

**ST BARTHOLOMEW'S SCHOOL**  
**TEACHING AND LEARNING POLICY**

**Reviewed by the Governors' Teaching and Learning Committee, Autumn 2014**  
**To be Approved by Full Governing Body, Autumn 2014**  
**To be reviewed Autumn 2016**

**PURPOSE**

The purpose of this policy is to **raise student achievement, promote 'best practice'** and to **establish consistency** across the whole school.

**GUIDANCE**

**The Teacher's role is to meet individual needs through:**

- **planning and preparing for stimulating learning**
  - making use of prior attainment data and SEN information to inform teaching and learning
  - teaching lessons in accordance with the programme of study
  - catering for different learning styles: visual; kinaesthetic; auditory
  - creating opportunities for active learning where possible
  - making use of ICT, where appropriate
  - structuring lessons to build on prior learning, consolidate learning and maximise student progress
  
- **the creation of an effective learning environment**
  - which is organised and tidy, with stimulating interactive display
  - by promoting positive behaviour for learning, having consistently high expectations; giving praise to motivate and encourage; making use of the Rewards System
  
- **delivering lessons which match different learners' needs**
  - making full use of assessment for learning: through objective-led lessons with clear success criteria; effective questioning; peer- and self-assessment
  - enabling students to understand the purpose of the learning
  - making use of differentiated materials and tasks which match the needs of the learners
  - providing suitable pace and challenge, with time for reflection
  - facilitating independent, pair and group work learning opportunities
  - maximising the impact of Teaching Assistants/other adults, as a resource
  - ensuring that all students are making at least good progress with their learning
  
- **assessing work in accordance with the Marking Policy**
  - providing regular written feedback to ensure students understand clearly what they need to do to progress further
  
- **setting independent study in accordance with the Independent Study Policy**

developing resources to support independent study

- **meeting the Professional Standards for Teachers**

**The Learner's role is**

- **to approach learning with the right attitude**
  - being keen to learn and make progress
  - being well prepared with the right equipment

- showing respect for other students' right to learn
- completing independent study to the required standard
- taking pride in the presentation of work
- meeting deadlines
- **to actively participate, taking responsibility for learning by**
  - being aware of their own potential and involved in setting personal objectives
  - working independently to develop knowledge, understanding and skills
  - being ready to pose questions and solve problems
  - communicating ideas and information
  - applying what has been learnt to unfamiliar situations
  - evaluating and seeking to improve on their work by responding actively to feedback received from their teachers

## **IMPLEMENTATION**

### **Responsibilities**

- The Headteacher determines the curriculum to be delivered
- Heads of Subject, Key Stage Co-ordinators and Heads of Faculty are responsible for Programmes of Study and Schemes of Work
- Teachers are responsible for meeting the individual needs of learners in their classes

### **Support for Teaching and Learning**

#### **Resources**

- The Headteacher will ensure that there is adequate staffing for the planned curriculum, contact ratios and class sizes
- The Headteacher delegates resources to support teaching and learning in each faculty

#### **The school supports best practice through training and development which includes**

- whole staff, faculty and department meetings
- subject specific training
- opportunities for collaboration between subjects
- action research within, between and beyond faculties
- classroom observations and feedback
- peer coaching and mentoring opportunities
- visiting other schools to observe and share best practice
- attending appropriate external INSET opportunities

#### **Parents and carers are enabled to support their child by**

- attending parents' information evenings, subject based parents evenings and Study Focus consultations
- reading curriculum information
- making use of the subject hotline
- accessing information through the website
- receiving key messages via the School Comms e-mail system

**EVALUATION**

- The impact of the policy is monitored by Heads of Faculty and the Leadership Team, through lesson observations and student work sampling and student outcomes.
- The outcome of the evaluations will be reported termly to the Governors' Teaching and Learning Committee

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Signed by Chair

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Date