



# SIR THOMAS RICH'S

## Learning and Teaching Policy

**Date reviewed:** January 2016

**Status:** Non-statutory

**Responsibility:** This Statement will be reviewed by Governors regularly, as part of their system of reviewing School Policies.

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## 1. Introduction

The primary purpose of Sir Thomas Rich's School is to enable all pupils to be engaged, motivated and enthusiastic about learning and to make, or exceed, expected progress (+ VA) during their school career. The learning environment should be organised to create high expectations, encourage excellent relationships, build resilience and enable all learners to demonstrate and reflect upon their progress. Pupils should also be given opportunities to develop and apply the skills that will prepare them well for the next stage in their education, training or employment. Achievement of this purpose depends upon the exercise of high-level professional skills by all teaching staff, from lesson planning, organisation and resource preparation. The School does not advocate a particular method of teaching or show preference towards a specific lesson structure. Teachers should decide for themselves how to teach so that pupils are engaged in lessons, acquire knowledge and learn well. This policy sets out the minimum learning and teaching standards expected.

## 2. Lesson Planning

Teachers should plan lessons in which learning objectives related to the scheme of work are made explicit and links are made to prior and future learning.

Pupils in the different groups should be identified e.g. Gifted and Talented, Pupil Premium and provision for these students should be clearly incorporated into the lesson plan.

Appropriate materials and resources should be ready for use and the lesson time should be utilised effectively. The teacher should have a thorough knowledge of the subject content to be covered in the lesson.

## 3. Engagement, Motivation, Enthusiasm, Resilience

Learning activities should ensure that learners of all abilities are able to make rapid and sustained progress and that they are given opportunities to develop resilience and take risks when faced with challenging or difficult tasks.

Pupils should also be given opportunities to learn independently and think for themselves using a variety of sources under the guidance of the teacher. Questioning and activities to practise higher order thinking skills should encourage pupils to analyse, evaluate, synthesise, justify and hypothesise.

Teachers should also take an active role in developing literacy, numeracy and other transferable learning skills

through learning activities and assessments.

Pupils should be able to make links with previous and future learning and learners should be given opportunities to apply their knowledge in different contexts and across the curriculum.

#### **4. Progress and Assessment for Learning**

The use of plenaries in lessons is encouraged to assess progress and consolidate learning. Questioning should be used by the teacher to assess understanding as well as to challenge pupils and encourage deeper reflection.

Homework should be set and feedback given in accordance with school and departmental policies. Tasks should consolidate and extend the knowledge and understanding that learners have acquired during the lesson as well as promote independent thought and learning. Pupils should also be given the opportunity to respond to feedback, seek clarification and self-correct under the guidance of the teacher. Learners should be given frequent opportunities to reflect on their own progress as well as that of other learners.

Pupils should be encouraged to articulate their learning. They should know the level or grade at which they are working and this should be made explicit in lessons and in assessments.

Pupils should also be able to contextualise their learning and understand the success criteria which will enable them to progress to the next level or grade. Clear and explicit targets should be set by the teacher and the student so that learners understand how they are going to improve.

#### **5. Expectations and Relationships**

Pupils should understand what is expected of them in terms of effort, attainment and behaviour. Instructions and explanations should be clear and specific and routines should be embedded so that pupils can demonstrate independence and take responsibility for their learning.

The highest standards of effort, accuracy, presentation and verbal communication should be encouraged and exemplars should be used to model these expectations.

Pupils should gain regular and specifically focused praise for effort and achievement using the School and Department rewards policy. Prompt and effective action should be taken to eradicate unacceptable behaviour, involving the Head of Department, Form Tutor or Head of Year, if appropriate.

#### **6. Interventions**

Planned interventions by the teacher, Form Tutor, Head of Department or Head of Year should support pupils and help them to progress in their learning and personal development e.g. extra tuition from a peer coach. Interventions should be informed by accurate knowledge of pupils' previous learning, effort and attainment and by high expectations of their progress. Teachers should know the expected impact of these interventions and be able to evaluate the difference that the intervention(s) have made to pupil progress and development.

#### **7. Evaluation of Learning and Teaching**

Feedback should be given using the lesson observation pro-forma and guidance for the evaluation of learning and teaching through lesson observation. The teacher's and the observer's reflections may inform areas for development (with reference to the Teachers' Standards) and identify CPD opportunities. These should be incorporated into the objectives set as part of the annual appraisal cycle. Teachers are encouraged to peer observe to reflect on their own practice and share outstanding practice. The Senior Management Team will evaluate Learning and Teaching through paired lesson observations with Line Managers and as part of Department reviews.