

Teaching and Learning Policy



Waterloo Lodge School

Policy Document (September 2016- September 2017)

Vision Statement

Waterloo Lodge School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued.

We are committed to delivering a personalised curriculum, the derivation of which is based on thorough assessment of a pupil's needs and preferences alongside their strengths and areas for development; pupils are provided with appropriate and challenging pathways.

We offer an environment where teachers can deliver an exciting and innovative curriculum, and ensure the application and use of emerging technologies is paramount; we have consistently high expectations of all pupils.

Introduction

Teaching and learning are inextricably linked; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher. This is accomplished through the provision of a range of experiences within appropriate learning environments designed to meet each pupil's individual needs. The quality of the process is ensured through the regular monitoring and evaluation of teaching and standards of pupil achievement based upon the establishment of a baseline, the setting of targets at annual review and within Individual Educational Plans (IEPs).

Aim

The aim of this policy is to ensure all staff have a clear understanding of what we should all be doing at all times, to ensure a consistent approach across the school to generate further improvement. Much of the Teaching and Learning policy is underpinned by the new Teacher Standards. **(Appendix 1)**

This policy also aims to ensure that both teaching and learning take place in accordance with the school's vision statement, aims/values statement, curriculum statement and is complemented and supported by the school's policies and procedures for appraisal and staff development. It is essential when using this document that the Behaviour Policy is also referred to in order to achieve consistency.

Objectives

The objectives of the policy are to:

- ensure a shared understanding of the factors indicative of good practice in teaching and learning
- ensure consistently high standards of teaching in the school - complying fully with all teacher standards.
- enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences
- ensure the highest possible standards in pupil attainment, learning and behaviour, and that teaching takes account of each pupil's individual needs as defined within his/her Statement of Special Educational Needs and subsequent IEPs
- set high expectations for all pupils in order to raise their aspirations
- provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils
- ensure that all teaching supports the development of effective learning of literacy, numeracy and information technology skills
- provide a clear overview of the school's approach to the monitoring and evaluation of teaching and learning

TEACHING

The manner of teaching has a major impact upon pupil learning, attainment and progress, and the way pupils respond to teaching and learning. There are a number of key elements indicative of good practice, when combined, ensure high quality teaching. These are noted below.

Subject knowledge & Continuous Professional Development

Excellent subject knowledge should be applied consistently to challenge and inspire pupils. This is evidenced through a teacher's ability to:

- provide explanations and clarify points in a manner easily understood by pupils
- ask questions in a manner which allows pupils to extend their learning
- mark work in such a way as to provide feedback to pupils which will inform their learning
- continuously update their subject knowledge and teaching practice in line with current developments/initiatives
- draw on a wide range of contexts and resources to enhance pupil learning

Expectations/Target setting

Teachers should have high expectations of their pupils. These are evidenced through a teacher's ability to:

- use established baseline assessment data (see SEN policy), when setting individual pupil targets and pursuing targets for achievement
- make clear their expectations to pupils (**lesson objectives**)
- include the steps or 'ingredients' pupils need to be successful in their learning (**success criteria**)
- review progress towards learning objective and success criteria
- allows pupils to address misconceptions, make improvements and set new challenges
- provide differentiated work that is challenging, while at a level well matched to individual abilities (**differentiation**)
- ensure that pupils apply themselves to their work and encourage high standards of presentation

Planning & Preparation

Lesson planning is an important factor in ensuring there is progress in pupil learning. It is evidenced through a teacher's ability to

- identify clear objectives (outcomes) for each pupil according to his/her individual needs
- set challenging and realistic targets for improvement, and endeavour to achieve them

- plan differentiated lessons, which cater for varying needs by task, resources and outcomes
- use stimulating resources including the use of ICT and emerging technologies
- use support staff and learning resources in an efficient manner, which contributes positively to pupil learning

Methods and organisation/Teaching styles

Effective teaching is characterised by the use of a range of methods and organisational approaches to enhance pupil learning. This is evidenced through the teacher's ability to:

- employ a wide range of strategies including direct teaching to individuals, groups and whole class
- demonstrate a clear understanding of and response to each pupil's emotional and behavioural needs
- provide lessons, which are well structured (starter, development of learning objective and plenary), inform and stimulate pupils and maintain their interest
- systematically and effectively check pupils' understanding throughout each lesson and to use the plenary to summaries learning, while helping pupils to know how they can improve
- ask questions which probe pupils' knowledge and understanding
- provide opportunities for investigation and problem solving
- promote cooperative and independent learning through the provision of whole class, small group and individual tasks
- provide opportunities for pupils to reflect upon, learn from and improve upon their performance
- maintain the challenge and pace of each lesson
- encourage pupils to use skills/knowledge gained from cross curricula links

Management of pupils

Managing pupil behaviour is not simply about responding to inappropriate behaviour, but about creating conditions that will encourage positive behaviour. The effective management of pupils is essential in ensuring their learning.

This is evidenced through a teacher's ability to:

- maintain a positive learning environment using a variety of methods (see care & control policy), adopting a consistent approach, which is firm, fair and based on a shared understanding between teachers and pupils as to what constitutes acceptable and unacceptable behaviour
- organise purposeful cooperative learning activities, which maintain pupil interest through the appropriate use of time and resources

- use praise and reinforcement of effort/strategies/success, but should be dependent on performance and genuine, so that pupils value them
- involve the pupils and any other adults present in the management of the group as a whole
- encourage pupils to respect the rights of others

Assessment, Recording & Reporting (see Policy)

The effective assessment of pupils ensures that their individual needs can be identified. Effective teachers use assessment to ensure that they match carefully the work they provide to the needs of the pupils and thus promote effective learning and progress.

