

# Learning and Teaching Policy

(Revised September 2007)

## Aims

- To build a learning community with high expectations (School Vision)
- To provide guidelines and a framework to ensure that high quality learning & teaching takes place across the whole school.
- To integrate the school's core values (Confidence, Aspiration, Respect, Enjoyment and Success) and the five outcomes of Every Child Matters into learning & teaching
- To enable all young people to become:
  - **Successful learners** who enjoy learning, make progress & achieve;
  - **Confident individuals** who are able to live safe, healthy & fulfilling lives;
  - **Responsible citizens** who make a positive contribution to society.
- To work towards the aspiration that at least 90% of lessons are judged to be 'good' or better.

## Objectives (in line with School Improvement Plan):

- To develop a culture of high learning expectations for all pupils.
- To develop pupils' learning skills, especially in literacy, numeracy and independent learning
- To develop assessment for learning as a diagnostic tool in raising achievement for all pupils.
- To develop appropriate strategies to support different learning styles & challenge each individual to take responsibility for their learning.
- To develop a flexible curriculum that effectively supports the learning needs of all pupils.

## Principles for effective teaching at Meden School

- Lessons are planned thoroughly, carefully structured and focussed around clear learning objectives, which clarify for pupils what is to be learnt and how this links to what they already know.
- Teachers actively engage all pupils in their learning, developing pupils' learning skills, encouraging them to become effective independent learners.
- Assessment for learning strategies, including peer and self-assessment, allow pupils to reflect on what they already know, reinforce the learning being developed & set SMART learning targets.
- Teachers have high expectations of pupils & what they can achieve.

- Teachers motivate learners through well-paced lessons, using stimulating & challenging activities matched to a range of learning styles.
- Teachers create a settled & purposeful atmosphere, developing positive learning behaviour that enables high quality learning.

### **Lesson checklist (Snap shot for effective learning)**

- Clear learning objectives are shared, which are relevant to individual groups and pupils.
- All pupils are aware of their current attainment levels, learning targets and what is necessary to enable progress towards those targets.
- Pace and challenge exists for all pupils.
- A safe learning environment where pupils have the confidence to take risks and to make mistakes, building learning confidence and self –esteem.
- A variety of strategies & resources engage students with different learning styles.
- Learning progress is reviewed at regular points during the lesson.

### **Benchmarking the quality of lessons**

During each lesson, quality can be judged in line with the following 3 elements:

1. **Learning** – What gains in knowledge, skills or understanding do pupils make?
  2. **Achievement** – Do pupils work to the expected standard based on prior attainment and baseline pupil data?
  3. **Attitudes and behaviour** – Are pupils well behaved and showing interest in the range of activities provided?
- If learning is good, achievement is in line with or higher than expectations and pupils have positive attitudes to work, then the learning and teaching are likely to be good. If any of the above elements are missing, learning and teaching are likely to be affected.

### **Assessment**

Assessment for learning will include:

- Clear learning objectives for all activities, identified within planning and delivery
- Effective formative teacher assessment, oral and/or written against clearly defined learning objectives
- Opportunities for peer assessment, formative and summative, against these objectives
- Self-assessment, which enables individuals to assess what has been learned and what still has to be learned

Assessment of learning, including marking, will include:

- A clear, summative statement of what has been achieved against key learning objectives
- Positive reinforcement of this achievement

Further details are available in [Meden's Assessment Policy](#)

### **Homework / Independent Study**

All pupils should have regular homework / independent study opportunity, in line with [Meden's Homework Policy](#).

Homework / independent study should:

- Support skills development
- Consolidate, reinforce or extend classroom learning

### **Use of progress data to support learning**

Meden makes use of a range of data to support learning, including:

- Key Stage 2 entry data
- Gradebook (Teacher Assessment) levels twice per year to monitor progress and effort
- CATs diagnostic and predictive data
- Midyis, Yellis, Alis predictive data
- Fischer Family Trust predictive data

Quality Assurance procedures for learning and teaching led by middle leaders are outlined in Meden's Quality Assurance / Self-Evaluation Policy. QA involves evidence gathering from a range of sources. These can include lesson observations, work sampling, pupil interviews, staff interviews, planning scrutiny. These form the basis for analysis and future Department Improvement Planning.