



Teaching and Learning Policy

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced and meets the requirements of the Education Reform Act.

Aims

Our aims for Teaching and Learning are that all pupils will:

- be tolerant and understanding with respect for the rights, views and property of others
- not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- develop a responsible and independent attitude towards work and towards their roles in society
- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness
- develop an awareness of the needs of those less fortunate than themselves and be empowered to work together to protect the dignity and well-being of the poor and the marginalised.

The School recognises that good learning takes place when pupils:

- know what is expected of them
- develop some motivation for the task, behave appropriately, increasingly remain on task and relate reasonably to others
- work well – independently, collaboratively or with appropriate support
- strive to take a pride in their work
- have an awareness of their ability and take ownership of their progress
- increasingly understand how they learn best
- develop a curiosity for learning
- celebrate their achievements.

The School recognises that good teaching takes place when teachers:

- Set high expectations which inspire, motivate and challenge pupils to remain engaged
- Promote good progress and outcomes by pupils and celebrate achievements
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons instilling in the pupils an awareness of the learning objectives and desired outcomes
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment including formative and summative
- Manage behaviour effectively to ensure a good and safe learning environment
- Having due regard for their personal and professional conduct as role models including good time management

- Evidence inclusion, diversity and equality - in the curriculum and in the wider school - reflecting the needs of all pupils
- Deliver learning programmes based on clearly-stated objectives such that each pupil can articulate what they are learning.
- Share good practice
- Manage the teaching space, the time, the people and the available resources effectively
- Ensure that the learning environment is safe and conducive to learning
- Take advantage of opportunities to promote literacy, numeracy, the pursuit of the school's SMSC agenda and British Values
- Promote the responsible and safe use of new technologies and online resources
- Help pupils develop respect for and appreciation of the contributions of others.
- Provide access to accurate, impartial, up-to-date careers guidance

PLANNING

All teachers plan their curriculum in line with the revised National Curriculum guidelines or recognised alternative (e.g. vocational training). Planning may be submitted on a weekly basis to help confirm the School is providing a considered, researched, planned and appropriate curriculum.

Subject Handbooks containing details of curriculum planning are revised every year to take account of teachers' assessments on the quality of teaching and learning. Handbooks must contain the following:

- curriculum maps
- curriculum statement
- annual curriculum framework (ACF)
- schemes of work for the current academic year, submitted as the year progresses as part of a working document
- subject development plan
- resource inventory.

Teachers must differentiate pupils' work in line with their own assessment and the School's annual assessment requirements taking guidance from the Gap Analysis where appropriate.

MONITORING TEACHING PRACTICE

The Headmaster, Deputy Head (Academic) and Assistant Head (Academic) monitor the quality of teaching by using an effective observation record form, applicable to all subjects with reference to current teaching standards. The focus of a lesson observation may be agreed between the teacher and the observer prior to the lesson taking place. The lesson observation will seek to confirm that the teacher is evidencing practise compliant with current teaching standards.

The observer may amplify aspects of practice through written comments during the lesson. These can form the basis for discussion when the lesson is over.

The lesson observation form will contain a record of dialogue/feedback between teacher and observer.

The observer will seek to identify and record strengths as well as areas for development. Areas for development may be translated into targets.

The focus for a future observation of the teacher will be agreed and recorded in light of any targets set.

Occasional drop-in observations will seek to confirm the maintenance of a teaching environment as conducive to learning, safe, stimulating and appropriate. In addition, the drop-in will confirm that pupils are attentive, on task and that the lesson is consistent with the Scheme of Work.

The Deputy Head (Academic) and Assistant Head (Academic) manage the curriculum and coordinates and reports lesson observations collaboratively with the Headmaster. Following observations, teachers receive feedback, advice, support and guidance, as appropriate. A written copy of the monitoring is available to the teacher and constitutes an important feature of performance management. Full consultation takes place at all stages of the monitoring process. Any enquiries or discrepancies are addressed, in the first instance, with the observer. Teachers may request further consultation, if necessary, with the Head.

The written record of lesson observations and drop-in observations will be stored in the teacher's performance management folder once consultation is concluded so as to ensure that all aspects have been agreed, formally recorded, signed and dated.

Subject Leads have a variety of roles. They:

- take a lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in their subjects and advise the Headmaster on action required
- are expected to keep up-to-date through reading and attending relevant courses

TEACHING ASSISTANTS

Teaching Assistants (TAs) are valued and valuable colleagues who offer much to improve the quality of learning and teaching at St Edward's School. TAs are directed to in-house INSET material intended to assist induction into the teaching and learning environment of St Edward's School.

TAs have an important contribution to make to the learning experience of pupils at St Edward's. This will be achieved when TAs:

- work together with the teacher to establish a shared understanding of the School's commitment to improving the quality of learning and teaching
- are committed to a better understanding of teaching and learning
- demonstrate a clear commitment to staff development
- help to monitor pupil progress and support teaching
- assist in the provision of adequate resources to support effective learning
- encourage positive pupil behaviour and attitudes
- acknowledge pupils' achievements and teachers' successes.

NEW TEACHERS

A teacher new to St Edward's School will be given the opportunity to observe other teachers at work, prior to taking responsibility for their own classes, in order to assist the establishment of good practices and encourage consistency in the School's approach to Teaching and Learning. During this induction period, new teachers will be assigned a mentor and will also gain experience of the work of the Care team.

EXPECTATIONS

Teachers

Teachers must actively promote the development of pupils' learning, their use of initiative, and the growth of a responsible attitude to learning. Teachers must set modified and where appropriate, individual learning programmes which suit pupils' abilities, take into account pupils' social and emotional development and complement the Teaching and Learning Policy.

Teachers must consistently employ strategies in the classroom or other learning environments, which assist teaching and learning and are effective in behaviour management.

Teachers must seek, through lesson observations, drop ins and other opportunities, to show evidence that teaching strategies have been reviewed, modified or altered as a result of evaluating the quality of learning, in order to maximise pupils' involvement and motivation.

Using observation feedback, teachers must evaluate their impact on standards of attainment, pupils' progress and their social and emotional development. Teachers participate in appraisal and as part of this process, teachers must monitor and record aspects of their teaching programmes and practice.

Every term, and upon request, teachers complete comprehensive pupil assessments which provide analysis of each pupil's progress and attainment. Progress reports form an essential component of each pupil's Annual Review.

Social care staff

Social care colleagues have an important role to play in supporting pupils' learning – in class, out of class and in the residential setting.

This review: GM/AB/AS November 2023