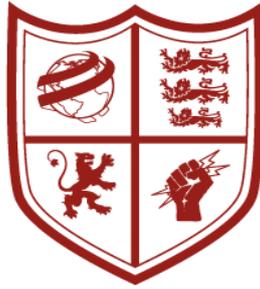


Stretford
Grammar School
Aspirat primo fortuna labori

Teaching and Learning Policy

Ratified by Governors: March 2018



Teaching and Learning Policy

Date of Review: February 2018

Member of staff with overall responsibility: Miss E. Wood

Governing Body Sub-Committee with reviewing responsibility: Curriculum and Standards

Vision

Teaching and learning is the main purpose of our school. Students, irrespective of ability, should have equal opportunities to learn in order to achieve their full potential. This statement is an agreed set of standards against which practice will be monitored, whilst supporting creativity and individuality. The policy provides a common framework within which we can identify, develop and share good practice in teaching and learning.

Aims

- To enable students to reach their full potential by meeting the needs of all learners
- To provide high standards of teaching and learning in all Key Stages
- To inform, involve and support all teachers through their delivery in the classroom
- To provide a framework for self- evaluation, monitoring and accountability which supports professional development and raises attainment through high standards of teaching and learning.

Effective teaching

Teaching is most effective when:

- Lessons are planned and resourced according to the needs of the learners
- Students have involvement in their own learning

- A positive learning environment is created through strong classroom management, the creation of positive relationships and the systematic use of praise and encouragement
- A variety of approaches and strategies is used to engage the students
- Students can make progress
- Teachers are aware of students' capabilities (including Able, Gifted and Talented, SEND, Pupil Premium and EAL) and prior learning and plan to build on these

Effective Learning

Learning is most effective when:

- Resources, time and environment are well managed and efficiently deployed
- It is linked to prior knowledge and understanding
- Students demonstrate excellent concentration and work at a good pace, showing interest in their work
- Students understand how well they are doing and how they can improve their work
- Students acquire knowledge, develop understanding and learn and practise skills

All teachers will seek to make lessons effective by:

- Planning and teaching lessons that enable students to learn well and achieve success
- Displaying and clearly communicating **Learning Objectives** to students at the start of the lesson
- Having awareness of the specific learning needs of all students, including those with special needs and disabilities; EAL and Able, Gifted and Talented; consulting with the school SENDCO where necessary, and liaising with Teaching Assistants to ensure maximum effectiveness
- Checking students' understanding throughout lessons, anticipating where they may need to intervene, in particular through the use of targeted questions and answers
- Involving students in the review and improvement of their learning/achievement by providing feedback upon which students can act
- Using the lesson time in the most efficient way e.g. arriving and finishing on time
- Setting and monitoring/marking/ assessing classwork and homework which are in accordance with individual Department Feedback Policies
- Monitoring students' progress by keeping up to date and accurate records of achievement and employing appropriate intervention strategies where students are failing to make progress

All teachers will seek to make learning interesting by:

- Varying teaching styles and learning activities
- Ensuring that the learning environment promotes learning through appropriate displays of work
- Creating a positive classroom climate through consistent use of the **Behaviour Code**, supported by strong classroom management and systematic use of praise and reward
- Engaging in whole school teaching and learning CPD

All teachers will create an orderly classroom environment and manage classes efficiently by:

- Implementing seating plans for classes which cater for the needs of all students
- Organising physical resources which ensure the health and safety of students and promote orderly classroom management
- Communicating clear expectations of students with regard to academic standards
- Consistently applying **the Behaviour Code**

All teachers will monitor and evaluate students' progress by:

- Marking/ monitoring/ assessing work regularly and in line with individual Department Feedback Policies
- Providing students with feedback on their work on which they can act to make improvement
- Informing parents/carers and appropriate staff of students' achievement or underachievement
- Ensuring the needs of different students are met (this may include through the use of data rich seating plans, annotated class photos, or highlighting in markbooks)

All teachers will develop positive and productive working relationships with students through:

- Command of subject matter which is regularly updated, where necessary with appropriate professional development
- Clear instructions and explanations
- Clear expectations of behaviour and work
- Positive and respectful interaction
- An inclusive approach which reinforces equality of opportunity
- Prompt responses to parental concerns and necessary follow up
- Support of students experiencing difficulties

- Recognition of effort and achievement through the awarding of **commendations**

Home School Links

Parents/carers have an valuable role to play in students' learning, therefore we will:

- Keep them regularly updated on student progress through the use of Show My Homework, the whole school assessment calendar for Data Captures, Parents' Evenings or individual contact by letter, email or telephone call
- Respond quickly to any concerns regarding work, attendance or behaviour through both home contact and liaison with Progress and Curriculum Leaders
- Celebrate the work and achievements of students
- Advise and support parents/carers on ways of supporting learning outside the classroom

Monitoring and Evaluation of the quality of Teaching and Learning

Rationale

In order to recognise and disseminate good practice within the classroom, raise standards of Teaching and Learning and support the professional development of all colleagues, quality assurance processes operate at middle and senior leadership levels:

- Learning Walks carried out by both Curriculum Leaders and SLT
- Work scrutinies carried out by both Curriculum Leaders and SLT
- Calendared Department Quality Assurance carried out for each curriculum area throughout the year including lesson observation, work scrutiny and Student Voice.