

Hinchliffe Mill Junior and Infant School

Teaching and Learning Policy

(Revised January 2013)

Three factors within teachers' control that significantly influence pupil progress are: teaching skills, professional characteristics and the classroom climate.

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Rationale

In this school every child has an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The headteacher and curriculum link teachers will monitor teaching to see that this high standard is met, thus enabling effective learning by the pupils.

Purposes

- To ensure that all pupils benefit from teaching of the highest standard
- To meet the needs of pupils more effectively by offering a variety of learning opportunities
- To provide a basis for monitoring, evaluation and review
- To ensure that all teachers are given feedback on their strengths and areas for development within their teaching
- To improve the quality of teaching, facilitate learning and to raise standards
- To establish an agreed range of practice in respect of teaching and learning

Broad Guidelines

Teachers

- Teachers are expected to base their teaching on secure subject knowledge
- Teachers are expected to teach basic skills effectively
- Lesson planning should have clear objectives based on the knowledge, skills and understanding that pupils need to acquire
- Teaching should challenge and inspire pupils of all ability levels allowing them to learn successfully
- Teachers should set high expectations of work and behaviour
- Teachers should use an appropriate range of teaching methods to allow pupils to learn effectively
- Strong features of all teaching should include clear explanation; good use of language; a wide range of questioning; building on prior learning; use of investigation; pace
- Teachers should ensure that children are given time to practise their learning
- Teachers should manage people well
- Teachers must insist on high standards of behaviour
- Teachers must ensure that time; support staff; resources (including ICT) are used effectively

- Teachers should assess pupils' work thoroughly and use their assessments to challenge pupils or to help pupils overcome difficulty
- Teachers should use homework effectively to reinforce and extend what is learned in school

Pupils

- Pupils should learn to secure concepts, knowledge and skills
- Pupils should learn incidental knowledge
- Pupils should learn to work effectively and constructively at an appropriate pace
- They should enjoy gaining a sense of achievement and thrive upon it
- They should take pride in their work, content and presentation
- Pupils should strive to become independent learners
- They should be actively involved in their learning and aware of its significance
- Children should learn to question and set high expectations of themselves
- Pupils should respect and aim to attain the standards of behaviour expected of them

The learning environment

- Should be stimulating
- Have a variety of displays
- Celebrate children's achievements
- Be well organised to facilitate learning
- Should be safe, clean, cheerful and tidy
- Should be well maintained
- Should be treated with respect by staff, pupils, parents, governors and the community
- Should be a welcoming and happy place

Conclusion

This will result in pupils who

- Acquire new knowledge, skills and understanding well
- Apply intellectual, physical or creative effort to their work
- Are productive and work at good pace
- Show interest in their work, sustain concentration, and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve

This policy should be read in conjunction with the school's policies for Curriculum, Teacher Appraisal and Monitoring and Evaluation.

This Policy will be reviewed on a biennial basis.