



Teaching & Learning Policy (Whole School including EYFS)

Independent Day School

Our Lady of Sion School

Last Reviewed: September 2023

Frequency of Review: Annually

Next Review Due: September 2024

AIMS

The aim of this policy is to create a document that offers practical guidance to teachers. This policy should be a focus for discussion and development in order to maintain and improve teaching and to ensure a high quality of teaching and learning throughout Our Lady of Sion School.

We believe that:-

In order to encourage excellent individual student progress Sion school recognises the intrinsic need for well-planned lessons and effective teaching methods, activities, and management of class time (3c).

- Excellent teaching and learning are characterised by supportive teachers with high expectations
- Motivated and happy pupils achieve their full potential
- The learning environment should be caring, challenging, and stimulating
- Pupils should feel confident and valued in their contributions
- The curriculum must be balanced and broad based - designed to cater for individual needs and develop individual brilliance

ACTION SUMMARY: TEACHING AND LEARNING

Teachers are expected to:-

- Adhere to the DFE Teacher's Standards (Updated December 2021 Appendix 1)
- 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
- Foster in pupils the application of intellectual, physical, or creative effort, interest in their work, and the ability to think and learn for themselves
- Deliver well-planned lessons, use effective teaching methods, suitable activities, and wise management of class time
- Show a good understanding of the aptitudes, needs and prior attainments of individual pupils, and ensure these are taken into account in the planning of lessons
- Demonstrate good knowledge and understanding of the subject matter being taught
- Utilise effectively classroom resources of a good quality, quantity, and range
- Work with other staff, including teaching assistants and the enhanced learning department, to ensure pupils receive the support they need to make progress
- Use a framework to assess pupils' work regularly in line with the school's Assessment Policy
- Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly in line with the school's Behaviour Policy and the Contract of Behaviour Code and School Rules
- Teach without undermining fundamental British Values or discriminate against pupils contrary to the Equality Act 2010
- Teach political issues, providing pupils with a balanced presentation with full regard to opposing views. The school strongly opposes the promotion of partisan political views.

Pupils are expected to

- Show a positive attitude towards and become increasingly more responsible for their own learning
- Meet the expectations of the schools' Contract of Behaviour Code and School Rules
- Work together and support and respect each other's learning
- Be prepared to contribute towards the whole school and wider communities

Parents are expected to

- Take an interest in and support their child's learning
- Maintain good communication with the school using the tutor/class teacher as the first point of contact
- Attend parents' evenings
- Keep the school well informed of any relevant factors which might affect their child's progress

Teaching and Learning: Good Practice**Lessons should**

- Start punctually
- Be well planned and paced
- Involve all of the pupils
- Allow pupils the ability to work alone and with their peers
- Allow pupils the opportunity to reflect on their own work and the work of others where appropriate
- Be interesting and based on more than one activity/task
- Make effective use of ICT where appropriate
- Be differentiated to allow all pupils to make progress in line with the learning objectives
- Use resources of a good quality that are adapted with regard to the needs of the pupils
- Be conducted in an environment of praise and encouragement
- Start with a brief introduction to the lesson that includes sharing the learning objectives with pupils (where appropriate)
- End with an opportunity for pupils to reflect on their learning

Teachers should

Maintain a well-disciplined classroom by:-

- Ensuring pupils settle quickly and quietly at the start of a lesson
- Challenging any pupil who does not meet expectations of behaviour in line with the school's Behaviour Policy
- Noticing and be responsive to pupils who are off task
- Not allowing any pupil to disturb the learning of another
- Regularly changing seating plans
- Ensuring pupils leave the classroom tidy, leave on time and in an orderly manner

Maintain a good working relationship with pupils by:-

- Addressing pupils by name
- Involving all pupils in question/answer sessions, not just those with their hands up
- Circulating, questioning, offering guidance, encouragement, and praise
- Encouraging pupils to articulate ideas in good, spoken English
- Being responsive to the progress of pupils by having support and extension tasks available
- Maintaining an atmosphere of mutual respect
- Being calm, consistent, and fair
- Adhering to the Behaviour Policy in the event of pupils not meeting expectations for teaching and learning

- **Monitoring of Teaching and Learning**
- The quality of teaching and learning is monitored by Heads of Faculty and the SLT in line with the school's quality assurance processes.

ROLES AND RESPONSIBILITIES

The Deputy Head, Junior School KS1 and KS2 Coordinators and Senior school Heads of faculty are responsible for monitoring the teaching and learning policy. They will report as required throughout the year to the governing body on the effectiveness of the school policy.

The Headteacher monitors and evaluates the quality of teaching and learning throughout the school, within performance management assessment procedures.

The Leadership Team supports the continuing professional development of staff in relation to improving teaching and learning and addressing any issues arising from student underachievement.

Faculty Heads are responsible for ensuring and maintaining high driving up the standards of Teaching and Learning in their Curriculum Departments. By working collaboratively with Subject Leaders and teachers they seek to promote innovation in teaching methodology and to drive up (remove) students' engagement and progress.

Subject Leaders are responsible for overseeing that their subject policy, schemes of work and programmes of study keep teaching and learning as a key focus. They are responsible for the quality of teaching in their faculties. Teaching and Learning is the foci of each half-termly Faculty meeting.

Learning Support Assistants provide targeted additional learning support, which is delivered outside and within the classroom to extend learning and enhance curriculum access.

ASSESSMENT

Assessment is an integral part of the teaching and learning process. All students are entitled to have their learning achievements and progression recognised. The school has a policy for assessment, recording and reporting. This policy is consistently followed by all staff.

PROFESSIONAL DEVELOPMENT

The school recognises that training for all staff is crucial to the successful implementation of the teaching and learning policy.

MONITORING THE POLICY

The Leadership Team annually review the teaching and learning policy, as part of the whole school self-evaluation procedure. The effectiveness of the policy in raising standards in the quality of teaching and learning is evaluated using the following performance indicators.

- Year group Monitoring Reviews (TAP meetings)
- analysis of student attainment data;
- scrutiny of teacher planning;
- lesson observations;
- sampling of students' work from across the curriculum;

- tracking individual students, or cohorts of students;
- discussion with parents about their learning
- sampling of reports to parents on student progress;
- discussions with students about their progress;
- discussions with teachers about student progress in TAP meetings.
- evaluations from the impact of staff INSET /CPD on teaching and learning.
- evidence from parental and student surveys/questionnaires.
- numbers of students excluded from school or classroom
- reports from the ISI inspectors and Advisor evidence.

Related Policies/Documents:

Assessment Policy

Behaviour and Statement of Behaviour Principles Policy

Curriculum Policy

Department for Education Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf