

TEACHING AND LEARNING POLICY

(Senior School)

(This document is available on the school website or on request)

Reviewed November 2017

Introduction

Teaching and learning are the central functions of the school. At the core of this policy are the ambition and necessity to teach pupils to the best of our ability so that they can achieve to the highest of their potential.

Purpose

The purpose of this policy is to inform and involve teachers, and those within QEH to whom they are accountable, concerning the policies, procedures and plans of the school with respect to teaching and learning. It should be a focus for discussion and development and a working document offering practical guidelines and procedures in order to maintain and improve the already high quality of teaching and learning throughout QEH.

1. Learning and the Learner's role

Learning is an active process, and the learner must be an active participant. In order to be effective learners, pupils should be given the opportunity to develop and use the following capacities and skills:

- a) Ambition. They should aim for the highest objectives.
- b) Self-awareness. They should understand how well they are doing, and how well they could do.
- c) Target setting. They should be involved in setting their own personal goals.
- d) Observation.
- e) Independent research, through reading, or through using the Internet.
- f) Pattern recognition and the linking of experience and prediction.
- g) Investigation, posing questions such as 'what if...?'
- h) Communicating ideas through speaking
- i) Communicating ideas through writing
- j) Communication through pictures, diagrams and illustrations
- k) Applying previous knowledge in new or unfamiliar situations.
- l) Self-evaluation. They should be able to check their work for errors in grammar, spelling, punctuation, logic, or arithmetic.
- m) Involvement. Whether in practical work, group discussion, researching, reading, writing or problem-solving, pupils should be playing an active, interested role.
- n) Recognition that learning is worthwhile, even 'cool'.

- o) Concentration
- p) Partnership with others – learning from them, helping them learn
- q) Sensitivity to the needs of those around them.
- r) Pride and satisfaction in the final product.

2. Teaching and the Teacher's role

Teachers should be given the opportunity to, and be expected to, develop and apply the following skills and characteristics

- a) A secure command of the subject material they are expected to teach.
- b) An awareness of skills involved in learning and teaching which underlies their own practice
- c) Knowledge of equal opportunity issues.
- d) Sensitivity to the needs of particular groups and individuals.
- e) Effective planning which manages the learning process
- f) Clear objectives for lessons which are re-visited in a plenary
- g) A clear teaching style, easily understandable by pupils, which enables even difficult concepts to be grasped
- h) Teaching methods, which engage, motivate and challenge all the class, including an encouragement of independent thought and learning.
- i) Appropriately high expectations of pupils
- j) The ability to cater for differing abilities, types and interests
- k) An accurate judgement of a pupil's understanding
- l) The resourcefulness to provide the necessary stimulus to ensure that the pupil recognises and accepts the next stage of learning.
- m) Provision of opportunity to succeed, in terms of assessment and of learning for its own satisfaction.
- n) The ability to devise appropriate testing activities
- o) Regular feedback – thoughtful, formative marking, helpful comments - which helps pupils to progress
- p) Encouragement of fundamental British values
- q) The setting of appropriate levels of challenge
- r) An ability to judge how long a task should take, and to ensure that time is not wasted
- s) Organisation of a variety of interesting learning situations
- t) Use of methods which suit the topic as well as the pupils
- u) Planned and useful homework set according to the school's homework timetable
- v) Considered, open and thoughtful use of the school's assessments and reporting procedures
- w) Selection of appropriate resources
- x) The creation of a non-threatening learning environment
- y) Good relationships with and interest in the pupils, motivating and enthusing them
- z) Management of a purposeful classroom atmosphere in which pupils are not afraid to express their opinions and questions, where pupils are able to work individually or in groups

3. Resources and Training

Teachers should expect reasonable access to suitable resources for their work, with training on the use of those resources where necessary to extract maximum value. Given such opportunities they are expected to make the most of them, to enhance their teaching in the fullest way they can and to pass on expertise picked up to colleagues. Teachers are encouraged to share expertise through the peer review system which takes place across “triads” of teachers. All staff are equipped with a table which enables them to weave digital resources into their teaching.

Resources may need to be tailored to suit the needs of the pupil, group, class or school.

4. Roles in implementing this Policy

The learner should

- Be prepared to follow the instructions of the teacher
- Carry out the work to the best of his ability
- Be polite and respectful to teachers and fellow-learners

The teacher should

- Have regard for this policy in their planning, teaching, marking and evaluating their practice.

The head of department should

- Support and monitor colleagues in their teaching
- Have regard for this policy in the writing of the departmental handbook and schemes of work
- Encourage discussion amongst the department concerning good practice, such as ideas which have worked well

The SMT should

- Have regard for this policy when making decisions about, implementing, monitoring and evaluating all areas of the curriculum, assessment and the school in general

5. Means of monitoring the quality of Teaching and Learning

- a) Professional Development system in place for individual teachers involving lesson observation by a mentor and the Headmaster
- b) The department review process has at its’ heart a focus on Teaching and Learning with a detailed discussion of this being a primary focus.
- c) Heads of Departments report yearly to the Headmaster on external examinations results
- d) The Headmaster asks each Head of Department to submit a departmental self-review each year including an assessment of teaching and learning
- e) The Deputy Head (Academic) meets with each HoD concerning next year’s curriculum requests and requirements
- f) Schemes of work (or departmental handbooks) to be submitted to Deputy Head (Academic) at regular intervals and whenever any update is made.