



MEONCROSS  
SCHOOL

*every child an individual*

# Teaching and Learning Policy

EFFECTIVE FROM SEPTEMBER 2017

MEONCROSS SCHOOL

COGNITA SCHOOLS LIMITED

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## SCHOOL AIMS

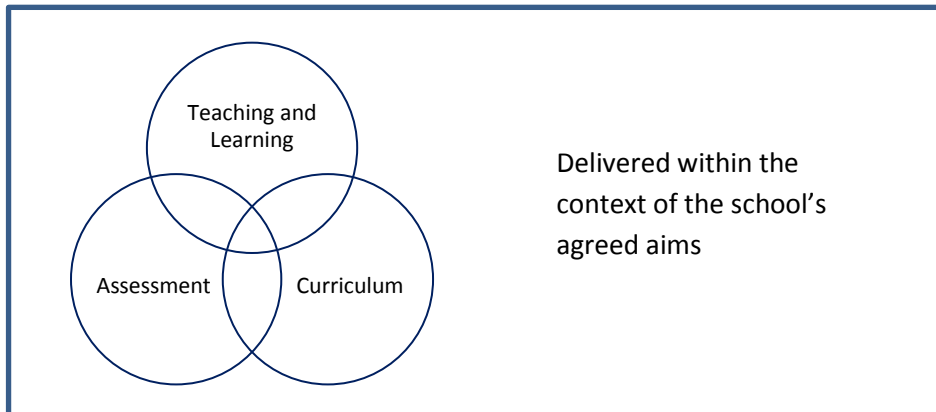
- Academic Excellence
- Achievement in a wide range of activities
- Care and respect for the individual within a safe environment
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

# **Teaching and Learning Policy**

**September 2017**

### 1.0 Introduction

- 1.1 The purpose of this policy is to support the implementation of high quality teaching and learning. We see teaching and learning as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective teaching and learning is part of a whole school pedagogy informed by the effective implementation of:



### 2.0 Effective teaching and learning

- 2.1 We are committed to providing a learning environment in which all students are challenged through high quality teaching, supported by excellent pastoral care. We believe that a truly excellent school is about more than academic achievement: it is about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence and genuine interests that extend beyond the confines of the classroom.
- 2.2 Effective teaching and learning:
- Enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
  - Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - Involves well planned learned sequences and lessons utilising effective teaching methods, activities and management of time;
  - Shows a good understanding of the aptitudes, needs and prior attainment of students; ensuring that these are taken into account when planning learning;
  - Demonstrates good knowledge and understanding of the subject matter being taught;
  - Utilises effective classroom resources of good quality, quantity and range;
  - Implements effective assessment strategies to inform teaching and impact on student progress;
  - Develops meta-cognitive strategies;
  - Utilises effective strategies for managing behaviour and encouraging students to act responsibly;
  - Supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; and
  - Promotes diversity and equality.
- 2.3 The impact of quality teaching and learning is ultimately tested through the progress that students make and the outcomes they achieve.

2.4 Through an excellent education we aim to:

**Deliver Academic Excellence**

Deliver excellent academic outcomes through outstanding teaching

**Develop Character**

Develop the character traits that enable every student to achieve in a *range of contexts*

