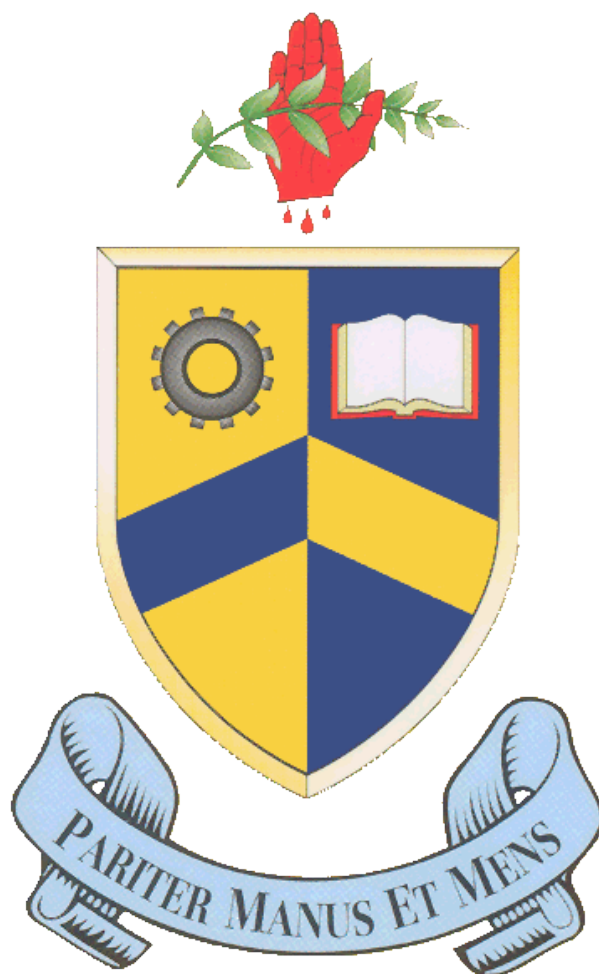


# ASHFIELD BOYS' HIGH SCHOOL

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*Learning and Teaching Policy*

2012-2013



# Vision Statement

We strive to create a safe, secure school community based on good conduct and respect for all, which recognizes the worth of the individual.

We will aim to provide a balanced academic and extended curriculum so that each pupil will have the opportunity to achieve his full potential and enable him to make informed career choices.

We will aim to encourage pupils to develop their physical, aesthetic and social skills to enable them to have a positive impact on their own lives and the lives of everyone they encounter.

## PURPOSE OF THE POLICY

The purpose of this document is:	to inform and involve teachers, and those to whom they are accountable, concerning the policies, procedures and plans of the school with respect to learning and teaching
By:	being a focus for the process of discussion and development, and a working document offering practical guidelines and procedures
In order to:	promote a high standard of learning and teaching throughout the school

## PROCESS OF MONITORING, EVALUATING AND REVIEWING THE POLICY

1. Teacher observation was carried out by J. Ashenhurst in the autumn term 2011-12
2. Main issues and evidence of good practice was issued to all staff.
3. J. Ashenhurst drafted the policy.
4. SMT revised the draft
5. Policy was presented to the Governors' for approval and finalized.
6. Policy was issued to all staff.
7. Vice Principal (curriculum) will evaluate the policy June 2013.
8. Policy will be reviewed biannually by Vice Principal (curriculum)

The policy recognizes that:

- learning takes place in a social context
- the quality of communication between the teacher and learner is essential for effective learning
- knowledge is operative rather than figurative
- knowledge is constructive; it is best demonstrated in a situation where something new is generated using existing understanding

The aim of the policy is:-

- to allow learners to make **progress** in their learning which will be deemed satisfactory by ETI standards
- to lay the foundations for a lifetime of learning through providing active, challenging and enjoyable **learning experiences** for learners who will be involved in and aware of the learning objectives, success criteria, thinking skills and capabilities, and cross curricular skills. Learners will become increasingly independently responsible for their learning
- to engender a **positive approach** to learning
- to train, develop and support **teachers** in their vital role of unlocking the latent skills, knowledge and potential in the learners
- to promote the use of **resources** which stimulate the motivation to learn
- to promote the organization of appropriate **learning situations** which will bring about maximum learner involvement through a **cohesive experience**.

## Roles and responsibilities in implementing the Learning policy

**The learner** should:

- Be prepared to follow instructions of the teacher
- Carry out work to the best of his ability
- Be polite and respectful to teachers and other learners
- Meet all deadlines for homework, controlled assessments and assignments.

