

Cognita Schools Ltd

Teaching & Learning Policy

Meoncross School



January 2016

Teaching and Learning Policy

Introduction

The success of Meoncross is directly related to the quality of our teaching, and the learning that takes place because of it. The drive towards excellence in teaching is of paramount importance as shown in our aspiration to foster "a culture of care and excellence"

The purpose of this policy is to secure the highest levels of achievement by ensuring that effective learning takes place in every classroom.

Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching for our pupils.

It is the responsibility of the subject leader/head of department, where applicable, to monitor the quality of the teaching and learning within their department and to offer support if it is needed.

Senior Staff are ultimately responsible for monitoring the quality across the school and to identify where development is needed.

Learning

We believe that effective learning can only take place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge.
- How to work collaboratively with and without close supervision
- How to develop resilience and academic independence
- The skills they need to develop, including enquiry, research, analysis, reflection

Teaching

Good teaching will show:

- Clear planning with well defined objectives
- An awareness of assessment for learning and a real commitment to its use
- A range of teaching strategies which cater for different learning styles
- Pace and challenge
- A style of classroom management which allows the teacher to be in charge
- Effective partnership with Deputy Head, Pastoral in her role as Learning Support Coordinator.
- Relevant homework
- Monitored, sustained progress
- A stimulating environment
- Regular evaluation and review
- Academic rigour

Preparation, planning and delivering lessons

- Medium or long-term plans for all subjects and topics will be saved on the Academic Server.
- Lessons will often follow three stages, unless the teacher decides that another approach is more effective in particular instances. The balance between didactic teaching and pupil-centred learning will have been given due consideration.
- The teacher should have clearly identified pupils needing extra support for specific learning needs or extension /enrichment opportunities. The teacher should work in partnership with the SENCO /G & T coordinator to ensure these needs are taken into account.

Learning objectives should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general.

The Main Activity

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated.

Tasks set will:

- Be matched to pupils' needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupil skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

The teacher will:

- Give clear instructions
- Link work clearly to learning objectives and success criteria
- Have high expectations of pupil engagement and attainment
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language as often as is practical
- Display key words and/or write them on the board
- Maintain a presence in the classroom, so that they are in overall control of the space and the environment
- Enable mini-plenaries/reviews to take place, where appropriate, so that pupils remain focused and evaluate their progress

The pupils will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria
- Be supported according to their learning needs

The Plenary

- **The teacher should, as often as is practical, return to the objectives and encourage all pupils to evaluate the progress they have made during the lesson.**
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils' achievement of success criteria should inform planning for the next lesson.
- Related homework should be set, and pupils may be told about work to be covered next lesson.

Classroom Observation, Work Sampling and Whole School Self Evaluation

Classroom observation and work sampling are used to monitor and evaluate the effectiveness and quality of teaching and learning at Meoncross School. They also form an important part of the process of reviewing the performance of the school through whole school self evaluation.

Classroom observation is used to support continued professional development and performance management in the school.