



Teaching and Learning Policy

Rationale

Teaching and learning is at the heart of school life. It is the means through which we offer, and put into practice, a broad and balanced curriculum that not only fulfils all statutory requirements, but endeavours to meet the needs of all pupils. We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

An effective school is one which constantly evaluates its progress. This policy is seen as the major element in self-evaluation.

Status	Date
Developed	March 2013
Ratified	24/04/2013
Review Date	10/06/2014
Review Date	03/03/2016

Purposes:

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teachers to identify and reflect on aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- To have a whole school impact on the self-esteem and attainment of all learners by fostering a culture of high quality learning as a result of consistently good and outstanding teaching in all subjects.
- To provide a system for the monitoring and evaluation of performance, progress and educational experiences of all learners.
- To ensure equality of opportunity for all learners, including their educational, social, emotional, spiritual and intellectual development.
- To ensure the provision of a sufficiently differentiated and challenging curriculum within all schemes of work.
- To ensure that support staff are empowered to make a positive contribution to the learning of pupils to whom they are assigned.
- Establish a culture of reflective practitioners.

Principles:

At Monkseaton Middle School we know the characteristics of good and outstanding teaching. We are committed to teaching nothing less than consistently good lessons and regularly produce examples of outstanding teaching. We aim to deliver this through:

- A broad, balanced, differentiated and relevant curriculum
- Teaching and Learning resources and environment
- The development of a range of teaching and learning styles
- Assessment, Recording and Reporting systems
- Pastoral Support Systems
- Staff Development
- Quality Assurance Systems

Teachers will:**1. Plan effectively**

We share lesson outcomes in order to set challenge for all pupils, which are based on their prior knowledge and understanding. Through observation and questioning of pupils we reshape tasks and explanations in order to improve learning. We plan for the effective use of support staff (where applicable) to enthuse and motivate as well as to support pupils.

2. Demonstrate good subject knowledge

We believe that children learn best when teachers are well informed, knowledgeable and confident about what they are teaching. They can enthuse pupils' to develop learners who are inquisitive and committed to their learning.

3. Ensure that teaching methods facilitate pupil progress

As a staff we are committed to high quality teaching to ensure that progress for all is a priority. We regularly attend CPD to enhance Teaching and Learning and this is reflected in the planning and review of lessons. Differentiation is used to support and challenge pupils of all abilities. Teachers use a range of teaching methods and questioning techniques to ensure that all pupils are engaged in learning in order to make the most effective use of time in lessons.

4. Insist upon high standards of behaviour

We set and maintain high expectations for all pupils providing reward and recognition for effort and achievement. A key strategy for behaviour management is to plan engaging lessons that stimulate curiosity and develop the spiritual, moral, social and cultural needs of the pupils. A consistent and fair approach will be adopted in accordance with the school behaviour and reward system.

5. Assess work regularly

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. Well developed procedures are in place to assess pupils' understanding through questioning. As a result, we prepare and plan interventions to address misconceptions. We are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

6. Provide regular marking and feedback

The purpose of our feedback is to give pupils precise and motivating information about how well they are doing and what they should do next to improve. We plan regular routines for pupils to respond to marking so that it improves their learning. We give ongoing oral feedback to individuals and groups of pupils throughout the lesson.

7. Make effective use of time and resources

'Engaging the Learner' tasks create a positive and challenging start to learning and sets high expectations from the outset. We plan for appropriate resources to be available in all lessons so that pace is maintained and learning time in lessons is maximised. Support staff know what is expected of them and they are deployed effectively

8. Use homework to reinforce and extend learning

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families. Class teachers evaluate the effectiveness of homework by the impact that it is having on pupil's learning. This includes developing positive aptitudes of resilience, confidence and independence.

9. Classroom Climate

Through careful and imaginative planning; high quality teaching; good relationships and teacher accountability, we generate high levels of enthusiasm and commitment from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We ensure that the classroom is a stimulating, well resourced and attractive environment where learning is supported through relevant learning displays. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Monitoring the quality of Teaching and Learning

It is important that the quality of learning, and therefore teaching, is monitored regularly and rigorously. We use this as a means of sharing good practice throughout the school so that all teaching can be good or better. HoDs will be fully informed about pupil progress through regular monitoring meetings and can identify strengths and therefore target intervention specifically.

As a means of quality assurance we will:

- Perform regular learning walks conducted by SLT and HoDs
- Routinely complete formal observations as part of the ongoing appraisal process
- Collect work for work book scrutiny as a means of collecting evidence of progress over time
- Staff self reflection
- Performance meetings with HoD/ SLT member to identify pupil progress focussing on pupil attainment against their target level

We will work collaboratively to improve teaching practice through the provision of high quality teacher led CPD; active research; voluntary Teaching and Learning working party; peer group planning and observation structures.