



WALTHAMSTOW HALL
SEVENOAKS

LEARNING AND TEACHING POLICY

This policy should be read in conjunction with other relevant policies. e.g. **Special Educational Needs Policy; Curriculum Policy; More Able, Gifted and Talented Policy; Assessment Policy**

LEARNING AND TEACHING IN THE SENIOR SCHOOL

Aims

- To provide the general principles that should underpin and inform teaching and learning within the School and to promote continuous improvement
- To provide a framework to ensure that the learning of pupils is systematically supported, guided and encouraged so that they become effective learners, understanding how they learn, possessing a range of effective study techniques and taking responsibility for their own learning.
- To ensure that teaching in the School is consistently as excellent as possible and to set out the standards expected and the responsibilities of all members of the School community in meeting them.
- To enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- To foster in pupils the application of physical or creative effort, interest in their work, and the ability to think and learn for themselves.
- To have well-planned lessons and effective teaching methods, activities and management of class time.
- To develop and promote a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensure that these are taken into account in the planning of lessons.
- To develop appropriate knowledge and understanding of the subject-matter being taught.
- To utilise (classroom) resources effectively and ensure they are of an adequate quality, quantity and range.
- To have a framework in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- To utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.

Learning

All staff are responsible for creating the conditions for learning. These are:

- A climate within the School and the individual classroom (whether actual or virtual) that is orderly with mutual respect between teachers and learners, which builds confidence and is sufficiently challenging.
- A commitment to high aspirations shared by all teachers and pupils.

- An environment where relationships between staff and pupils are built on mutual respect and staff work in partnership with pupils to facilitate their learning and maximise their attainment.
- Where attention is paid to the different learning needs of individual pupils, so that they can learn most effectively i.e. differentiation.
- Effective and prompt assessment of progress.
- Marking and feedback – whether verbal and informal or written and formal – which encourages pupils to achieve, is related to known and understood criteria and shows the pupil clearly what it required to improve i.e. assessment for learning.
- There are effective links with parents to encourage high aspirations for their children; the purposes and procedures of the learning within the School are made clear to parents. As part of this process the School:
 - ✓ gives parents information on courses, homework and examinations
 - ✓ gives parents adequate, clear and timely information about their child's progress
 - ✓ ensures that parents receive warnings of any problems in their child's learning as early as possible
 - ✓ provides parents with easy ways to communicate concerns or questions (publishing pastoral head email addresses in the annual School Information Booklet).
 - ✓ regularly provides the latest School news via the website, the Firefly VLE and the iSAMS Parent Portal.
- There is an effective framework for pupils' performance in place whereby their performance is evaluated both by reference to the School's own data and to national norms. This involves effective monitoring, evaluation and review on the progress and achievements of individuals and groups through, for examples, the use of baseline and other relevant data (e.g. ALIS and MIDYS). Future plans are based and developed on the outcome of this process.

Responsibilities for Learning:

(a) The Headmistress and Senior Management Group

To create the conditions for good learning throughout the School they will:

- promote learning to parents and pupils
- promote whole School approaches that encourage enthusiasm for learning and continuous improvement among pupils
- monitor achievement across the School and by groups of pupils
- evaluate findings and develop approaches to improve attitudes and achievement continuously
- establish a programme in PSHEE and tutor periods to develop pupils study skills and their understanding of their own learning
- intervene where attitudes and attainment are below expectation
- ensure that all staff are appropriately trained and are fit and competent to teach in the programmes in which they are directed to participate

The Headmistress is responsible for ensuring the implementation of the policy and reporting on it to the Governing Body on a regular basis.

(b) Heads of Department/Heads of Subject

To create the conditions for good learning they will:

- inspire pupils' interest in the subject by promoting it in every way and lead other staff in their department to do likewise
- to lead staff in the subject in understanding pupils' learning needs
- Monitor the attitudes and achievements of individuals pupils' learning needs
- develop approaches to improve attitudes and achievement continuously
- support staff teaching the subject to create the appropriate conditions for learning
- intervene where pupils' attitudes and attainment in the subject are below expectation
- devise materials to assist pupils to meet coursework and examination requirements
- ensure that all staff are appropriately trained in relevant teaching and learning strategies particularly appropriate to their subject
- ensure that staff have career path development opportunities.

(c) Pastoral Staff

The responsibility of pastoral staff, which includes all staff in their pastoral role, is to encourage positive aspirations among pupils and help them to develop the skills for study and to take responsibility for their learning.

Pastoral staff will:

- encourage enthusiasm for study and learning among their pupils
- monitor achievement across subjects in liaison with the Heads of Key Stages 3, 4 and 5
- liaise with subject staff where attitudes and/or attainment are below expectation
- counsel and mentor pupils to encourage confidence and aspiration and good work habits
- liaise with parents over individual pupil progress, advise on courses and encourage high aspirations

(d) Subject Teachers

(Once in the classroom, all teachers are subject teachers irrespective of whatever management responsibilities are held. These responsibilities apply to all subject teachers equally).

Subject staff are responsible for creating conditions for good learning with the groups for which they are responsible. They will:

- demonstrate high aspirations for pupils and make high demands on them
- plan lessons that are accessible to all pupils in the class to build confidence of all members of the class
- assist pupils in developing organisational skills and a willingness to persevere when work is challenging
- report back to pupils on their progress in ways that celebrate success and encourage them to address problems and aspire to continuous improvement
- ensure that they keep up-to-date with appropriate learning and teaching strategies and techniques in their subject(s).

