TEACHING & LEARNING POLICY

This document details the King Richard School 'Teaching and Learning Policy'. The first section illustrates the 'bottom line' requirements that King Richard School expects within every lesson. This is necessary to make sure all lessons are consistent and allow learners to progress. The second part of this policy details indicators that were written, and agreed, by the Teaching and Support staff at King Richard School. We believe there are many different teaching styles and methods to create 'outstanding' teaching and learning. This factor has generated the requirement for a policy that shows evidence of effectiveness within the classroom to make sure that all pupils make rapid progression, in whatever style the lesson is delivered. This policy supports the fact that what works best in the classroom is what is effective. Therefore, the statements provided are not by any means created as a check list, but as necessary evidence of effectiveness to make sure the teaching and learning in the school is effective. King Richard School believes it is an absolute necessity that teaching has an impact on pupils learning and all learners make rapid progress.

Bottom Line Requirements

- SOW and resources to be appropriate to all students
- Students welcomed in – uniformed students in a seating plan, coats off
- Learning environment is safe
- Lesson starts on time – register is taken
- Behaviour policy rigorously and fairly enforced
- Pupils are aware of their Expected Progress and Current Progress, or are aware of where they can find this information. Progress charts are displayed on walls
- All books are marked (within 2 weeks) – effective feedback provided to all students in line with the school marking policy
- Homework is regularly set and marked
- Lessons are planned to meet the needs of students
- Lessons encourage good use of spoken and written English
- Insistence of high quality in presentation

This section illustrates the observable indicators written and agreed by the teaching and support staff at King Richard School. The indicators were written to provide staff with the evidence of effectiveness to develop teaching and learning at King Richard School towards 'outstanding'.

High Expectations

- I can tell the pitch of the work is suitable for individuals as it engages all learners
- When I ask pupils, they tell me the level of the work challenges them and keeps them engaged
- I can see that the teacher frequently checks progress and understanding, which has an impact on learning
- I can see evidence of extension tasks to challenge some learners further
- I can see different learning objectives established for different abilities, which allows all to make rapid progression

Responsibility:	T&L Coordinator
Review Period:	2-yearly
Last Review:	Feb 16 (ATU)
FGB Approval:	
Next Review	Feb 18

- I can see there is evidence of adaptability and ongoing assessment, which allows learners to make rapid progression
- I can tell there is clear use of open-ended questions that challenges thinking
- I can tell that the questions asked are making pupils think and therefore make rapid progression

Effective Questionning

- I can see evidence that pupils develop answers through peer discussion, which reinforces learning
- When I ask pupils, they tell me the teacher allows appropriate thinking time to let them develop their answer
- I can tell the teacher plans questions to the individual's ability which allows deeper thinking
- I can see evidence of open, higher level questions that challenges learners
- I can see evidence of an effective ratio between open and closed questions, which allows pupils make rapid progress
- When I ask pupils, they agree the teacher effectively guides them through errors and misconceptions, which help pupils progress
- I can see that the teacher uses questioning to assess pupils' prior learning, which provides the opportunity for appropriate support or extension tasks
- I can see evidence of pupil generated questions which extends individuals learning
- I can see that questions link to the aim of the lesson which helps stimulate learning

Assessment of Pupils' Progress

- When I ask pupils, they tell me the teacher provides them with a clear understanding of how they need to improve
- I can see evidence that pupils have been given the opportunity to act on previous feedback, which helps secure rapid progression
- I can see evidence of effective peer assessment as the pupils are engaging with the criteria and setting their own
- I can tell there is clear opportunity for self-assessment which allows individuals to self-improve
- I can tell the teacher regularly uses formal assessment which provides leaners with their current grades
- When I ask pupils, they confidently tell me about the teachers' assessment resources such as: traffic lighting and whiteboards to monitor their understanding
- I can tell the pupils clearly understand the tasks set and have the required knowledge to complete each task

FEEDBACK TO PUPILS

- I can see improvement comments displayed in books which pupils check and understand
- When I ask pupils, they can explain their improvement targets provided by the teacher, which helps learners self-improve
- I can see evidence of clear links between learning objective and subsequent lessons which allows for rapid progress
- I can see that the teacher uses plenaries and summative feedback effectively, which links back to the learning objective
- When I ask pupils, they are happy with the amount of mentoring or 1:1 support, provided by the teacher

- I can see evidence in the lesson of pupil led input, including pupils discussing their work to others, or teaching part of the lesson to the whole group

CLASSROOM MANAGEMENT

- When I ask pupils, they feel welcome and wanted in the lesson which helps build strong relationships
- When I ask pupils, they state there is mutual respect between the teacher and themselves, which helps create an effective learning environment
- I can see that the pupils listen when the teacher is speaking which contributes to pupil understanding
- I can see the teacher using praise and rewards which makes pupils engaged
- When I ask the pupils, they confirm that their security and safety is at the forefront of the lesson

SUBJECT KNOWLEDGE

- I can see the teacher applies the topic in context to real life examples which engages all learners
- I can tell the teacher provides pupils with the confidence to make mistakes and admit they do not know the answer
- I can see that the teachers' delivery of topics shows enthusiasm and creates an awe factor
- When I ask pupils, they explain the teacher provides confident responses when dealing with their questions
- I can tell the teacher pre-empts misconceptions and challenges misconceptions effectively
- I can see the teacher uses a variety of explanations and examples when introducing new concepts
- I can see that the teacher uses cross-curriculum links to broaden pupils' knowledge and understanding
- I can see that the teacher demonstrates purposeful mistakes to support effective learning
- I can see clear evidence of student discussion, not teacher voice, but teacher led to provide deeper knowledge

USE OF CLASSROOM RESOURCES

- I can see evidence of SEN knowledge being shared and referred to in planning the lesson
- When I ask pupils, they state they are well equipped to research independently which helps build resilience
- I can see effective use of the physical space when dealing with group work and individual work
- I can see effective use of technology – interactive boards, tablets, laptops etc. This engages the learners.
- I can see effective use of transitions between pupil and teacher time which helps maintain pace

HOMEWORK

- I can tell the homework set is relevant to the lesson and helps extend learning
- I can tell the homework provides a range of tasks that relate to the pupils individual needs
- When I ask pupils, they confirm the homework is challenging, which helps secure rapid progression
- When I ask pupils, they explain the homework set is accessible and they have the tools they need to complete it
- I can see homework displayed in classrooms and corridors which helps celebrates success
- I can see evidence of formative feedback for the work produced which adds to teacher/pupil dialogue