an active process – a product of doing rather than receiving
- linked to prior knowledge
- supported by both the teacher and other pupils, and takes the form of interaction, collaboration, co-operation and teacher intervention
- Centred on the pupil's responsibility for their own learning. They are able to exercise choice, develop goals, plan their approach and work independently
- reflective and enables learners to monitor and review their learning through a variety of techniques including peer and self-assessment
- where learners make considerably better progress than may be expected

- when pupils display a strong desire to contribute the effort and concentration required to match the teacher's passion for learning

### **Quality Teaching:**

- provides carefully structured activities matched to pupil needs
- encourages appropriate use of differentiated resources and strategies to promote progress, responsibility and independent learning
- develops well-planned, prepared and paced lessons that maintain high levels of interaction, pupil engagement and resilience
- provides challenging work stemming from expert knowledge and interest of the curriculum area
- creates a positive atmosphere in the classroom through excellent relationships
- incorporates high levels of praise and encouragement
- directs Teaching Assistants to reinforce and support learning
- uses homework effectively to reinforce and extend what is learned in school or prepare for a new topic

### **WE AIM: TO MAXIMISE EVERY LEARNER'S POTENTIAL**

To promote this, teachers should:

- set high expectations of learners and raise aspirations by using positive language
- designing challenging tasks with clear success criteria
- demonstrate a commitment to every learner's success, making him or her feel included, secure and valued
- create opportunities for learners to develop personal qualities such as considerate behaviour and positive and tolerant attitudes that will enable them to contribute effectively to the community
- set high expectations of learners at home - engaging parents in their child's learning in partnership with the school

- create opportunities for pupils to enjoy themselves or have fun; this is when pupils learn best, because their emotional state is fundamental to learning
- recognise that it is the teacher's personal approach that creates the climate in the classroom

## **IN PRACTICE**

All lessons should contain the following elements listed below.

### **1. Learning Objectives Identified & Shared with Pupils (at a point in the lesson where teacher feels appropriate)**

### **2. Prior Learning is Reviewed and Used to Create Links in Learning**

An effective lesson should be organised into a sequence of distinct learning tasks with, as a minimum, a starter (teacher or pupil input), a middle (activity for pupils) and a plenary. Pupils remember more from the beginning and end of a learning activity than they do from the middle.

### **3. Variety of Learning Activities Provided to Pupils**

The main activity tasks in lessons are critical in making learning an enjoyable and challenging experience. It should stimulate learning through a range of activities that encourage pupils to take ownership of their learning. It should also involve using pupil data and assessments to help design and inform varied tasks to meet individual pupil learning preferences.

### **4. Effective Differentiation Enables All Learners to Succeed**

Differentiation ensures that teaching allows all learners to make at least their expected progress in relation to their capability. It guides the less able to work as close to their capability as possible and provides rigorous challenge for high ability pupils. Differentiation is most effective when based upon an informed review of the pupil's learning and needs. Where available, teaching assistants should be well-directed to support and reinforce learning. Differentiation can take many forms in lessons, for example; by activity, by support, by outcome and through pupil choice. All play an important part in maximising learning.

### **5. Assessment is used to Involve Pupils in their Learning**

The key focus of assessment in learning and teaching must be to enable pupils to be continually aware of where they are now in their learning, where they can or need to get to, and most importantly how best to get there.

#### **This should be achieved through:**

- following the school policy on assessment, marking and reporting

- sharing assessment criteria with pupils very early on in tasks, in a way which is easy for them to understand and is transparent for all
- recognising the standards to aim for by showing pupils exemplars of good work previously produced by other pupils and modelling good answers
- developing pupils' questioning skills
- developing pupils' self and peer assessment
- ensuring that assessment yields information that is useful in helping to improve teaching as well as learning

Assessment is of prime importance to staff to inform their future planning and activity with classes. It also has a profound influence on pupil motivation and self-esteem. Therefore it must show consideration and be both constructive and sensitive. Our ability to share this information with parents effectively is critical to pupils being supported as well as possible at home.