

# STOKE NEWINGTON SCHOOL

## Teaching and Learning Policy

### Aim of the policy is to:

- Support and ensure outstanding student progress
- Encourage creative approaches to Teaching and Learning
- Provide consistency
- Clarify the role of students, teachers, support staff, parents and governors
- Identify all current policies relating to Teaching and Learning
- Encourage a lifelong love of learning

### Section 1 - Roles and Responsibilities:

#### 1. Students will:

- Attend every lesson and arrive on time
- Sit in a designated place where necessary and follow the school Code of Conduct
- Complete all tasks to the best of their ability and take responsibility for their learning
- Participate effectively and work with both teachers and support staff in order to understand and realise learning objectives
- Ask for help and guidance if needed
- Work independently and in partnerships, self-manage, be creative and reflective
- Be rewarded for outstanding achievement and effort

#### 2. Teachers will:

- Seek to create enjoyable lessons that actively involve the students
- Plan and deliver effective, challenging and creative lessons, sharing outstanding practise with colleagues through peer observation, mentoring and coaching etc
- Assess pupils' progress and use assessment data to inform planning, keeping accessible records
- Use student feedback to develop and improve planning
- Keep up to date with developments in pedagogy
- Consider the needs of specific groups and individuals, ensuring that lesson planning meets the needs of all
- Follow up poor behaviour and liaise with all stakeholders as necessary including support staff, pastoral teams and parents
- Acknowledge and reward outstanding achievement and effort
- Set appropriate homework
- Monitor student diaries if also a tutor
- Follow up student absence unless persistent, which will be referred to tutor and YCC
- Use questioning to extend students' learning

#### 3. Support Staff will:

- Be engaged in both the planning and teaching of lessons and communicate role effectively
- Use expertise to support and guide teachers wherever possible including the writing of Schemes of Work
- Share strategies with class teachers enabling targeted students to engage fully, access the curriculum and take on increasing independence
- Work with teachers to promote a positive learning environment
- Liaise with pastoral staff relating to specific students and their needs
- Offer training to engender a holistic approach

#### **4. Subject Middle Leaders, YCCS and responsibility holders will:**

- Support and guide core teachers in all areas relating to Teaching and Learning ensuring that lessons are constantly effective, challenging and engaging
- Update Schemes of Work in conjunction with colleagues when necessary
- Ensure that the Teaching and Learning policy is implemented across their Key Stage, Department / Faculty or year group
- Model outstanding practise and encourage a culture of peer observation and the sharing of valuable outcomes
- Acknowledge and praise colleagues
- Monitor and evaluate according to related policies and schedule on calendar, both acknowledging and addressing underperformance and offering support strategies
- Ensure colleagues are offered CPD relating to Teaching and Learning and Performance Management guidelines
- Ensure that the School and Department / Faculty Improvement Plans are used to raise standards across every Key Stage
- Monitor the setting and quality of homework
- Lead on the progress of target groups in their Key Stage, Department / Faculty or year group

#### **5. Senior Leaders will:**

- Monitor and evaluate Teaching and Learning across the school
- Recognise and acknowledge outstanding practise and use to drive standards
- Adopt an open-door approach to Teaching and Learning, encouraging all staff to observe their lessons in order to model good practise
- Support Middle Leaders with student underperformance if required
- Support Middle Leaders with staff underperformance if required
- Use Performance Management to identify CPD needs relating to Teaching and Learning
- Monitor and evaluate according to related policies both acknowledging and addressing underperformance and offering support strategies
- Create whole-school homework overview and publish on website

#### **6. Parents and carers will:**

- Support and implement the School Code
- Check and sign student diaries
- Provide a suitable place for homework to be completed
- Provide academic and emotional guidance for students
- Liaise with teaching and support staff to discuss progress and concerns
- Attend parents' evenings, open evenings and support groups as communicated through Spotlighter, Spotlight, letters, notes in diaries and website
- Attend Progress Review Day and keep track of student progress using Learning Platform
- Ensure that students attend every day and are punctual
- Read all school publications to promote better communication

#### **7. Governors will:**

- Monitor and evaluate the policy
- Visit link departments in order to see the policy working in context
- Work with and support link departments wherever appropriate

Section 2 - Outstanding Teaching and Learning

Focus	Guidance	OFSTED outstanding criteria
<b>Environment</b>	Display is stimulating and relevant including examples of outstanding, marked work. Course-specific assessment objectives and National Curriculum levels are evident. Key words and concepts displayed. Code of Conduct visible.	<p><b><u>Quality of pupils' learning:</u></b> The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects.</p>
<b>Planning</b>	Lesson is planned carefully taking prior learning and assessment data into account and refers to the current scheme of work. There is a focus on target groups, differentiation, PLTS, ECM agenda and creativity. Planning includes starter, main and plenary activities and provides opportunities for assessing students' progress. There will be both literacy and numeracy aspects where appropriate. Support staff will have contributed planning if attending and supporting the lesson. Technology is used to enhance learning. Seating plan prepared and implemented.	<p><b><u>Pupils' behaviour:</u></b> Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well. There is no evidence of disruptive behaviour.</p>
<b>Starter</b>	Short and stimulating. Draws students immediately into task and is linked to prior learning.	
<b>Learning Objectives</b>	LOs are displayed clearly and expressed in student-friendly language and are achievable.	
<b>Success criteria</b>	Criteria explicit and examples of successful outcomes provided. NC levels or examination Assessment Objectives or assessment criteria are applied. Outcomes modelled if appropriate.	<p><b><u>Quality of teaching and use of assessment:</u></b> Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>
<b>Learning Activities</b>	Activities are varied, manageable and pace is suitable. Support staff ensure that targeted student/s are on task. Groupings have been planned and are related to different activities. Dialogue is focused on the learning and students are given opportunities to share and discuss. Creativity is encouraged when possible. PLTS and creativity are considered and built into activities. A range of ICT/media might contribute to the learning. There is constant praise and reference to LOs or assessment criteria.	
<b>Students' Progress and APP</b>	Variety of assessment methods built into lesson. Students encouraged to discuss outcomes and new skills or concepts. Marking clearly indicates how to develop further and ensures progress. Use of both formative and summative assessment where possible.	
<b>Plenary</b>	Ensure enough time for plenary and reflection. A plenary can take place at any time during the lesson when moving from one section to the next. The time is used to measure student progress and relates back to LOs. Plenary might be used as starting point for the next lesson in the scheme of work.	
<b>Follow-up</b>	Set homework and dismiss class. Ensure rewards or sanctions are noted and followed up.	<p><b><u>Effectiveness of care, guidance and support:</u></b> Very well-targeted support for all pupils has enabled them to make the best of the opportunities provided by the school. Excellent attention is given to all aspects of care, guidance and support. Pupils are known as individuals and have high levels of confidence in the school's ability to advise them effectively.</p> <p><b><u>Effectiveness of engagement with parents and carers:</u></b> The school's systems for keeping parents informed about aspects of its work ensure parents and carers have coordinated, up-to-date, accurate and timely information.</p>

### Section 3 - Other policies relating to Teaching and Learning:

- Arts
- Assessment for learning
- Curriculum
- Disability equality
- Education of children with medical needs
- Educational visits
- Equal opportunities
- Gender equality
- Gifted and talented
- Health and safety
- ICT
- Inclusion
- Language, literacy and learning
- Managing behaviour
- Numeracy
- Physical activity
- RE/Collective worship
- School review and monitoring
- SEN
- Sex and relationships
- Staff development
- Student grouping
- Whole-School marking

Chair's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: Ms Caroline Stagg

Teaching & Learning Policy Review date - Autumn 2013