

BURTON SALMON CP SCHOOL

TEACHING AND LEARNING POLICY

Document Status			
Date of Next Review	11/2016	Responsibility	Headteacher
Success Criteria for review completion		Responsibility	Chair
Date of Policy Creation November 2014	Adapted school written model	Responsibility	Head Teacher
Date of Policy Adoption by Governing Body 05.12.14		Signed _____ Chair Of Governing Body	
Method of Communication (e.g Website, Noticeboard, etc) Website		Signed _____ Head Teacher	

Rationale

At Burton Salmon CP School we aim to:

- Ensure teachers are responsible both collectively and individually for the delivery of high quality lessons that are planned effectively to maximise learning and progress; meeting the needs of all learners.
- Ensure the development of current and future practice.

This rationale requires:

- Teachers to have high expectations of all pupils regardless of their ability
- Teachers to make the development of pupils their main priority
- Excellent subject knowledge and a commitment to developing that knowledge to prepare our learners for life beyond school
- An informed appreciation of how pupils learn
- Well-structured lessons with a clear sense of purpose
- An awareness of pupils capabilities and knowledge of their prior learning
- Effective marking and feedback that informs pupil progress
- Teachers to check the understanding of pupils and adjusting the learning experience as appropriate
- Teachers to intervene when the needs of individual pupils are not being met

Quality Teaching:

- Creates a positive atmosphere in the classroom through building and maintaining excellent relationships
- Provides carefully structured learning matched to pupils' needs
- Gives pupils independence and responsibility for their own learning

- Develops well-planned, prepared and paced lessons that maintain high levels of interaction and engagement with pupils
- Utilises good practice shared through lesson observations and delivered in effective CPD
- Uses additional in-class support to effectively support pupil progress
- Provides challenging work stemming from expert knowledge of the curriculum
- Uses homework effectively to support learning and develop independent study

Quality Learning is:

- When pupils are enthused by what they are learning
- An active process – a product of doing rather than learning
- Linked to prior skills and knowledge
- Centred on learners taking significant responsibility for their own learning and being safe in their learning environment.
- Where pupils can demonstrate when and how they make sustained progress

Promoting and Evaluating the Policy

This will be achieved and supported by:

- A firm and positive commitment from all stakeholders
- The teaching staff of the school
- A clear focus on learning within our review and evaluation processes
- Establishing close links between Appraisal and CPD
- Evaluation of data, pupil/parent voice and governance
- Evaluation of the findings of external agencies

The Roles of other Stakeholders

Much of the above is clearly about the role of the teacher. The roles of governors, parents/carers, and pupils are:

Governor Role

It is the Governor's role to monitor and review the policy and its practise through:

- Regular visits by link governors to monitor the delivery of subject areas through liaison with the relevant head of faculty
- To receive reports from the headteacher.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all.

Parent/Carer Role

Parents/Carers are encouraged to support their student's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Sharing with the Teacher any problems in school that their child is experiencing.

- Supporting their child by attending Parents' Evenings and other important meetings.
- Supporting their child and the Teacher by becoming actively involved in the operation of any Special Educational Needs and Disabilities processes.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct equipment or kit.
- Communicating regularly with the school through the pupil planner.
- Agreeing to and supporting the school's systems that support their child's welfare

Pupil Role

Pupils should support their teaching and learning by:

- Wanting to learn.
- Behaving well.
- Believing themselves and others can achieve.
- Staying on task in lessons.
- Being ready for learning – having the right equipment, uniform, frame of mind.
- Taking responsibility for their learning.

The Classroom

In order to maximise pupils' progress staff follow a set of protocols in the classroom that assist in creating a stimulating environment for learning:

- Use the 'Classroom Code' to maintain routine and order in lessons
- Use a well-considered seating plan that maximises pupil learning
- Teachers set targets for pupils and review them
- Teachers follow marking policy