This is evidenced through a teacher's ability to:

- make effective use of baseline and individual subject assessment to inform planning and support pupil progress
- assess pupils' work regularly according to the school assessment policy
- inputting assessment data into Classroom Monitor
- provide feedback to pupils which recognises their achievements and informs as well as motivates
- inform parents and appropriate staff within school of any concerns regarding a pupil's progress.

Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils and use IEPs as working documents
- consult with SENCo and work with Learning Support Assistants (LSAs) to ensure pupils are effectively supported in their learning

LEARNING

Where teaching is of a high-quality, pupils respond to the challenges they are set, show a willingness to concentrate on tasks and generally make progress in relation to prior attainment. There are a number of key elements which demonstrate that pupils are learning. These are identified below.

Showing a positive attitude

This is evidenced when pupils:

- are actively involved and enjoy learning
- show a willingness to apply themselves to tasks
- concentrate on, are motivated by and show an interest in their work
- demonstrate the ability to persevere and complete tasks

- show a readiness to ask questions
- are prepared to offer knowledge, opinions, ideas of their own and are willing to debate and discuss topics

Behaving well

This is evidenced when pupils:

- are well mannered
- show respect for others, their feelings, beliefs and property
- respond well to school rules and classroom routines

Forming good relationships

This is evidenced when pupils:

- relate well to one another
- work cooperatively in lessons and around school
- show consideration towards staff and fellow pupils

Making progress

Pupils demonstrate progress in learning when they show gains in what they know, can do and understand.

This is evidenced:

- when pupils show an improvement against a baseline assessment, coordinated by the SENCo (see SEN policy)
- when pupils make gains against targets set in IEPs and in specific subject targets
- within teachers' individual records, Classroom Monitor data input and annual reviews
- in exercise books and files, including subject specific work samples

Monitoring and Evaluation of Quality of Teaching & Learning

Each teacher is responsible for ensuring his/her teaching and their pupils' learning is of the highest possible standard. This should be done with reference to the information presented above. It is important that teachers actively use their assessment of pupils to inform planning and ensure that lessons are differentiated and the work set is well matched to each pupil's needs. Work produced should be regularly reviewed to ensure that pupils are making appropriate and sufficient progress.

The overall responsibility for the monitoring of teaching and learning rests with the Head of School alongside the SLT, who will make regular visits to

classrooms to observe lessons and review pupils' work. Staff will be provided with feedback from these visits.

MONITORING TEACHING AND LEARNING

Purposes and aims of monitoring can be summarised as:

- improving teaching and learning
- to contribute towards a development of a supportive and critical analysis of teaching and learning
- to discover obstacles to learning
- to check continuity across the age range and year groups
- to check suitability and effectiveness of curricular planning
- to check the suitability and availability of resources

QUALITY OF TEACHING

Evaluation Criteria

Teaching quality is to be judged by the extent to which:

- teachers have clear objectives
- Pupils are aware of these objectives
- teachers have a secure command of the subject
- lessons have a suitable content and are effectively differentiated
- activities are well chosen to promote learning of that content
- teaching methods engage, motivate and challenge all pupils, enabling them to progress at a suitable pace, and to be aware of their achievements and progress

ROLES AND RESPONSIBILITIES

Senior Leadership (SLT) role

The School Leadership team is responsible for the overall quality of teaching and learning across the school. This is achieved by:

- strategic planning of teaching and learning priorities in conjunction with the curriculum leader and subject teachers
- supporting individual departments through line management meetings
- ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities

Using the above evaluation, linked to OFSTED criteria, all teaching staff are observed every half term by the SLT. Teaching quality is improved and refined by providing constructive feedback, including an OFSTED grade. The

quality of teaching and learning is improved as teachers, in response to this feedback, modify practice where necessary.

Curriculum Co-coordinator's role

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping their children to learn. They are informed about what and how their children are learning by:

- working in partnership with the school in all aspects of their child's education
- sending out an annual report to parents and inviting them to the annual review meeting to explain the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children.
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of the pupils

- Attend lessons regularly and on time.
- Behave in a mindful, appropriate and considerate manner which will be conducive to good to outstanding progress in learning.
- Aim to achieve challenging goals and meet targets and respect the rights of others to do the same.
- Take responsibility for their own learning by asking for help when necessary, being clear about learning outcomes and what they have to do to improve their performance and being pro-active in using self-assessment techniques.
- Prepare appropriately for each lesson and maintain high expectations of themselves.
- Endeavour to become independent lifelong learners

MONITORING CURRICULUM DEVELOPMENT

The Senior Leadership Team monitor effectively the curriculum development by:

- observing in the classroom
- analysing pupil progress, using baseline assessment and Classroom Monitor
- considering pupils' books- work scrutiny
- analysing the results of testing and assessment
- ensuring that agreed time scales for development are adhered to
- assisting with colleagues planning, teaching, assessment and reporting of the subject where appropriate- through supervisions and reviews
- ensuring that agreed methods of teaching and planning are consistent across the school
- listen to and value pupils thoughts and ideas about their subjects, lessons and any other curriculum matters.

Review: Jan 2017 – mid-way review

APPENDIX 1

Teacher's Standards



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>