**The teacher** should:

- Have regard for the school learning and teaching objectives when preparing, delivering, and evaluating their practice

The **Head of Department** should:

- Have regard for the learning and teaching policy when planning, administering monitoring and evaluating the department through documents (schemes of work; handbook; development planning and targets),

The **Senior Management Team** should:

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

## Learning and the learner's role

Knowledge is active, experiential and communicative, and as such, the learner must be an active participant.

In order to be effective **learners pupils should:-**

- be aware of the learning intentions
- be aware of success criteria
- be aware of their own potential
- be observant
- seek information independently
- read in order to gain information
- use I.T. to gain information and communicate information
- look for patterns and deeper understanding of what is presented to them
- pose questions and solve problems
- communicate ideas and information through speaking (pupil voice)
- communicate ideas and information through writing
- apply what has been learnt to unfamiliar situations
- evaluate their work:
- be keen to develop themselves
- be fully involved in the learning activities
- be motivated to learn
- be interested in learning
- be able to concentrate
- be able to co-operate with others
- be sensitive to the needs of others
- be able to work productively

## Teaching and the Teacher's role

In order to be effective in their teaching, **teachers** should :-

- have a secure command of the subject
- know about equal opportunity issues
- be sensitive to the needs of particular groups especially those pupils with special educational needs.
- manage the learning process through effective planning
- have clear learning intentions for lessons
- cater for differing abilities and interests : have appropriate expectations of pupils taking into account the special educational needs of pupils (See SEN Policy)
- use time efficiently to cover sufficient ground in lesson
- judge the pupils' understanding with accuracy
- be able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognizes and accepts the next stage of learning
- provide assessment opportunities which inform learning process
- be able to devise appropriate assessment activities
- encourage pupils to assess their own performance and strive for improvement
- teach purposefully:
- set high expectations of pupils
- set high but attainable challenges
- set realistic time limits for completion of tasks in relation to pupils' abilities and understanding
- be able to organize appropriate learning situations
- provide a variety of learning situations to suit the stage of the learning process teacher/pupil; pair; group; individual
- use methods which suit the topic or subject as well as the pupils

- use teaching methods which engage, motivate and challenge all pupils, enabling them to progress at a suitable pace and to be aware of their achievements and progress
- regularly set homework which extends or complements the work done in lessons
- choose appropriate activities for learning content
- plan lessons which have suitable content
- use appropriate teaching style
- give regular feedback (thoughtful marking, discussion of work with pupils) which helps pupils to progress
- use evaluation of pupils' progress to support and encourage them and to extend and challenge them appropriately
- use spoken and written assessment to improve pupils' performance
- use a consistent and positive marking policy
- select appropriate resources for the lesson, modify materials and organization to accommodate pupils' special needs and abilities
- deploy support teachers and adults effectively
- be aware of the importance of creating a non-threatening learning and teaching environment (See Positive Behavior Policy)
- be able to show interest in pupils, motivate and enthuse them
- Build up good relationships with pupils: show interest in them
- ensure the full participation of all
- manage an orderly, purposeful environment in which pupils are not afraid to express their ideas, ask questions, and work together
- interact effectively with pupils: explain clearly; provide quality question / answer work



## Examples of Good Practice

- *Pupils given a break half way through the double period by playing a topic related game with them.*
- *The teacher repeating the key words throughout the lesson so by the end of the period pupils knew the meanings very well.*
- *A thinking skills starter task "where am I?" that effectively led the pupils into the main activity.*
- *Power points e- mailed to pupils meant the full focus of the lesson was on learning and not note taking.*
- *Positive reinforcement and praise encouraged pupils to "have a go"*
- *Links to pupils own interests gave meaning to subject content.*
- *Creative link to modern day examples kept the pupils interested and aided understanding.*
- *Teacher working at the task alongside the pupils provided a challenge for them to keep going.*
- *Pre prepared notes with pupils highlighting key information made sure everyone was focused on the meanings of terms.*
- *Effective use of questioning guided the pupils to the required information.*
- *Use of appropriate humor built relationships and good relationships improve learning.*
- *Use of a "brain warm up" exercise set the tone for the lesson.*
- *Classroom management using a football theme including "man of the match" meant full attention from the pupils who were engaged throughout the lesson.*
- *Use of a variety of challenges which changed each day for example "can I catch you working?" provided positive motivation to the pupils.*