



## Teaching & Learning Policy

### Aims and Vision of STFS

Our vision is for a school where each child is treated as an individual. Every child is different, and every child will excel in some areas and need extra help in others. We hope that by recognising this we can help each child in their quest to achieve excellent results across a broad range of subjects. An important aspect of this is to have smaller class sizes and excellent, enthusiastic teaching staff who thoroughly enjoy working with children and young adults.

### Teaching and Learning Philosophy at STFS

Teaching and Learning at STFS will centre on excellence within classroom to allow all pupils to exceed expectation beyond the classroom. In order to achieve this all pupils will be provided with high quality learning experiences. These experiences will offer all pupils opportunities to flourish and evolve in a competitive 21<sup>st</sup> century. Alongside academic achievement all pupils at STFS will become life-long learners who take with them skills that enhance their futures. Learning at STFS will ensure that all pupils will be:

- ✓ Resilient
- ✓ Ambitious
- ✓ Independent
- ✓ Flexible
- ✓ Life long learners
- ✓ Community minded
- ✓ Leaders
- ✓ Questioning

### Outstanding Teaching & Learning

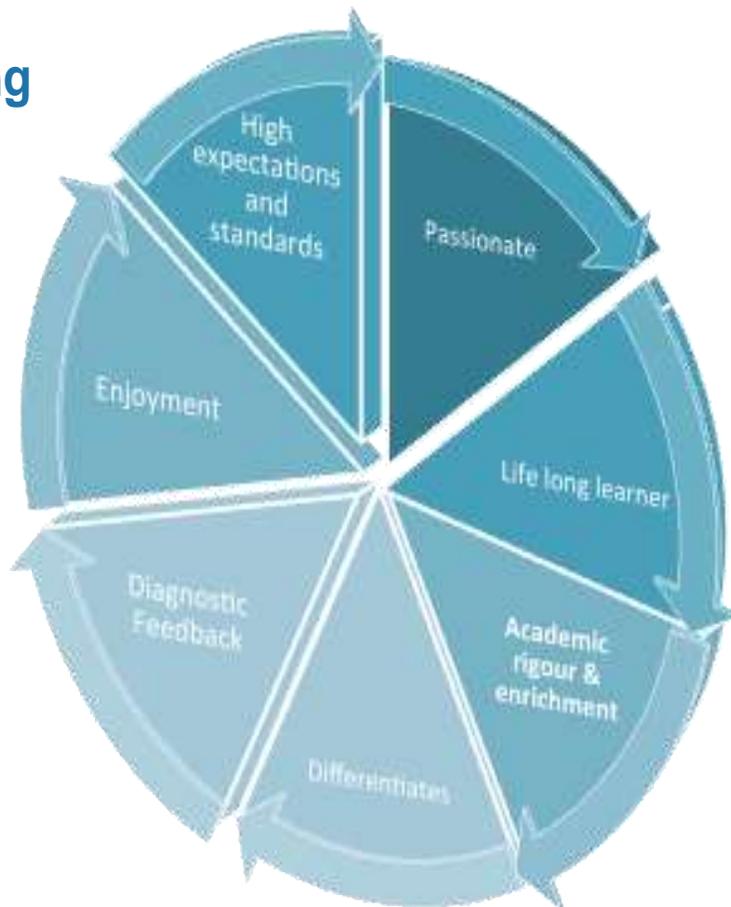
It must be remembered that outstanding teaching and learning is a collaborative process and involves all associated with STFS. For teaching and learning to be successful and productive there needs to be a consistency of approach. This should not limit individual creativity and approach, but stand as a basis from which T&L becomes outstanding.

