

## John Colet Teaching and Learning Policy

Date Policy was agreed	July 2016
Date Equalities impact assessment completed	July 2016
Date Policy was reviewed	July 2016
Date reviewed by Governor Advisor	N/a
Date reviewed by Parents	N/a
Date reviewed by Governors	July 2016
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team member accountable for writing and reviewing the policy	Assistant Headteacher Teaching and Learning

Linked Policies: Homework Policy; Marking and Assessment Policy; SEN policy.

### Monitoring and Reviewing

This policy will be formally reviewed every 3 years.

Ongoing monitoring of actions and impacts/outcomes will be:

- Learning Walks by staff with feedback to the Assistant Headteacher i/c of Teaching and Learning
- Learning Walks by Governors with feedback to the Governing Body
- Half - termly reporting by AHT to Governors and Curriculum Committee within the Learning Cycle schedule.

### Teaching and Learning Methodology

All staff have a responsibility to meet the learning needs of all students through high quality lessons. Staff will actively seek to improve their knowledge and skills through continuous professional development at whole school, subject team and individual levels. The three basic principles of Planning, Teaching and Assessing will underpin what staff do in the classroom.

Subject teachers have a responsibility to:

#### Planning:

- Prepare a written plan in an appropriate format which must incorporate the context of the lesson; opportunities for assessment for learning; differentiation specific to the class and including approximate timings.
- Provide a variety of challenging tasks and activities that cater for all learning styles and abilities.
- Ensure planning enables students to build on their own experiences and prior knowledge from across the curriculum.
- Incorporate differentiated tasks that are well-matched to the range of needs, ensuring that all are challenged.
- Evaluate progress regularly through ongoing assessments and have an understanding of the Levels of Progress for every class. Seating plans and annotated data sheets are used to track and evaluate intervention strategies

## Teaching

- Provide lesson objectives, the context and the required level of work clearly to students.
- Deliver lessons with enthusiasm and a positive attitude.
- Embed classroom routines, such as greeting students at the door; taking the register promptly and accurately; using 'no hands-up' questioning and dismissing promptly.
- Model high standards of literacy and numeracy and expect same from all adults present.
- Incorporate Assessment for Learning principles into every lesson – allowing students to know where they are with their learning, where they are going and what they need to do to get there.
- Use exemplar materials as often as possible to highlight required standards.
- Impress importance of the presentation of books and regularly check standards (date and title/LO underlined, blue/black pen, diagrams/graphs in pencil using a rule, all sheets stuck in, red pen for corrections).
- Address and report poor quality work.
- Use targeted questioning to allow performance to be assessed and intervention needs identified.
- Check learners understanding systematically through mini reviews and plenaries.
- Allow students sufficient thinking time using strategies such as Make A Difference (MAD) time.
- Involve all learners, ensuring communication is clear and fair to all with no favourites and no public condemnation.
- Demand high expectations of behaviour and mutual respect.
- Use the school's rewards (Vivos) appropriately and behavioural support systems where necessary.
- Provide a stimulating environment which is safe, clean and tidy with tables arranged for group work (not straight lines) and displays which are up to date and focused on learning.

## Assessing

- Use SITS when marking student work in line with agreed frequency and insist on meaningful and considered student comments.
- Ensure Homework is set and marked in line with the school's policy.
- Provide a range of assessment opportunities.
- Monitor progress for every class with regular information about current achievement and performance with steps for improvement.
- Ensure full preparation for external examinations through study of appropriate exam techniques.

Subject Team Leaders have a responsibility to

- Promote their subject in a positive manner.
- Ensure effective Schemes of Work are in place with appropriate assessment opportunities
- Monitor and develop the quality of teaching and learning within their subject area

- Ensure the dissemination of good practice across their subject as well whole school
- Support new colleagues with effective handovers.
- Deploy staff effectively to teaching groups.
- Identify, design, monitor and evaluate interventions to address gaps in progress.

Senior Leaders have a responsibility to

- Reinforce school values and policies widely.
- Manage their curriculum areas effectively with regular contact between staff.
- Creating the conditions for a positive and dynamic teaching and learning environment.
- Promote professional development opportunities for all staff
- Provide support through clear management processes to ensure high standards of teaching and learning are maintained.
- Present Governors with a clear overview of the quality of teaching and learning in the school.

Students and their parents/carers have a responsibility for

- Allowing the teacher to teach.
- Allow all students to learn.
- Behave appropriately at all times.
- Actively participate at all times.
- Submit all work according to deadlines to an appropriate standard.
- Attend school and relevant after school events.