



TEACHING AND LEARNING POLICY

We seek to develop a school culture in which teachers are reflective learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our pupils, and we only want the best opportunities and experiences for our pupils.

Aims

Teachers should strive to deliver consistently 'good' and 'outstanding' lessons by:

- Continuously refreshing subject knowledge, understanding the courses they are delivering and using current teaching and learning initiatives so that their expertise can be shared confidently with pupils in order to enthuse them, challenge and secure their progress.
- Ensuring that they use prior attainment and other data alongside the ILPs (Individual Learning Plans) to be aware of the capabilities and specific learning needs of all pupils in their classes. This will ensure teachers plan lessons, differentiate activities and deploy support appropriately in order that all pupils can access the curriculum, make good progress and be challenged regardless of their ability or specific barriers to learning.
- Planning structured and well-paced lessons which employ a wide variety of interesting and imaginative activities and resources, including the use of new technology where appropriate, in order to sustain student engagement, concentration, motivation and application.
- Setting clear and appropriately challenging learning objectives and ensuring that these objectives and clear success criteria are shared with pupils and constantly reviewed through the lesson
- Effectively checking pupils' understanding throughout the lesson using a wide variety of formative assessment techniques, including Assessment for Learning [AfL], anticipating where they may need to intervene and doing so with significant impact on the quality of learning.
- Facilitating pupils to take responsibility for their own learning, providing opportunities for them to work both independently and collaboratively with peers.
- Establishing a positive and productive climate for learning in which the pupils demonstrate positive attitudes and have mutual respect for both teachers and peers alike.
- Loss of learning is managed calmly, consistently applying the Pinetree Right Choices Policy where appropriate, providing praise and positive reinforcement to foster self-esteem, motivation and confidence.
- Using the 'Credit Card' system to both monitor and encourage positive interaction in and around each lesson. Providing feedback from these so pupils understand what they have done well and where they can improve.
- Providing learners and home with regular detailed feedback, both orally and through marking, so that they know how well they have done and are aware of what they need to do next to sustain good progress.
- Using the Programmes of Study, Flight Path and MMGs to track and monitor progress over time while pupils act upon positive and negative feedback regularly to build confidence and self-esteem.

Continuing Professional Development

We aim to support colleagues to achieve these aims by:

- Providing quality school-based training focusing on whole school priorities but also ensuring that personalised professional development pathways are available in order to enable all staff to successfully complete their appraisal targets.
- Organising opportunities for colleagues to work collaboratively to share good practice, both within our own school and where appropriate with staff in other local schools.
- Encouraging teachers to attend external subject specific training where it is specifically linked to their appraisal targets or Subject Improvement Priorities.
- Providing coaching and mentoring where appropriate, through Middle Leadership and/or Senior Leadership.
- Encourage Middle Leaders to become exam board moderators and examiners.
- Encourage support staff to attend training and enrol in relevant courses.

Quality Assurance

In order to ensure high quality teaching and learning the Leadership Team aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use a Quality Assurance process as a means of supporting staff in their personal development so that they excel in their role within the school. To support this process of self-reflection and challenge we will devise a robust monitoring schedule:

- Subject staff will meet regularly with the Assistant Headteacher and/or Headteacher working towards an agreed agenda.
- SLT will conduct a paired lesson observation to assure consistency and accuracy of judgement, at least once every term.
- Teachers will be formally observed at least three times per year using the school's lesson observation format by the Headteacher and other senior/middle staff as part of the quality assurance system.
- The Head with the Assistant will conduct an on-going audit of all lesson observations and recommend specific colleagues / departments for targeted support. Where such targeted support is put in place it will be recorded on a formal support plan overseen by a specified member of the Leadership Team and reviewed after 6 weeks to ensure that it is having the necessary effect in developing the member of staff's skill set.
- SLT will undertake a series of Learning Walks over the year to look at how support and training has been embedded following feedback from the monitoring and evaluation quality assurance process.
- Regular work scrutiny takes place at least once every half term across the school.
- The Leadership Team will devise an annual programme of Learning Walks, diarised to take place every half-term, focusing on a specific aspect of teaching and learning.
- The Leadership Team will conduct an in-house audit of all subject areas at least once every term as part of their quality assurance routines.
- Governors will hold the school to account and provide scrutiny regarding the impact of this policy via regular reports and by Learning Walks and through Learning Walks and discussion with staff.
- Outcomes will be discussed and shared at all levels: with staff, the Leadership Team, Governors and at Trust Level.