### **For outstanding teaching and learning, teachers should:**

- Enthuse, engage and motivate pupils to foster their curiosity and enthusiasm for learning.
- Ensure that all pupils understand the learning aims and objectives and how it is linked to prior learning.
- Ensure that pupils are clear what they will learn and why.
- Plan each lesson with specific outcomes and able to evidence progress of all learners
- Ensure that pupils are aware of their current levels and progress and show an understanding of how to develop.
- Ensure that all pupils are clear about the tasks and what they are expected to achieve.
- Ensure that a range of learning styles are used in pupil learning.
- Ensure that all pupils are willing and able to participate in the all aspects of learning.
- Have high expectations of pupils and their climate for learning.
- Ensure that the activities used are challenging and develop the knowledge and understanding of the pupils according to their needs.
- Use activities that provide opportunities for pupils to demonstrate their learning.
- Ensure that pupils have sufficient time to reflect and review their learning.
- Ensure that the lesson activities and pace are flexible to ensure that the pupils' learning needs are met.
- Ensure that there are EPISODES of learning where effective plenaries are used to summarise, consolidate and evaluate learning.
- Meet the needs of individuals through effective differentiation
- Promote and celebrate learning during the lesson.
- Use effective planned questioning techniques and discussion to assess gained knowledge and areas to develop.
- Questioning is inclusive and involves all pupils and is differentiated accordingly.
- Ensure that subject specific language and vocabulary are used to promote learning.
- Ensure that progress and success are both checked and recognised by pupils.
- Develop skills in writing, reading, communication and mathematics.
- Incorporate other adults in learning to ensure that all learning needs are met.
- Use individual learning plans and other SEN information in planning.
- Use assessment criteria that are understood by and shared with all pupils.
- Develop the pupils' skills so they are able to assess their own work and the work of others with confidence.
- Ensure that marking provides frequent, detailed and accurate feedback and feed-forward comments, which celebrates achievement and identifies targets/areas for improvement.
- Use scaffolding statements in feedback/feed-forward to provide structure and clear steps for improvement feedback/feed-forward.
- Enjoy your teaching and take risks.

## Teaching- A summary.

# Teaching



### STFS will support teaching and learning in becoming outstanding through:

- Providing regular and relevant continuing professional development
- Opportunities to be involved in coaching and mentoring
- Support mechanisms including subject leaders, teaching and learning group, Advanced Skills Teachers and Leadership Team.
- Constructive feedback from lesson observations and learning walks including strategies for improvement
- Performance management review and target setting identifying areas for support and recognising achievement
- Publications sharing good practice led by STFS; enhanced by developing our own in-house teaching publication.
- Appropriate induction policy for new staff.

To further support teaching and learning at STFS we will actively participate in a strategy called Building Learning Power. This will be enhanced by Afl, which will be an expectation in all learning at STFS. Included below is an overview of BLP and Afl and why they are so important in the educational development of our pupils. This is something that we will develop in our first year and through a series of development sessions for all teachers at STFS.

## **Building learning power**

### **Building Learning Power is about**

- Helping young people become better learners
- Developing their portable learning power
- Preparing young people for a lifetime of learning

### **What is BLP based on?**

- An extensive body of research into learning and the brain
- Recent research into the key dimensions of learning power
- Practical trials in schools across the country
- The pioneering work of Professor Guy Claxton.

How does it work?

### **Building Learning Power:**

- provides a coherent picture of what it takes to be a good learner
- capitalises on previous learning-to-learn ideas
- grows a student's learning character and habits
- develops the appetite and ability to learn in different ways
- transforms the culture of the classroom and the climate of the school
- shifts responsibility for learning to learn from the teacher to the learner
- engages teachers and students creatively as researchers in learning
- gives schools the opportunity to track students' learning power

### **What effect will BLP have?**

- raised achievement
- improved behaviour
- increased motivation
- supple learning minds
- increased enjoyment in learning
- established habits of lifelong learning
- enhanced creativity

Further benefits

### **Building Learning Power:**

- shows short-term benefits within days
- starts small and builds firmly
- increases motivation
- takes time, thought, and a bit of ingenuity to perfect
- re-energises teachers
- works best as a whole-school strategy

### **Assessment For Learning**

Assessment for learning (AfL) is the process of seeking and interpreting evidence that helps teachers to assess their learners' progress and helps learners to monitor themselves. The evidence will show where learners are in their learning and helps teachers and learners jointly to decide what the next steps should be.

AfL focuses attention on the how of learning as well as the what and is one of the most powerful ways of improving learning and raising standards. Building it into sessions means that learners understand:

- the goals they are pursuing
- the criteria that will be applied to assessing their work
- how they will receive feedback
- how they will take part in assessing their learning
- how they can make further progress.

### **Putting it into practice**

#### **Developing learning conversations and questioning**

Learners will reveal the level of their knowledge, understanding and skills when they are engaged in tasks that promote thoughtful and sustained conversations. Peer-to-peer conversations can be particularly effective ways of sharing knowledge and surfacing misconceptions. Teachers can support learners by intervening only when absolutely necessary and then by asking questions rather than providing solutions. This way, the conversations continue at a deeper level.

