

HEXHAM MIDDLE SCHOOL AND QUEEN ELIZABETH HIGH SCHOOL

TEACHING AND LEARNING POLICY

1 Rationale

- All pupils/students are individuals with differing needs and thus require a personalised and differentiated approach to teaching and learning.
- We acknowledge that the quality of our teaching directly affects how well pupils/students learn. We are committed to providing teaching and learning of a consistently high standard as we work towards raising attainment, achievement, enjoyment and aspirations for all pupils/students.
- Teaching and Learning must be an integral element of CPD activities.

2 Aims

“There should be a focus on improving the consistency of high quality teaching to meet learners’ needs as effectively as possible; strengthening the relationship between learning and teaching” (Vision 2020 - Government Report)

- To recognise that it is the responsibility of all teachers to provide the highest quality teaching and learning for our pupils/students.
- To share and understand a common meaning of “high quality teaching and learning”.
- To support and facilitate improvements in teaching and learning through appropriate CPD activities.
- To monitor the quality of teaching and learning via a cohesive and transparent procedure.

3 Definitions

High quality Teaching and Learning consists of many elements (reference: Ofsted Criteria grid – see Appendix 1)

- Excellent subject knowledge of staff which motivates and inspires pupils/students
- Pupils/students of all abilities/groupings are making exceptional progress (SEN, highly able, pupil premium pupils/students)
- Lessons are well structured and planned taking into account pupil/student prior learning and capability (*reference: lesson proforma – see Appendix 2*)
- Assessment for Learning:
 - effective question and answer technique
 - high quality feedback
 - peer/self assessment

- sharing learning objectives and success criteria
(reference: *Assessment for Learning Policy*)
- Wide ranging learning activities (e.g. Visual, Audio, Kinaesthetic, Thinking Skills, effective group work)
- Seating plans appropriate to tasks
- Differentiation through a range of strategies (resources, support, groupings, intervention)
- All pupils/students enjoy and engage with the learning
- Resources, including use of new technology, make an effective contribution to learning
- Behaviour Management is excellent and school policy is applied consistently
- Independent learning is managed and developed
- Where appropriate, effective use of other adults makes an impact on learning

4 Responsibilities

Role of Senior Leadership Team (SLT) member with responsibility for Teaching & Learning

- To ensure that teaching and learning developments are included in CPD activities and programmes.
- To ensure staff are aware of current research and national initiatives related to teaching and learning.
- To lead and manage the teaching and learning review process for curriculum areas (which involves monitoring the teaching and learning quality of all teachers).
- To formulate, with curriculum leaders, teaching and learning action plans following the review process.
- Modify and update the policy in the light of on-going developments and the changing needs of the school.

Role of Curriculum Leaders

- To ensure that teaching and learning developments are included in department meeting agendas and department CPD activities.
- To monitor the quality of teaching and learning of all teachers in the department using the agreed self-evaluation process.
- To formulate an action plan with the SLT member with responsibility for teaching and learning following the department review.
- To support individual teachers where appropriate.
- To monitor the impact of teaching and learning on student achievement.

- Be responsible for the co-ordination of long and medium term planning taking into consideration national, local and school priorities and developments.

5 Monitoring and Evaluation Process

Curriculum Leaders – See Appendix 3

Senior Leadership Team – See Appendix 4

External School Adviser – termly meetings and lesson observations

Governors – receive feedback on policy into practice; review policy with senior leaders

6 Other Policies

This policy should be read in conjunction with other policies/documents

- Behaviour Management Policy
- Curriculum Policy
- SEN Policy
- Pupil Premium Policy
- Assessment for Learning Policy
- Teaching and Learning Handbook
- SEF documents and procedure

This policy was reviewed and agreed by the Education Committee at their meeting on 19 June 2013.

Signed		Chair of Education Committee: Linsley Charlton	Date	
Signed		Federation Headteacher: Neil Morrison	Date	
Review Date:	June 2015			