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# Charters School

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## Teaching and Learning Policy

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Updated October 2010

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# Teaching and Learning Policy

Approved on 09.11.10 Minute number 077/11

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Statutory or recommended? Recommended

Clerk to Governors to indicate where information is to be displayed

Website ✓ First Class ✓ Folder ✓

Approved by Curriculum committee

## Key Aim

To provide a whole school framework for consistently effective teaching and learning that directly contributes to maximising the achievements of all within the school.

## Guiding Principles

The following guiding principles are identified to support the achievement of this key aim:

- To outline the characteristics of effective teaching and learning.
- To set out essential elements to be addressed in all schemes of work in the school and to be carried through into lesson planning.
- To use these elements to provide the main focuses for monitoring of the curriculum.
- To provide ongoing professional development opportunities for staff

The policy fundamentally outlines the day to day practice that is expected at Charters School. In addition to this Charters School is committed to ensuring a positive, stimulating and attractive learning environment for both staff and students. Relationships are also key to successful teaching and learning and it is expected that relationships between all staff and students involve the effective use of praise, positive reinforcement and the celebration of achievement

## Essential Elements of Schemes of Work

Teams need to plan their work carefully to maximise the achievement of all young people. A scheme of work is only worthwhile if it is a working document that all members of the team use as a framework from which to develop detailed lesson planning. It should be developed by all team members to share ideas to give a variety of appropriate experiences to our pupils and broaden and develop our own practices.

The scheme of work should be appropriate with differentiation by task/resources/outcome so that all pupils can participate and feel valued. Tasks are appropriate, relevant and challenging according to age and ability.

The essential elements of a unit or scheme of work are:

- Identification of theme to be studied.
- Statement of main objectives of lesson/group of lessons
  - Knowledge
  - Concepts
  - Skills
  - Key Skills (literacy, numeracy, ICT)
- Reference to any part(s) of the national curriculum programmes of study/syllabus.
- Statement of relevant learning outcomes (targets) to aid assessment.
- Identification of assessment opportunity – i.e. strategy/activity/material for diagnostic/formative or summative e.g., comprehension, listening to discussion.
- Listing of suggestions for activities, including appropriate teaching strategies; pupils should experience a range of tasks.
- Differentiation: i.e. inclusion of ideas for support of pupils with specific difficulties, extension tasks for more able and reinforcement tasks for fast workers.

- Listing of resources.
- Identification of suitable homework tasks.
- Identification of key words (specific subject vocabulary).
- Reference to how priorities identified in the school development plan are to be incorporated.

Curriculum teams will also need to identify cross-curricular links and incorporate within their schemes, for example, literacy, numeracy, information technology, environmental, health, spiritual and community aspects. Regular dialogue with Special Educational needs (SEN) team should occur in order to utilise their expertise in developing further the approach to differentiation.

Curriculum teams are expected to use this framework to monitor the delivered curriculum. The purposes of monitoring are:

- To ensure agreed objectives are consistently put into practice by us all.
- To provide professional feedback to each of us on the effectiveness of our teaching strategies.
- To identify priorities for development in our practice that will aid the achievement of our school aims to maximise the achievement of all young people.

## Monitoring of the Curriculum

### **Aim**

To undertake activities that will allow an informed picture to be built of the effectiveness of curriculum provision in practice. Further to carry out monitoring in such a way that processes and outcome are used to support the ongoing professional development of staff involved and to identify targets for development that will further develop the quality of provision.

### **Achieved by:**

**1. Classroom Observation** focused on selected aspects of the agreed essential elements of schemes of work and lesson planning together with pupils' response, classroom management skills. Whatever the focus, the central theme will be to consider the effect on what pupils can do as a result. In line with the two tier system, observations will either be:

- hour long, by line manager, graded and with an agreed focus.
- informal, shorter and carried out by staff wanting to look at aspects of teaching and learning. The emphasis is on co-operation and sharing good practice.

**2. Analysis of samples of pupils work** focused on delivery of schemes of work, pupils' outcomes and assessment.

**3. Sampling of planning** focused on effectiveness of translation of schemes of work into lessons.

**4. Pupil interviews and pursuits**, such as questionnaires, focused on effectiveness of learning.

**5. Learning trails**

**6. Staff interviews**, focussed on how the schemes of work are translated into practice, the pupils' outcomes and assessment of progress.