**Nurture a Global Perspective**

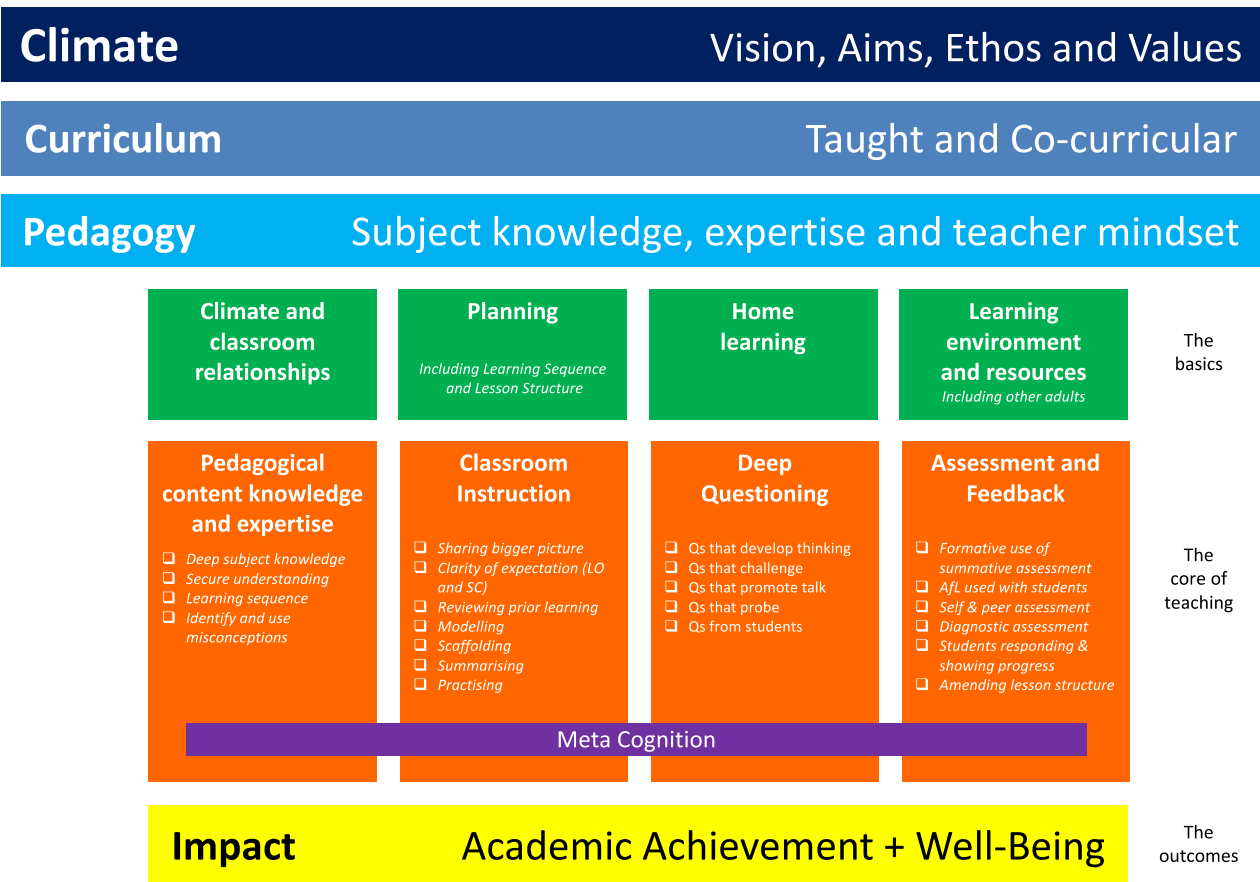
Prepare students for an ever changing world, with a global mindset and a respect for diversity

**3.0 Teaching Standards**

3.1 We have defined Teaching Standards which apply to all teaching colleagues. The Teaching Standards and Early Years Teaching Standards outline expectations.

**4.0 Teaching and learning model**

4.1 We have a model of teaching and learning (below). This is a simple way of articulating what works based on a broad base of research and evidence. The model is a construct rather than a prescription of how to teach.



### 5.0 Responsibility

- 5.1 All staff are responsible for ensuring this policy is implemented and acted on. When evaluating the use and impact of this Teaching and Learning Policy, our school leaders will evaluate the extent to which there is evidence of:
- The impact of teaching on academic attainment and progress; and
  - The impact of teaching on pupil engagement and passion for learning, capacity for independent and critical thinking, self-awareness and resilience and self-confidence.

### 6.0 Evaluating the quality of teaching

- 6.1 Every teacher is expected to evaluate the impact of their teaching in order to continue improving as a reflective professional. We support the view that the very best teachers constantly seek improvement and want to continually develop their skill as expert teachers.
- 6.2 Knowing about the whole-school quality and effectiveness of teaching is a core responsibility of school leaders. Ultimately, this responsibility rests with the Head. The evaluation of teaching is undertaken through the involvement of a range of leaders and teachers. In evaluating, the following questions are asked:
- How effective is teaching? How do we know?
  - What impact is teaching having on learning and progress? What is our evidence?
  - What do we need to do next to improve further?
- 6.3 Any evaluation of teaching takes account of the impact of 'teaching over time', utilising a best fit approach drawing on a range of evidence, e.g. work scrutiny, lesson observation, analysis of data, feedback from students, etc.

## Teaching and Learning Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education
Document author (name)	Simon Camby
Consultation – May 2017	The following schools were consulted: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School, El Limonar Villamartin. Education Team representative – John Coleman, ADE

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

<b>Version control</b>	
Implementation date	01.09.2017
Review date	Review and update for implementation in September 2018

<b>Related documentation</b>	Curriculum Policy Assessment Policy Behaviour Policy Able Gifted and Talented Policy SEND Policy Prevent Duty Early Years Policy, where relevant Independent School Standards/BSO Standards (as applicable)
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