

St Bartholomew's School
Teaching & Learning Policy

Reviewed by the Governors' Education Committee, Autumn 2020
Approved by the Full Governing Body, Autumn 2020
To be reviewed Autumn 2022

Purpose:

Our aim is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Guidance:

Teachers should:

- Show outstanding knowledge and passion for their subject area.
- Recognise the importance of varying levels of prior knowledge and how this impacts on the best way to support students in their learning.
- Take into account desirable difficulties and the importance of recall/ retrieval practice for schema construction
- Aid effective development of both storage and retrieval strength through interleaving, spaced and intelligent practice.
- Through effective explanation, model correct practice and chunk learning to reduce cognitive load.
- Take into account potential misconceptions and common errors.
- Know their impact – evaluate the effect they are having on students' learning and adjust teaching accordingly.
- Be skilled in formative assessment practices, assessing students' progress thoroughly throughout the lesson, changing the course of the lesson as appropriate and implementing the Feedback policy.
- Know what students know, and what they need to do to improve in the different aspects of the subject
- Use assessment data, assessment of current performance & assessment objectives to plan effective lessons
- Set clear intentions
- Differentiate the work appropriately to effectively challenge all learners.
- Challenge and inspire students, expecting the most of them, so as to deepen their knowledge and understanding

- Promote positive behaviour for learning having consistently high expectations; giving praise to motivate; making use of the Rewards Systems and BART's values.
- Use time, support staff, technology and other resources effectively
- Use IS to reinforce and/or extend what is learned in school
- Recognise and act upon any differences in the standards of achievement or progress made by different groups of students, for example to include: Pupil premium, race, disability, gender, age, religion & belief and sexual orientation. (protected characteristics – Equality Act 2010)
- Meet the Professional Standards for Teachers
- Take responsibility for their own professional learning while being provided with opportunities by the school.

Implementation:

Responsibilities:

- The Headteacher, in collaboration with Governors, determines the curriculum to be delivered;
- Heads of Subject, Key Stage coordinators and Heads of Faculty are responsible for Programmes of Study and Schemes of Learning;
- Teachers are responsible for delivering the curriculum.

Support For Teaching and Learning:

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' Dylan Wiliam

At St Bartholomew's School, we take staff professional learning extremely seriously. We believe that the best educators are the best learners and we therefore expect staff to be avidly engaged with their own professional learning within a dynamic learning community.

The School supports best practice through CPD which includes:

- Whole Staff, Faculty and department meetings
- subject specific training
- opportunities to share good practice across the school and across other schools
- Action Research within, between and beyond faculties
- Encouraging staff to attend INSET opportunities

Management of Teaching & Learning

It is important that teaching and learning is monitored in order to ensure that all students receive the best education that can be provided.

The monitoring of teaching and learning

Formal Observations:

Formal lesson observations take place as part of the appraisal cycle. Staff reflect upon the lesson with the observer and receive constructive feedback on their performance. Feedback highlights particular areas of strength as well as any areas that may need developing.

Informal Arrangements:

Other forms of monitoring may take place during the year. These may be peer observations to aid professional learning, student voice, work scrutiny or subject leaders monitoring the teaching and learning taking place within their department.

Faculty Review:

As part of a full faculty review, staff may be observed to gain a clear picture of teaching and learning standards across the whole department.

Learning Walks/ Focus Fortnights:

Learning walks are a means to gain a snapshot of the learning that is going on at a given time. These classroom visits are 'drop-ins' to inform monitoring of the quality of learning.

They focus on students' learning rather than formally observing teaching practice.

Implementation

The impact of the policy is monitored by Heads of Faculties and the Leadership Team, through the processes described in the Management of Teaching & Learning section.

Signed _____

Date _____

Co-Chair of Governors