### **Carried out by:**

Senior Leadership Team (SLT)/Curriculum Leader/Subject leader/Key Stage Co-ordinator

Planned programme of monitoring by classroom observation in subject areas they have line management responsibility for. This programme will be agreed with the Curriculum/Subject leader and professional feedback given to individual staff. In school Staff Training (INSET) will continue to be delivered to staff who have curriculum management responsibilities to support the development of their monitoring skills. Whole staff INSET will be undertaken so monitoring criteria against which judgements will be made will be shared and an opportunity to develop an understanding of these in terms of practice.

In all of the above, it is important that activities are carried out professionally and with sensitivity. Monitoring of the delivered curriculum is an important activity for all schools. It is important to distinguish it from teacher appraisal and the agreed competency procedures.

Teachers	Students
<p><b>In order to structure lessons effectively and ensure progress, teachers will:</b></p> <p>Make sure there is an effective start to the lesson.</p> <p>Share learning objectives during the lesson in a language that students can understand.</p> <p>Share how objectives and learning fit into the rest of the course or SOW.</p> <p>Use these objectives as the basis for questioning and feedback during plenaries.</p> <p>Plan lessons so that they are purposeful, well-paced learning experiences.</p>	<p><b>In order to help lessons run effectively and ensure that progress is made, students will:</b></p> <p>Arrive at lessons promptly and in a right learning frame of mind to participate positively and behave appropriately.</p> <p>Think about lesson objectives and ask if they are not clear.</p> <p>Read through work from the previous lesson so that it is clear how lessons link together and so that you can play an active role in achieving objectives.</p> <p>Ask questions during the lesson to clarify understanding.</p>
<p><b>In order to promote assessment for learning, teachers will:</b></p> <p>Share assessment criteria in a language which students can understand.</p> <p>Be clear about students' abilities to ensure that lessons are pitched right and to allow for pace, stretch, challenge and progression.</p> <p>Ensure students are aware of their current level of attainment and how to progress. Provide students with specific, realistic criteria on how to improve.</p> <p>Creating a respectful, positive, supportive working atmosphere where conversations between students and teachers are open and honest.</p> <p>Build in time and opportunities for students to discuss, reflect and evaluate their work and their learning and that of others.</p> <p>Build on students' self reflection and evaluation to inform future planning.</p> <p>Plan opportunities for regular oral and written feedback which focuses on the learning objective of a lesson/sequence of lessons.</p>	<p><b>In order to engage with assessment of their own learning, students will:</b></p> <p>Be positive and accept advice. Ask if unsure about how to improve.</p> <p>Know what level they are working at in each subject and what needs to be done to improve.</p> <p>Contribute to discussions and activities in a positive, sensible and respectful way. Show respect for all students and staff.</p> <p>Be honest when reflecting on their work or that of others.</p> <p>Use time given to move forward with learning, focusing in on how to improve.</p> <p>Reflect on feedback and respond appropriately.</p>

Teachers	Students
<p><b>In order to provide challenge and support, teachers will:</b></p> <p>Make sure support staff are used effectively so that targeted students make progress.</p> <p>Make effective use of a variety of resources which are differentiated for the different learners in the group.</p> <p>Make the best use possible of lesson time</p> <p>Make sure that the level of challenge is right for all students based on assessment data.</p> <p>Structure lessons which include a variety of strategies that reflect different learning styles and experiences.</p> <p>Follow health and safety guidelines.</p> <p>Use their up-to-date subject knowledge to enhance learning.</p>	<p><b>In order to be challenged and make good use of support, students will:</b></p> <p>Be respectful to support staff and be prepared to work with them in a positive way.</p> <p>Feedback to staff about quality of resources and differentiation.</p> <p>Stay on task.</p> <p>Be clear about what learning styles work for you.</p> <p>Follow the school rules on health and safety.</p>
<p><b>In order to make sure that students engage in their own learning, teachers will:</b></p> <p>Use elements of the Learning to Learn (L2L) programme to inspire and motivate students.</p> <p>Encourage students to have a positive attitude to work.</p> <p>Set regular, worthwhile, varied homework tasks.</p> <p>Use questioning techniques which engage all students.</p> <p>Set up procedures and use their management skills to make sure that students behave appropriately in lessons.</p>	<p><b>In order to engage with their own learning, students will:</b></p> <p>Engage with elements of L2L and look for links across all subjects.</p> <p>Arrive in a positive state of mind and try to deal with all issues or misunderstandings in a positive manner.</p> <p>Complete all homework to the best of your ability and hand it in on time.</p> <p>Be prepared to ask and answer questions.</p> <p>Follow the school rules for standards of behaviour.</p>