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Change History	Author	Changes Summary
22/08/16	A Ball	Initial Version
13/10/16	A Clark	Reviewed

Manchester Settlement School Teaching & Learning Policy

Context

Teaching and learning is delivered by all staff within the Manchester Settlement School. Staff may have roles as teachers, mentors, support staff or SMT. This policy is important for all staff. Where “Teachers” are referred to this term applies to all school roles.

Principles

Pupils’ Learning

Pupils learn best when they:

1. feel safe and happy in their learning environment
2. have a sense of the big picture and why they are doing a task
3. are engaged, challenged, stimulated to think and motivated to learn
4. have tasks that match and extend their ability
5. know how well they’re doing and what they need to do to progress
6. develop their personal learning and thinking skills
7. experience success

Teachers’ Learning

All teachers are leaders of learning and demonstrate through their own example that they are life-long learners:

- Professional development for all staff is central to improving the quality of pupils’ learning and achievement.
- All staff are entitled to access CPD and are expected to take personal responsibility for their own professional development with the support of their Head Teacher.
- We believe that effective CPD enables staff to maintain their skills and knowledge of practice in curriculum and pedagogy.
- We encourage innovative and reflective practice based on knowledge and research.

- Some of the key CPD strategies include coaching, peer support, observing others, joint planning, sharing practice, professional publications and evaluation of Pupil Voice.

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- discuss teaching and learning at meetings in order to share good practice
- plan their own CPD in conjunction with their Head Teacher as a result of the appraisal process, and keep a record of its impact

Practice

Teaching

1. Planning and delivery

We aim to give pupils an outstanding learning experience in every lesson. In an outstanding lesson teachers should follow the behaviour policy and plan lessons which:

- have high expectations
- provide pace and challenge for all pupils
- are informed by prior learning
- use a clear structure
- introduce "big picture"/links to prior learning
- set learning activities/challenge
- do activities, with interim plenaries and opportunities for reflecting on progress
- make learning enjoyable and engaging
- reward pupils appropriately and use the behaviour policy where necessary

During lessons:

- allow pupils to make real progress in their learning
- use plenaries (both interim and at the end of the lesson) to check progress and help pupils to understand how well they have done and how to improve
- allow pupils to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- use a variety of learning styles and strategies that are differentiated for varying needs by task, resources, outcomes and/or method.
- help close the gap between different abilities
- use stimulating resources, including ICT, which are differentiated as appropriate to the pupils
- use effective questioning
- use a variety of AfL techniques, including times for reflection, to direct and challenge pupils, and assess progress
- teach literacy and numeracy skills within the subject context

Assessment, Recording and Reporting

Teachers should:

- assess pupils' work each half-term following the school assessment policy
- use assessments to inform their teaching and support pupils' progress

- use data to ensure pupils are working at their full potential and set targets to achieve this and
- inform parents and appropriate staff within school of pupils' progress or underachievement

Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils e.g. literacy, Aspergers spectrum, dyslexia, etc.
- consult with Lead Teacher about how to meet the needs of individual pupils
- work with Learning Mentors, and other adults, to ensure pupils are best supported in their learning
- use ILP information as working documents in their planning to differentiate work for individual pupils