

TEACHING AND LEARNING POLICY

Mission statement of the School of St Helen and St Katharine:

“Founded on Christian values, our goal is to enable every girl to discover and develop her own strengths. We seek to encourage the aspiration to achieve both academically and beyond the classroom, and we aim to develop in all our pupils the self-belief and confidence that will equip them for life”.

Aims:

- to promote high standards in all teaching and learning
- to maximise good progress of all pupils according to their ability
- to ensure a stimulating and positive learning environment for all pupils within the school
- to celebrate success, encourage aspiration, self-worth and confidence
- to increase the expectation to think independently throughout the school at all ages
- to encourage pupils to share responsibility for their own progress

Objectives:

- to ensure the highest quality of teaching and learning through a focus on inspiring, challenging teaching
- to recruit, appoint and retain high quality, subject specialist teaching staff
- to provide stimulating and relevant staff INSET
- to ensure staff use effective strategies for managing behaviour
- to enable pupils to acquire new knowledge so that they increase their understanding and develop their skills in the subjects taught
- to ensure teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- to ensure effective use of assessment data to understand and plan for pupils' needs, to track progress and maximise learning
- to provide effective learning support to enable all pupils to make progress
- to ensure the most able pupils are effectively challenged
- to ensure teaching resources are of a good quality, quantity and range
- to continue to develop high standards of facilities used for teaching and learning
- to recognise and reward aspiration and success and so foster self-worth and confidence
- to enrich the curriculum with additional opportunities at appropriate stages
- schemes of work include a range of independent thinking tasks (e.g. research, extended writing) to foster self-motivation
- written feedback (marking and reporting) which ensures that pupils know what to do to improve

Definitions which underpin outstanding teaching and learning:

Effective teaching results from teachers who:

- have a passion for their subject and education
- have high expectations of pupils of all abilities
- ensure maximum progress for pupils of all abilities

- inspire pupils with confidence and the motivation to learn
- have an excellent understanding of pupils' capabilities, of their needs, prior learning and progress and use these to plan challenging lessons
- are confident to employ a range of strategies to inspire pupils of all abilities
- have excellent subject knowledge and educational pedagogy to challenge and build understanding
- plan and deliver lessons with appropriate pace and level of learning for pupils of all abilities
- provide targeted support, guidance and check understanding throughout lessons
- are comfortable to go 'off script'
- create opportunities for independent thinking and learning
- plan to prepare pupils for the opportunities, responsibilities, values and experiences of life in British society in the 21st Century
- set challenging and worthwhile homework
- ensure marking provides feedback and opportunities for development
- are proactive in their pursuit of CPD (being supported and encouraged by the School)

Effective learning takes place when pupils:

- are inspired to learn
- acquire knowledge, develop understanding and learn and practice skills
- demonstrate concentration
- show resilience when tackling challenging activities
- demonstrate keenness and commitment to succeed
- grasp opportunities to learn independently
- grasp opportunities to extend and improve their learning skills
- are considerate and supportive of each other in lessons
- attain at the highest level
- know how well they are doing
- are provided with clear steps for improvement and are supported in that process
- have a good understanding of fundamental British values in the 21st Century

Strategy: *staff responsible added in brackets*

- individual, departmental and whole School INSET programme to encourage confidence in exploring and using a range of teaching styles and sharing best practice (Director of Staff)
- lesson observation used regularly to maintain focus on the quality of teaching and learning (Leadership, HODs and peer)
- recruit and retain high calibre staff (SMT and HODs)
- the school budget process should result in appropriate budgets for good subject provision, resources and facilities (Bursar, Deputy Head and HODs)
- provision for the most able as outlined in the Most Able Policy (Deputy Head)
- staff referrals of pupils causing concern to Learning Support Co-Ordinator, use of the learning register information to inform teaching and learning strategies (all staff & LS Co-Ordinator)
- use of incentives for pupils to encourage and recognise achievement, effort and attainment (all staff)
- review of schemes of work in relation to this policy, the Curriculum, Homework and the Most Able Policies (HODs)
- 'Beyond' should include a range of opportunities that enrich the curriculum (Director of Students and HODs)

- the whole school assessment tracking system has a positive impact on progress as a result of academic and pastoral scrutiny (Deputy Head and HOS/HOD Junior)
- marking is completed promptly and informs pupils of what they do well and how to make progress (all staff, HODs and SMT to monitor). Guidelines are provided in the Staff and Department Handbooks.

Date: Lent 2016
Review: Lent 2018
Person responsible: Deputy Head
Audience: Staff