

# Learning and Teaching Policy

Approved by Governing Body

Approved on July 2017

SLT contact Headteacher

Revision due Every 2 years



## 1. Rationale

- a. Education is a pursuit which is no longer focussed on school alone or constricted to the school building. In a knowledge-based, developing society where ICT literacy is imperative, as a school we must enable students to:
  - Understand the learning process and the impact of a rapid growth in knowledge over a short period of time in society
  - Use ICT productively as learners, parents, employers and employees
  - Incorporate the skills of enterprise in their future lives and careers
  - Contribute to economic wealth within global competitive markets
  - Cope as parents and citizens with changing family patterns and increasing cultural diversity.

## 2. Policy

### a. Principles

#### 1. Effective Learning takes place when students:

- Acquire or consolidate new knowledge or skills, develop ideas and increase their understanding
- Apply intellectual, physical or creative effort in their work
- Show an interest in their work, sustain concentration and thinking and develop the skills of independent thought and research
- Understand what they are studying, why they are studying and how they can improve.

#### 2. Effective Teaching will:

- Be planned effectively and episodically, with long term, medium term and short term goals
- Use clear learning objectives that drive a lesson and suitable teaching strategies that encourage, engage and interest students
- Challenge students to perform at or above their minimum target level
- Promote high standards of behaviour
- Use homework effectively to reinforce and extend what is learning in school
- Promote equality of opportunity
- Use assessment for learning to engage and motivate students.

### b. Differentiation

1. Meeting individual student needs is achieved through the process of differentiation; this is a process that identifies and fulfils the needs of individual students or groups of students. This is achieved by using assessment for learning and data analysis to plan to address specific learning needs and gaps in understanding. Differentiation requires teachers to consider:

- Outcomes
- Groupings
- Materials
- Organisation
- Learning styles

### c. Literacy, Numeracy, ICT, Citizenship and Enterprise

1. Literacy, Numeracy, ICT, Citizenship and Enterprise are subject to separate policies linked to the Learning and Teaching policy.

### d. Planning

The planning process is in three stages: long term, medium term and short term.

1. Long Term Planning

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- All teachers will possess a year or key stage overview of a class' programme of study
- This will map the NC and where applicable National Strategy and GCSE requirements for the subject.

## 2. Medium Term Planning

- All teachers will work from schemes of work that map lesson planning for a (or part of a) half term
- Schemes of work will record NC, NS and GCSE assessment objectives as applicable
- SoW will be broken into manageable lesson blocks
- SoW will outline adherence to whole school projects such as: cross-curricular literacy and numeracy, assessment for learning and citizenship
- Assessment opportunities will also be described
- Differentiation should be made clear for G&T, SEN, male, female and groups of pupils such as pupils from other cultures
- Schemes of work will promote equality of opportunity.

## 3. Short Term Planning

- Subjects will use 4 part lesson planning sheets of their design and choosing
- These will specify lesson objectives, starter/intro/development/plenary activities, homework and differentiation
- Lessons should be objective and not task led e.g. a good learning objective would be 'To develop the skill of investigation through.....', a poor one would read 'To investigate sources...'. Objectives can also be differentiated in terms of ' All pupils will...Most pupils will....Some pupils will.....'
- Starter activities will be interactive, have pace, and focus on pupil discovery as opposed to instruction
- Plenary activities will be designed to check the understanding of the main part of the lesson and will not merely be a reading of the original objectives for the lesson
- Lesson activities should make use of explicit timings – these should be made clear to pupils
- Teachers will take the needs of different learners into account when lesson planning i.e. Visual, audio or kinaesthetic
- Planning should be based on assessment for learning of pupil performance in previous lessons.

## e. Assessment

1. The principles and practice for effective assessment are laid out in the school assessment policy.

## f. Evaluating Good Practice

1. The principles and practice for the effective evaluation and monitoring of good practice are laid out in the school Monitoring and Assessment policy.

## 3. Links to Other Policies

- a. This policy links intrinsically to the Assessment policy, the Marking policy and the Reporting policy.