



## Ashford School and Ashford Friars Preparatory School

### Learning and Teaching Policy

This policy is available on the school website

#### **Aims**

Ashford School is fully committed to supporting students and teachers in effective and adventurous teaching and learning; to promoting enjoyment of, and a quest for, learning; to securing progress and high standards of attainment for all. We view learning as a partnership between pupils, teachers and parents.

#### **Principles**

Effective learning and teaching is the principal purpose of the school. In addition to the formal broad and balanced curriculum, teaching and learning are delivered through the many opportunities provided in our co-curricular programme and in the manner in which we interact daily. Our intention is that all our pupils increase their understanding and develop skills through the subjects taught and through these other opportunities.

#### **CONDITIONS FOR EFFECTIVE LEARNING**

The following features underpin effective learning and all our school policies will promote this.

- Regular attendance
- High self esteem
- Constructive relationships
- High levels of motivation
- Independent learning and awareness of how to learn effectively, including different learning styles
- Good time management and planning
- A positive and safe physical environment
- A willingness to experiment and take risks in learning
- All cultures are valued and respected
- An awareness of study skills through a coherent school structure

#### **CONDITIONS FOR EFFECTIVE TEACHING**

The following features underpin effective teaching and all school policies will promote this.

- Well planned and structured lessons which are part of a sequence and involve all pupils
- Clarity of learning objectives

- High expectations
- Commitment to improvement
- Co-operation and teamwork
- High quality professional development
- Effective management of resources
- Variety of teaching styles
- Positive and constructive relationships
- A stimulating learning environment
- Encouragement of the progressive taking responsibility and independence in learning and research
- Recognition of needs and abilities of individuals
- Consistency of good practice within and across departments
- Effective questioning
- Evaluation of pupil performance in terms of the school's aims and in terms of national norms

### **POLICY AND PRACTICE – GUIDELINES**

The Learning and Teaching Policy will impact upon:

- Curriculum planning, including schemes of work
- Lesson planning and delivery, including homework
- Monitoring and evaluation of teaching
- Monitoring and evaluation of learning, including assessment
- Learning support for pupils with Additional Educational Needs and for the Gifted and Talented
- Induction of new staff

### **POLICY INTO PRACTICE**

The monitoring process includes:

- Classroom observation followed by feedback discussion and target setting for improvement (e.g. as part of performance management). All subject leaders should monitor the classroom performance of teachers within their department. Informal paired observation (for example between teachers in different departments) is encouraged
- Scrutiny of pupils' work followed by discussion
- The central and individual recording of pupils' marks, tests and examination results to provide information on progress measured against targets
- Students' marks can be used to provide information about the whole school, departmental and individual performance and may be used to determine training needs

## **SUPPORT FOR TEACHERS**

This may include:

- Observation of skilled teachers within and outside subject areas
- Paired teaching with a skilled teacher
- Relevant external training
- Sharing of good practice within and across departments and other schools

## **ASSESSING THE QUALITY OF LEARNING**

Observers, Heads of Subject and Performance Management Leaders will wish to take into account some or all of the following:

- The quality of pupils' oral and written work, including homework
- The evidence that all pupils are challenged and making progress
- The standard of the pupils' literacy, numeracy and ICT skills
- The level of pupil participation and response
- Recorded marks or grades of the pupils
- The variety of learning and teaching styles visible
- The access given to pupils of resources and materials
- Appropriate use of IWB
- Pupils' understanding of how they are learning

**Characteristics of a Good Lesson** (compiled by Ashford Teaching Staff in whole school INSET session November 2007)

- Good structure with clear aims and objectives; possibly ending with plenary, evaluation/ checking that learning has taken place and clear expectations for next lesson
- Subject knowledge and preparation; good use of resources
- Differentiation / individual support/variety of tasks/work matched to level of pupils/ signposting of context and relevance of work opportunities for independent learning/ participation of each individual. Attention paid to EAL issues
- Pace and progression; enjoyment and stimulation; pupils connected to lesson and on task
- Good professional relationship with students; rapport, empathy, humour
- High expectations; challenge, including of behaviour as appropriate
- Regular assessment; does the pupil understand the marks\*; Constructive and encouraging comments; pride in work done; follow-up on missing work; target setting

- Skilled us of questioning and waiting for answers
- Light bulb moments

\* Suggested ways of checking pupils understand: traffic lighting/thumbs up/no hands policy

Date Document Updated	Document Updated by	Location of Saved File