



TWEEDMOUTH COMMUNITY MIDDLE SCHOOL

TEACHING AND LEARNING POLICY

Introduction and Content

The main aim of this school is to RAISE ATTAINMENT. Two other aims are to Provide a happy, safe, secure and stimulating environment for everybody; to Offer opportunities for the pupils to reach their full potential academically, physically, socially, morally, spiritually and culturally and to give the adults who work here equal opportunities to continue to develop and learn as professionals. Within that environment we are ALL LEARNERS. The adults at Tweedmouth Middle have the right to develop, be valued and praised and supported. The children also have those rights, as well as that of receiving a quality of education that will best serve their needs.

Purpose:

- Provide teachers with a framework of expectations against which to plan and deliver the curriculum.
- **Help to** ensure that pupils have a consistency of educational experience.

Therefore when we teach well we:

Are well prepared and have sound subject knowledge;
Have clear **shared** learning objectives
Have well organised resources
Provide activities aimed at the learning objectives (**see SDP priorities**)
Have high expectations
Praise children for success and try to raise self-esteem
Are consistent with standards of behaviour (**see Positive Behaviour Policy**)



Secure active involvement of all **being aware of different learning styles (VAK)**

Develop clear success criteria with the children

Use assessment: **formative/summative/diagnostic (see Assessment Policy)**

Have a plenary session **being aware of the roles these can play**

Provide continuity and progression through stages of assessment, planning and delivery.

Use other adults effectively as support within the classroom, ensuring those in support are clear about their role, **the lesson objectives and the activities within** the lesson planning.

Showing knowledge of the children enhances the above:

Names

Ability levels

Family background

Know what works with individual pupils, how to get the best from each child, by analysis of specific groups (SEND, PP etc.).

We use these to group successfully, design appropriate tasks, assess.

Teaching Skills

Successful exploitation of the following areas:-

High expectations. Planning. Methods and Strategies. Pupil Management and Discipline. Time and Resource Management. Assessment. Homework. Time on task. Lesson flow. Time for Reflection.

In classes run by Effective Teachers, pupils are clear about what they are doing and why they are doing it. They can see links with their earlier learning and have some ideas about how it could be developed further. They understand what is good about their work and how it can be improved. They feel secure in an interesting and challenging learning environment. Effective Teachers are very actively involved with their pupils at all times. Outstanding



Teachers are consistently able to support all pupils to think for themselves, and to deepen their understanding of a subject or skill. Outstanding Teachers consistently and successfully confront poor performance, taking timely and decisive action to ensure performance recovery. The Environment is purposeful and businesslike. Learning Objectives are shared and there is time for review and reflection. The Plenary session **can** focus on what has been learnt, sharing outcomes and what has been done **as well as outlining what is to come (the Big Picture)**.

Monitoring of the Teaching and Learning Process

In putting the above principles of good teaching into practice there are three other strands, which must be in place to support staff. These are: - Monitoring, Evaluation, Staff Development.

Monitoring

The main purpose of a programme of monitoring classroom practice is to help staff measure their achievement, to acknowledge the good practice and to offer ideas, which will help to raise the standards of attainment by our pupils.

Monitoring is carried out by Senior Leaders and Subject Leaders. By mutual agreement colleagues can observe each other.

Our Performance Management Policy contains the pro-forma to be used in the monitoring process. Fast, but comprehensive feedback is essential. The process of monitoring informs Personal Objectives and Improvement Plans.

Evaluation

From the monitoring process: Lesson observation, scrutiny of children's work and planning, discussion with colleagues, comes a picture of Standards of Attainment.

Decisions about how to further develop or sustain strengths or how to make improvements where weaknesses exist are the reasons for this process. It will culminate in Actions. These



Actions will inform Departmental and School Improvement Plans, highlighting areas for Staff Development.

Staff Development

Performance Management Objectives state areas for Personal and Professional Development. The Key Issues within Improvement Plans will help in this process, as will Quantitative Data from NFER, and DfES.

Intended Audience: Staff/Governors/Public

Date Adopted: Summer 2008

By Whom: Policy Committee

Date last Reviewed: September 2015

By Whom: HT pending Policy Committee