

November 2015

## Bishop Monkton C of E School Policy

### Teaching and Learning Policy

#### Rationale

At Bishop Monkton CE Primary School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' learning, attitudes, behaviour; and attendance to enable all our pupils to achieve their full potential.

#### Purposes

The purposes of this policy are to:

- promote and share understanding of what makes effective teaching and learning, and ensure pupil entitlement
- promote the progress of all pupils
- provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self evaluation process
- support continuous professional development
- contribute to the effective delivery of performance management within the school;
- share good practice
- influence the school's strategic plan for improvement by informing curriculum planning and design

#### Effective teaching and learning

##### **Bishop Monkton CE Primary School recognises that teaching is most effective when all teachers:**

- demonstrate good subject knowledge and understanding in the way they present and discuss their subject
- accept responsibility for improving standards in basic skills
- are technically competent in teaching skills
- create a stimulating and supportive learning environment in the classroom, the outdoor environment and in the community
- challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding
- use methods, approaches and styles which enable all pupils to learn effectively
- manage pupils well and secure high standards of behavior
- understand the variety of needs for different pupils and adapt teaching methods accordingly
- use time, support staff and other resources, especially ICT, effectively
- assess pupils' work thoroughly and use both formative and summative assessments to help and encourage pupils to progress
- use assessment evidence to plan effectively, setting appropriate learning objectives and targets that pupils understand
- use home/school liaison effectively to reinforce and/or extend what is learned in school
- recognise that teaching needs to be consistent across all key stages
- are able to take ownership of their planning and implementation

##### **All teaching staff are entitled to:**

- Regular evaluation of their work
- Feedback on their effectiveness
- Professional development opportunities which support their continuing effectiveness and support the needs of the school and the community

##### **Bishop Monkton School recognises that learning is most effective when learners:**

- are engaged, appropriately challenged and extended
- acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding
- are motivated to work to the best of their abilities
- show interest in their work and sustain concentration
- develop independent learning strategies
- understand what they are doing, how well they have done and how they can improve
- make good progress
- take pride in their work

- take risks with their learning

#### All pupils are entitled to:

- teaching of good quality
- feedback on their progress
- clear targets for improvement
- advice and support

### Evaluating our effectiveness

The above criteria form the basis for evaluating the effectiveness of teaching and learning in the school. We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful and that learning should only be evaluated as effective when it secures good progress for all pupils.

#### Teaching and Learning will be evaluated through:

- planning
- assessment records
- classroom observation
- data analysis
- work scrutiny
- pupil interviews
- staff interviews
- parent consultations

### Securing Consistency

The performance of all teaching staff will be evaluated as outlined in the Performance Management policy. The responsibility for monitoring and supporting teaching staff in the classroom lies with senior members of staff. The school will check the accuracy of its own judgements by having them monitored in turn by an School Improvement Advisor (SIA). All individually agreed performance objectives will be monitored by the Headteacher and senior teachers.

### Contribution to school and teacher self-evaluation

Good teaching and learning are at the heart of an effective school. Information gathered through our evaluation will be used to improve the school by:

- providing feedback to staff on their performance
- securing appropriate professional development opportunities in line with the teachers and the school's needs
- sharing good practice
- influencing the school's strategic plan for development and informing curriculum planning and design

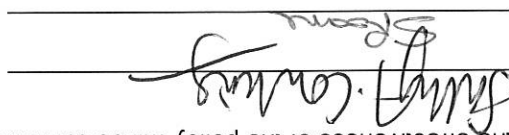
### Contribution to performance management

The performance management cycle focuses on assessment of teaching and analysis of pupils' learning to guide the setting of targets for improvement. Information gathered through classroom observation will therefore guide the professional development of the teacher, inform the School Improvement Plan and contribute to the effective delivery of performance within the school.

### Monitoring, Evaluation and Review of the Policy

The operation of the policy will be monitored and its success evaluated by the Standards and Curriculum Committee and the Governing Body. A regular review of the effectiveness of the policy will be carried out involving all staff.

Signed Headteacher



Signed Chair of Governors

Date

November 2015

Review date

November 2016