



The Eden SDA School

Teaching and Learning Policy

Purpose:	To inform all the Eden School staff of teaching and learning practice in the school.
Approval Body:	Board of Governors
SLT Lead Person:	Mrs Laura Osei
Lead Governor for Policy:	Valerie Bernard-Allan
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1. Principles

The Eden School is a learning community. All members of the school are learners. This policy is central to creating 'all the conditions for effective learning to take place'. It will contribute to the 'share sense of purpose' of staff who, as well as helping our students strive for their best academic performance, support their personal and social development. The policy celebrates and shares existing good practices within the school.

Every student has the right to be able to learn, improve, and be stimulated and challenged in a positive and protected environment.

The policy sees to meet the needs of all students more effectively by offering approaches to teaching and learning and use of resources which are consistent across the school.

2. Aims

- To establish and agreed range of practices in respect of teaching and learning including assessment of student' work as presented in the policy.
- To enable staff to identify areas of practice which they wish to develop and in which they would welcome support in order to secure improvement in teaching and hence learning.
- To improve the quality and diversity of learning experiences offered to the students.
- To provide an agreed focus for monitoring the delivery of the curriculum to ensure equality of opportunity and that the quality of learning experiences is consistent across the school.
- To meet the needs of staff by offering developmental opportunities aimed at extending teaching strategies.

3. Roles and responsibilities

Head Teacher

At the Eden School the Head Teacher will ensure that effective teaching and learning is central to the work of the school, and has overall responsibility for successful implementation of the policy.

Teaching Staff

Every member of staff has the right to teach, and be treated with respect by students, parents, governors, the community and colleagues. Staff should be regarded as learners. Staff will take risks, and may make mistakes, in pursuit of our constant endeavour to improve.

Teaching staff are expected to:

- Prepare stimulating, challenging lessons which meet the needs of each individual student and assess student progress. They should be supported by, and be able to contribute to, schemes of work and provision of appropriate resources.
- Aims to create a safe and positive learning environment for students, and to treat students with respect.
- Make classroom expectations explicit by frequently reinforcing rules, procedures and expectation for learning and use the system of rewards.
- Give students regular feedback on the progress they are making either verbally or through the regular marking and assessment of work inline with the marking policy.

Classroom related support staff

Learning Support staff and learning mentors will support teaching and learning by assisting with the class teacher to support students learning activities in the classroom as directed by the SENCO and the class teacher.

Subject head and curriculum leaders

Subject leaders will oversee teaching and learning within their areas reviewing methods of teaching and schemes of work as necessary. They should ensure that the resources and conditions are in place to facilitate effective teaching and learning. Subject Heads will be supported in this by staff, including postholders within their subject and line managers.

Key Stage Coordinators

The Key stage Co-ordinators should work in ways which ensure Teaching and Learning can occur. They will share relevant information with staff, communicate with parents, monitor the learning of their year groups and promoting the general progress and wellbeing of individual students. They will also provide guidance and advice to students on educations and social maters and their future educational careers pathways.

Students

Students are expected to be active learners – to ask questions, to listen to each other and to the teacher, to follow instructions from staff, to complete work including homework, to the highest possible standard and to arrive for lessons on time will all necessary equipment.

Parents/Carers

The partnership between home and school is crucial in the learning process. Parents and Carers must take responsibility for the punctuality and attendance of their child or children and ensure that they are properly equipped for lessons.

Parents and Carers should encourage their child or children, monitor their learning by attending Parent's Evening and checking homework diaries, and try, to ensure the child has an opportunity to complete homework.

4. Lesson planning and preparation

The key to good teaching is preparation; clear purpose is of the essence. All lessons should be planned and a lesson plan in place. Sound planning is based on the needs of a situation and backed up by thorough preparation. There is no one model for a good lesson however and documents, other policies and the “Good Practice Portfolio” are available to support planning.

When planning a lesson all teacher must take into account these factors:

- Prior attainment of the students
- Educational objectives and school priorities
- Subject content to be covered
- The learning activities and teaching strategies used to cover the content and achieve the set objectives.

Lesson structure

Lesson structures need planning carefully to ensure smooth management of the teaching-lesson session. All lessons should be planned to the following structure with is in line with the National Strategy Framework:

- Share lesson objectives and lesson outcomes
- Short lesson starter activity lasting 5-10 minute.
- Introduce the main teaching point e.g. teacher exposition or questioning
- Develop main teaching points e.g. through group activity
- Plenary to draw out the learning e.g. through feedback and presentation or celebrate what has been achieved or prepare for the next steps

5. Teaching and learning strategies

Teachers will be expected to build these strategies into their style of teaching.

Direction:	To ensure students know what they are doing and why
Demonstration:	To show students how effective readers, writers, scientists, designers, mathematicians, artists, sportspeople etc work.
Modelling:	To explain the rules and conventions of the subject matter.
Explanation:	To clarify and exemplify the best ways of working
Questioning:	to probe, draw out or extend student's thinking
Exploration:	To encourage critical thinking
Investigation:	To encourage enquiry and self-help
Discussion:	To shape and challenge developing ideas
Reflection and Evaluation:	To help students learn from experience, successes and mistakes

6. .Grouping students

Most students are taught in mixed ability groups. Students may be set in some subjects to ensure that they are prepared for exams with differentiated papers. Students may be grouped by gender where appropriate for some sessions. Any changes to groups must be agreed with the line manager.

