



Archbishop Temple School

A Church of England Specialist College

TEACHING & LEARNING POLICY

Date Agreed: October 2020

To Be Reviewed: October 2021

Name of Policy: Teaching & Learning Policy

Sub-Committee Responsible: Education & Curriculum Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

“It is what happens in the classroom that makes the real difference.”

(Prof. Dylan William, University of London)

AIMS:

To ensure that teaching and learning are at the heart of everything we do at Archbishop Temple School.

RESPONSIBILITIES:

It is the responsibility of all teachers to provide the highest quality teaching for our pupils.

It is the responsibility of the subject leader to monitor the quality of the teaching and learning within their department/faculty and to offer and/or facilitate support if it is needed.

The senior leadership team is responsible for monitoring the quality across the school and to identify where development is needed.

Governors have statutory duty to monitor that the processes are in place and that the school is addressing students' needs.

LEARNING:

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently and without close supervision
- How to work collaboratively
- The skills they need to develop, including literacy, numeracy, enquiry, research, analysis, reflection

TEACHING:

Good teaching needs:

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge
- Organised classroom management
- Effective partnership with Teaching Assistants
- Good classroom relationships
- Relevant home learning (See Home Learning policy)

- Monitoring of progress
- A stimulating environment
- Regular evaluation and review

TEACHING AND LEARNING STYLES AND STRATEGIES:

The range of teaching and learning styles used is extensive and should include the following:

- | | |
|------------------------------|--|
| • Explanation | • Discussion |
| • Instruction | • Demonstration |
| • Questioning | • Listening |
| • Observation | • Making judgements |
| • Modelling | • Oral feedback |
| • Reporting back | • Role play |
| • Investigation | • Research |
| • Consolidation and practice | • Devising ideas, theories, hypotheses |
| • Problem-solving | • Sharing |
| • Individual work | • Games and puzzles |
| • Paired work | • Simulations |
| • Collaborative work | • Revision |
| • Using ICT | • Self-assessment |
| • Extended writing | • Interleaving |
| • Peer assessment | • Feedback through marking |
| • Songs/rhymes | |
| • Directing and telling | |

CLEAR AND CONSISTENT CLASSROOM ROUTINES:

1. Introduction and Start to Lesson:

- Teachers, Cover Supervisors and Teaching Assistants must be on time to meet/greet pupils at the classroom door and supervise the area immediately outside the classroom.
- A very brief uniform check should be undertaken, and all equipment and planners should be on the desk in all classroom-based lessons.
- Focus for Learning and Signs of Success must be introduced clearly and shared verbally with all classes. Preferably, they should be displayed on the board.
- **Focus for Learning:**
- The Focus for Learning should be specific and outline the learning expected to take place in that lesson. It should not be too broad and general.
- A Focus for Learning could be the specific area of study for the lesson.

- **Signs of Success:**
- These describe to pupils what the teacher is looking for and how pupils will know they are being successful in their learning.
- Success criteria need to be specific and related to the learning objectives and the tasks set by the teacher.
- You might find the following stems to statements for Signs of Success helpful:
- I can...understand...develop...explain...justify...demonstrate...
- I am able to...evaluate...identify...describe...justify...apply...
- **Examples of Signs of Success:**

I can.../I am...

- Understand the theme of conflict in a poem in order to produce an analysis of the language.
- Identify and explain five advantages of using renewable energy resources.
- Able to draw an accurate pie chart by using the correct angles.
- Use the future tense consistently throughout a two minute conversation in Spanish.
- Demonstrate a forward and backward roll to my peers.
- Provide clear direction for my partner in order to enable him/her to attain a higher grade by using the assessment criteria.
- Confidently label a graph with the correct axis.
- Work independently to produce...

- **The Main Learning Activities:**

The task(s) to be undertaken should be explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with teaching assistants.

Tasks set will:

- Be matched to pupils' needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem-solving
- Develop a range of skills
- Use a range of different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the Signs of Success

The teacher will:

- Give clear instructions
 - Link work clearly to the Focus for Learning and Signs of Success
 - Have high expectations
 - Demand high quality in terms of work and effort
 - Not talk for too long
 - Use target and technical language
 - Display key words and/or write them on the board
 - Facilitate learning
 - Maintain a presence in the classroom
 - Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress
- **The Final Part of the Lesson and Setting of Home Learning:**

The teacher will return to the Focus for Learning and Signs of Success and encourage all pupils to evaluate the progress they have made during the lesson. Various strategies may be utilised, including peer and self-assessment, question and answer.

Pupils' achievement of the Signs of Success should inform planning for the next lesson.

Home Learning should be set in accordance with the school's Home Learning policy and follow the agreed homework timetable. Home Learning does not necessarily have to be set at the end of a lesson. Indeed, time should be given to ensuring that tasks are clearly displayed via Firefly, also, explained and pupils are given sufficient time to record any specific instructions into their exercise books.