#### **Giving appropriate feedback**

Assessment in the form of feedback can encourage learning and increase motivation. To be helpful, it should:

- be constructive and start with positives

- focus on the work rather than the person
- focus on progress and achievement rather than failure or deficits
- state explicitly what the learner has done rather than simply giving praise or criticism
- help learners plan the next steps in their learning. Appropriate feedback protects learners' autonomy and creates opportunities for self-direction.

### **The benefits of assessment for learning:**

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning.

### **Good AfL:**

- Is part of effective planning
- Focuses on how pupils learn
- Is central to classroom practice
- Develops the capacity for self and peer assessment
- Recognises all educational achievement
- Is a key professional skill
- Helps learners know how to improve
- Promotes understanding of goals and criteria
- Is sensitive, constructive and fosters motivation

### **Five principles of AfL**

**You need to start from where your learners are.** Pupils will need to reconstruct or reconsider their existing knowledge, ideas and strategies, not just add to what they already know, understand or can do.

**Pupils must understand the learning intention,** which includes what strategies they need to use to be successful as well as what constitutes a good quality end product.

**Pupils need to be active in the process.** Your job is to work with them so that the learning is done by them; you cannot do the learning for them.

**Pupils need to be able to talk about their ideas,** either in the whole class, in pairs or in groups.

**Feedback must focus on how pupils can improve** not simply on how well they have done in relation to a target.

## **Pupil Learning**

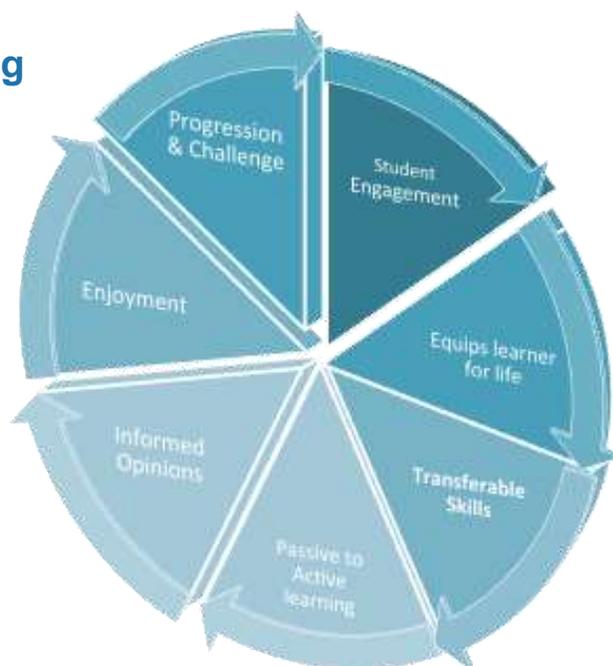
At STFS we feel that outstanding teaching and learning is not simply the responsibility of the subject teacher. In order to develop our pupils as self- motivators and dynamic young people, we see outstanding teaching and learning as a joint process which all pupils have a clearly defined role.

### **Pupils' contribution to outstanding learning**

- being punctual and having good attendance;
- show reliance when things do not go to plan;
- understand that all pupils have an entitlement to learn;
- participate in classroom discussions and learning activities.
- help other pupils and support each other in learning;
- meet deadlines;
- challenge themselves and setting individual goals;
- show enthusiasm in the subject;
- communicate with the teacher;
- ask questions about their learning and environment, locally, nationally and globally;
- contribute to the wider aspects of life at STFS;
- set high standards and expectations;
- ensure that they are correctly equipped so learning is supported;
- transfer skills and apply to new problems;
- develop informed opinions

## Learning. A summary

### Lear ni ng



### Review of Teaching and Learning

The quality of teaching and learning will be reviewed termly. This will ensure that strategic development priorities are identified and implemented. These termly reviews will be fed by ongoing monitoring and evaluation, which will take place throughout the academic year. The development of teaching and learning may focus on particular issues or it may be used for specific support where the need for development has been identified. All members of STFS will be involved in this process.

#### The aim is to:

- identify and share good practice across STFS;
- evaluate the quality of teaching and set targets for improvement;
- track progress on teaching and learning issues identified as key performance indicators within whole school development
- ensure relevant CPD is in place for all teachers

- identify and support teachers identified as needing encouragement; and standardise monitoring procedures including lesson observations and work scrutiny, through both SMT and peer observations.

Agreed by the Full Governing body

Signed by: ..... Chair of Governors

Date .....

Signed by: ..... Mr D J Lyon; Headmaster

Date .....