Teaching

Responsibilities for teaching:

- (a) The Headmistress and Senior Management Group are responsible for ensuring that a system is in place to support and improve teaching and learning and helping teachers to improve teaching continuously. They will strive to:
- ensure that teaching can take place within an ordered environment
 - ensure that Heads of Department and Pastoral Heads are fulfilling their role in leading their teams in improving teaching
 - ensure that a system is in place to spread good practice as effectively as possible across the school
 - ensure that the organisation of the School day and year support good teaching
 - ensure that other School policies and systems support this policy (eg appraisal/performance management and development)
 - monitor the effectiveness of teaching
 - intervene where teaching falls below the standard expected

- (b) Heads of Department/Heads of Subject

HODS/subject teachers are responsible for the quality of teaching within the subject, for leading and inspiring their subject teams to continuously improve their teaching, for ensuring that the systems are in place within the department to promote good teaching. They will:

- provide schemes of work and recommendations for teaching approaches that reflect best practice
- organise teaching materials and resources and deployment of staff for timetable purposes
- monitor and evaluate teaching in the subject
- intervene where teaching falls below the standard required
- ensure that good practice is spread between teachers of the subject
- use the appraisal/performance management and development procedures of the School to promote staff development in the subject
- ensure that cover staff are informed and supported about the requirements of any class that needs covering in the event of staff absence

- (c) Subject Teachers

It is the responsibility of subject teachers to continuously improve their knowledge and skills and to apply these consistently and conscientiously. In accordance with this, teachers will:

- update regularly their subject knowledge
- update regularly their knowledge of examination requirements
- update their knowledge of pedagogy – i.e. understanding how children learn and the appropriate teaching to make the most of this knowledge
- update their personal mastery of the technology available to support teaching
- create the appropriate climate for learning within their classroom
- assess the individual needs of the pupils in each group and organise lessons appropriately

- provide effective reports on progress to pupils and parents, including areas for development
- share with colleagues –within and outside the subject – ideas on how to improve teaching.

(d) Pastoral Staff

The responsibility of pastoral staff, including form tutors, in regard to teaching is to monitor the progress of pupils for whom they are responsible and liaise on their progress with other staff and parents. They will:

- monitor pupil results across all subjects to see whether there are any anomalies and bring this to the attention of the relevant staff
- monitor pupil results against predicted performance (using baseline and other data) and bring under or over-performance to the attention of other staff
- work with pupils, their parents and subject staff to ensure that subject choices are made that are the most appropriate and will maximise pupil achievement
- assist pupils to plan a schedule of work effectively, particularly when preparing for examinations, assessments and coursework

Schemes of Work

Good teaching starts with good schemes of work. HODs and subject leaders will ensure that schemes of work:

- take full account of exam specifications
- specify content and methodology in accordance with best practice
- describe the resources needed and available for each topic
- describe appropriate approaches to topics paying particular regard to differentiation and individual needs (including More Able, Gifted and Talented)
- specify approaches to assessment and reporting to pupils and parents

Lesson Planning

The precise approach to lesson planning will vary from subject to subject and it is impractical to lay down rules that will cover every possibility. However, it is expected that lessons will be planned to ensure appropriate pace, variety and challenge. Dogmatic adherence to one approach is not appropriate or recommended. However, there are relevant general principles. For example:

- ensuring that there are varying opportunities for learning such as interactive work, work with ICT, group and individual work
- identifying work that is suitable and appropriate to the needs and abilities of pupils with a class
- arrangements for assessment of learning – formal or informal – that lead to effective feedback which in turn helps to inform future planning.

LEARNING AND TEACHING IN THE JUNIOR SCHOOL

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be a good balance of seriousness and fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to progress to the next step in their education and to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our approach to learning and teaching

We believe that children learn best in different ways. We aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners.
- foster children's self-esteem and help them build positive relationships with other people.
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people.
- enable children to understand their community and help them feel valued as part of this community.
- help children grow into reliable, independent and positive citizens.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving.
- research and finding out.
- group work.
- pair work.
- independent work.
- whole class work.
- asking and answering questions.
- use of the computer in the ICT Suite and laptop and /or iPad in the classroom.
- visiting speakers, workshops and visits to places of educational interest.
- creative activities.
- debates, role-plays and oral presentations.
- designing and making things.
- participation in athletic or physical activity.
- Study Skills lessons in Year 6.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn.

Teachers are expected to:

- Focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.
- Base planning and teaching on knowledge of the children’s level of attainment.
- Strive to ensure that all tasks set are appropriate to each child’s level of ability.
- Plan work for children with special educational needs with due regard to information and targets contained in their Individual Learning Plan (ILP).
- Plan lessons with clear learning objectives, information about the tasks to be set, the resources needed, and opportunities to assess the children’s work.
- Make a special effort to establish good working relationships with all children in the class.
- Treat the children with kindness and respect; treat them fairly and give them equal opportunity to take part in class activities.
- Praise children for their efforts and, by so doing, help to build positive attitudes towards school and learning in general.
- Insist on good order and behaviour at all times.
- Establish attractive learning environments

The Headmistress will report on this policy to the Curriculum and Communications Committee and to the whole Governing Body on a regular basis. In order to ensure that it reflects current best practice this policy will be reviewed regularly.

This policy has regard to the guidance issued by the Secretary of State.

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.

Reviewed June 2020
Next Review Date June 2021

Signed by:Date.....

Mrs J Adams
Chairman of the Governing Body