

TEACHING AND LEARNING POLICY

Teachers have the right to teach and pupils have the right to learn. This is best achieved by following these principles.

To enable all pupils to achieve their potential teachers must plan and teach structured lessons, assess pupil's work regularly, maintain a disciplined environment and employ a wide range of learning strategies to accelerate progress..Work must be differentiated to meet the needs of all learners, there should be good use of all resources including ICT and any other adults in the lesson.

Effective lesson planning is underpinned by assessment of individual student needs, reflects the position in the scheme of work and incorporates a review of the previous work, introduces new concepts, develops understanding and reflects on the progress made against the learning objectives. Homework is a valuable way of extending the learning beyond the classroom and develops independence of thought improving personal effectiveness and organisation.

PROCEDURES

Teaching and learning activities are designed to fulfil the lesson objectives by addressing a wide range of intelligences. The range of intelligences that can be incorporated into learning activities include:

- Bodily kinaesthetic – used for touch and reflex
- Inter-personal – used for communicating with others
- Intra-personal – used for self-discovery and analysis
- Linguistic – used for reading, writing and speech
- Logical mathematical – used for maths, logic and systems
- Musical – used for rhythm, music and lyrics
- Naturalistic – use for making sense of the natural world
- Visual spatial – used for visualisation and art

Functional skills in numeracy, literacy and ICT as well as the Personal Learning skills, should be developed as identified in the scheme of work. Pupil's individual needs must be recognised and incorporated into the lesson. Differentiation can be achieved through support, task and/or outcome.

Most pupils have a dominant learning style: auditory, kinaesthetic or visual. However greater progress is made when all three are used together to achieve the learning objectives.

The national curriculum requires the inclusion of thinking skills as an intrinsic element of pupils learning. Thinking skills include information processing, reasoning, enquiry, creative and evaluation. Pupils who demonstrate these skills achieve highly.

Assessment is most effective when pupils understand the criteria used and are able to improve future work. Formative assessment provides pupils with feedback on the progress made and identifies areas for further improvement. Summative assessment enables teachers, pupils and parents to identify progress made against departmental, school or national standards.

The environment is an important component of the learning process that should cultivate a supportive, secure, comfortable and ready to learn experience. High expectations and praise along with the tolerance of mistakes in the learning process should be encouraged. Displays offer an opportunity to praise and value pupils work.

Subject leaders are responsible for monitoring and raising the standards of teaching and learning. This will be undertaken regularly through the quality assurance framework by lesson observations, reviewing pupils work, scrutiny of lesson planning, marking and examination performance, and as part of the performance management process. All staff within a department should be involved in the process of evaluating the quality of provision.