

*St. John Baptist Church in Wales High
School*



LEARNING AND
TEACHING POLICY



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There is a Learning and Teaching Forum with a representative from curriculum areas. The aim of this group is to share good practice. INSET days are also used to share good practice. Filming and 'IRIS' is used as a means to evaluate one's own performance.

Standards of learning and teaching are monitored through analysis of data, including learner groups, lesson observations and pupil voice. Lesson observations are given 'judgements' and training has been delivered to all staff on this. There is also documentation to assist staff in arriving at judgements. Lesson observations take place by the leadership group, line managers and curriculum leaders as part of the monitoring process and as part of the performance management cycle and curriculum area reviews. The school challenge leader also observes lessons in order to monitor standards across the school.

The following guidelines seek to ensure coherence and consistency across the school in the writing of schemes of work, and lesson plans, thus helping students to achieve more as a result.

Guidelines for Pupils

All pupils should be given an overview of their course.

This should include:

- Outline content
- Key course aims
- How it will be assessed and marked
- Types of work and 'Home learning' students will be asked to do
- Deadlines for coursework etc
- List of books/Web pages and resources that will help students

Consideration needs to be given to:

- Appropriate classroom management and creating a supportive learning environment.
- Communicating lesson objectives to pupils at the beginning of a lesson in terms of the attitudes, skills and knowledge to be learned, and evaluation at the end to determine whether objectives have been realised
- Continuity of learning where lesson objectives are linked with pupils' prior learning.
- Skills in lessons.

- Delivery of lesson at an appropriate pace.
- Making the lesson objectives relevant to the lives of pupils.
- Planning for a series of lessons so that work can be completed independently by the student.
- Seating and grouping. This should be proactive and interventionist from the beginning. Simple strategies could be used such as the teacher allocating seats and groups rather than simply letting students choose and some being left out.
- Experimenting with different pairings of students, looking for ways in which individual strengths can be used effectively, eg the dyslexic student with good knowledge paired with a slower learner and the able student paired with a less able who can articulate how to do something which consolidates the tutor's own learning. Grouping boys and girls is also very interesting.
- Differentiation. This could take the form of 'all must, must should, some could' format and specific reference should be made to meeting IEP needs of individuals. Individual target setting for all students in classes should be investigated in curriculum areas.
- Questioning of as many students as possible. As far as possible questioning should be open and waiting time should be built in to appraise students' response.
- Teacher presentations. These should not be excessive. No longer than one minute for each year of a student's life is recommended.
- A variety of teaching and learning strategies, including whole class interactive work, pairs work, group work, individual work, role-plays, student presentations etc, in order to encompass visual, auditory and kinaesthetic learning styles.
- Developing the range of intelligences.
- ICT.
- Schemes of Work- so they audit and vary strategies
- Home Learning which should be clearly explained and regular.
- Marking which should be regular and explicit, in line with school policy.
- Encouraging cross-curricular learning eg Project worked on by different subjects eg, IT and History – create newspaper article about Battle of Hastings.
- Encouraging innovation across the curriculum.
- Sharing good practice within departments and between curriculum areas.
- Researching skills to develop lifelong learning.
- Vibrant, colourful and motivating environments.
- Encouraging cross curricular observation of lesson
- Placing Learning and Teaching at centre of improvement plans & curriculum meetings
- Understanding that Learning and Teaching is not merely about achieving good exam grades but meeting, the criteria in 'The Every Child Matters Agenda' 'The Learning Country' '14-19 Learning Pathways' and 'Skills Framework' so that pupils achieve lifelong learning are none likely to become involved in higher education and are more enjoyable.

Emotional Aspects of Learning

Consideration needs to be given to:

- Praising pupils so that they feel more capable.
- Listening to pupils to communicate sympathy and empathy.
- Building relationships so that pupils feel accepted.
- Providing care and security physically and psychologically.
- Involving pupils in lessons so that they feel included.
- Motivating pupils to achieve through the use of targets, monitoring progress and implementing intervention strategies.
- Provide pupils (and parents) with data relating to their own learning and performance so they can manage their learning more effectively (possible use of Internet and SIMS.NET information).
- Ensure pupils are familiar with the learning criteria to succeed in assessments and examinations.
- Student voice: involve students in the department of schemes of work, delivering of lessons and development of teaching and learning in the department.

More Able and Talented Pupils

- Providing challenge in day to day teaching is central to meeting the needs of the more talented and able pupils.
- All staff should receive training to appreciate and understand the needs of more able and talented pupils and how to provide for them in their daily classroom teaching.
- For the more able, teaching should focus on:
 - Appropriately challenging resources, including ICT, that encourage independent learning, higher order thinking skills and a problem solving approach
 - Grouping more able and talented pupils together on occasions with set learning tasks
 - Higher order questioning
 - Using pupils as tutors/mentors
 - Pupils receiving expert coaching and direction