7. The learning environment

Children learn more effectively where the learning environment offers a wide range of stimulus, interest and challenge. Our classrooms should be part of our environment that stimulate, enlighten, inspire and comfort students.

To create our environment we start with these general principles. Your classroom must have:

- Appropriate signs and instructions that are welcoming in tone and wording and are written in a variety of community languages.
- Appositive, cheerful and stimulating atmosphere with plenty of displays to celebrate success within our attractive working environment.
- Appropriate learning resources in range, quantity and quality, effectively displayed.
- An orderly and purposeful environment in which students are able and willing to learn.
- Clear and well documented procedures for ensuring the well-being of pupils and staff with health and safety factors being constantly kept under review.
- Teachers organise and use their teaching areas to improve the quality and range of student's learning. Students needs and progress are identified and monitored as appropriate.

Creating the classroom environment

- Rooms should be free of clutter from previous years. Don't keep anything that doesn't serve a purpose.
- Establish order and routines in your room and use space to help achieve this. Fro example, have zones for different aspects of work that takes place within the room.
- Be aware of light and heat in the room and keep air circulating.
- Classrooms should be tidy and safe on a day-to-day basis. Rooms should be well equipped with storage drawers and/or cupboards. Everything should be labelled so anyone can use the rooms and understand the systems.
- Keep the whiteboard clean as soon as you have finished with the work. This will keep lessons flowing smoothly.
- Keep a stock of tissues or paper towels.

- Keep your stationery supply up-to-date and keep writing/drawing equipment easily accessible and capable of being easily removed for secure storage. Develop checking systems for retrieval of resources.
- All classrooms should contain a collection of reference books, especially dictionaries.
- Develop your own seating plans, all arrangements are useful for different purposes and it may be appropriate to change the furniture around at regular intervals. Students should be involved in making the seating plans. Teachers make decisions about where pupils sit.
- Change displays regularly, making sure they are clearly labelled. Aim to change one aspect of your classroom once every half term.
- Everything in each classroom should be functioning as it should, including such things as power points, OHPs, blinds and windows.

8. Differentiation in the Classroom

Just as everyone has a unique fingerprint, every student has an individual learning style. Chances are, not all of your students grasp a subject in the same way or share the same level of ability. So how can you better deliver your lessons to reach *everyone* in class? Consider differentiated instruction—

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Teachers who practice differentiation in the classroom may:

- Design lessons based on students' learning styles.
- Group students by shared interest, topic, or ability for assignments.
- Assess students' learning using formative assessment.
- Manage the classroom to create a safe and supportive environment.
- Continually assess and adjust lesson content to meet students' needs.

9.Coaching

The purpose of the coaching programme is to support colleagues in developing their teaching skills in order to improve the quality of teaching and learning in the school. This is a non-threatening way of supporting colleagues; both parties agree the focus of the coaching. Both parties are expected to prepare for the sessions.

- The programme aims to support weaker teachers in improving their lesson planning and delivery and hence the learning of students in lessons
- Weaker teachers will receive coaching from a trained coaching order to support them in improving their practice.

- Staff who receive coaching can expect support on a weekly basis from their coach
- A trained coach will be assigned to the teacher being coached and will support them in developing their practice.

10. Monitoring teaching and learning

Staff will have the opportunity to observe the lessons of others and be observed themselves. Feedback, both written and spoken, should form a dialogue between observed and observer.

- As part of the drive for school improvement there will be half termly cycle of lesson observations. All teachers will be observed teaching and will receive constructive feedback.
- The outcomes of the lesson observations will be used to assess our progress in improving the quality of teaching and learning.
- Good practice will be shared with colleagues at the teaching and learning development sessions
- Areas for development and training needs identified from the lesson observations will be addressed in the teaching and learning development programme.

11. Teaching and learning development

The Teaching and Learning development programme has been established to support colleagues in developing good practice. Staff should be provided with high quality INSET relevant to their needs. The INSET programme will be coordinated by the senior teacher responsible for teaching and learning. The programme is delivered in-house. Sessions will be led by members of staff with particular expertise. Some sessions will be for targeted groups of staff or individuals.

There will be at least two sessions every half term. The programme will be published each term. The sessions will have a similar format.

Time in minutes	Aspect
5	Welcome and learning intentions
5	Clearing our minds
15	How's it going?- trials of techniques
25	New Content
3	Action planning
2	Summary of the learning

Following the sessions, staff will be expected to try the ideas and strategies that they have learning in the sessions. They should give feedback to their line manager of any issues that arise.

12. Interrelationship with other policies

The Eden School Teaching and Learning Policy, like all school policies, flows from the school ethos, mission and priorities. It relates to other school policies and procedures such as Assessment policy, Curriculum policy and the Behaviour policy.

The school will ensure that high quality training on aspects of teaching and learning is provided to support the implementation of this policy.