

BYRON COURT PRIMARY SCHOOL TEACHING AND LEARNING POLICY

1.0 INTRODUCTION

- 1.1 At Byron Court every child has an entitlement to benefit from outstanding teaching.
- 1.2 We believe that learning should be a rewarding and enjoyable experience for everyone.
- 1.3 Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and be good global citizens.
- 1.4 We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.
- 1.5 We encourage all learners to become life-long learners.

2.0 AIMS

- 2.1 To provide an excellent education for all pupils.
- 2.2 To secure knowledge and understanding of the subject or area being taught.
- 2.3 To provide a positive learning environment.
- 2.4 To enable all pupils to develop their full potential as independent learners.
- 2.5 To develop the self-confidence and esteem of all pupils.
- 2.6 To enable all pupils to be positive about learning.
- 2.7 To emphasize the importance of every aspect of the curriculum so that all pupils feel valued and contribute to the success of the school, irrespective of age, gender and ethnicity.

3.0 THE ROLE OF THE TEACHING AND LEARNING LEADER

- 3.1 To secure high standards of teaching and learning across the school.
- 3.2 To ensure that teachers and support staff are trained and confident to provide high caliber teaching to meet the needs of all pupils.
- 3.3 To monitor standards of teaching, planning and assessment and the impact they have on pupil progress and outcomes.
- 3.4 To ensure accurate assessments are made and used to inform future planning and provision.
- 3.4 To monitor the effectiveness of the Teaching and Learning policy.

4.0 THE ROLE OF THE ASSESSMENT LEADER

- 4.1 To ensure that data is transferred between all Key Stages.
- 4.2 To support staff in the analysis of data to inform planning and assessment.
- 4.3 To identify children falling below the 'expected' age related expectations in EYFS and ensure that those children continue to cover the 'Developmental Matters' goals in the first term of Y1.

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- 4.4 To identify children in Years 1 to 6, who are at risk of not making two NC sub-levels of progress and ensure early intervention is provided.

5.0 THE ROLE OF THE FACULTY AND SUBJECT LEADERS

- 5.1 To ensure quality of provision and high quality delivery of their subject specialism.
- 5.2 To offer advice and support in their specialist subject area.
- 5.3 To ensure that there are engaging and relevant resources in place to implement effective teaching and learning.
- 5.4 To attend relevant courses and conferences and to disseminate information to all staff.
- 5.5 To liaise with other Faculty Leaders to ensure consistency, quality and progression.
- 5.6 To monitor planning and assessment in their Faculty.
- 5.7 To report to the Teaching and Learning Leader, Senior Leadership Team and the Governing Body about the development and improvement of their subject.
- 5.8 To prepare, monitor and evaluate the action plans that underpin the School Development Plan.
- 5.9 To monitor pupil's work and to provide guidance on levels of attainment through leveled exemplars of work.

6.0 THE ROLE OF THE TEACHER

- 6.1 To have high expectations of pupil's work, behaviour and capabilities.
- 6.2 To make intellectual and creative demands on pupils to extend their learning.
- 6.3 To provide independent work, which is challenging and accessible.
- 6.4 To ensure that their teaching of skills and subject matter is knowledgeable and stimulating and that subject specific vocabulary is used correctly.
- 6.5 To ensure lessons are well structured and the variety of activities and methods used are well suited to the particular focus of the lesson and pupils' individual needs.
- 6.6 To ensure pace and momentum are maintained and time is used productively.
- 6.7 To ensure questions are challenging and are used to consolidate, extend and verify what pupils know and understand.
- 6.8 To use imaginative resources to engage all learners.
- 6.9 To ensure pupils receive feedback on their attainment and progress so that they know how to improve.

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7.0 THE ROLE OF THE TA

- 7.1 To support individual pupils or groups within a class.
- 7.2 To be involved in planning, assessing and feedback without having the responsibility of these.
- 7.3 To help teachers to prepare materials and resources.
- 7.4 To support the teacher in managing pupils and the learning environment.

8.0 IMPLEMENTATION

- 8:1 The whole school community will have an ongoing responsibility for this.
- 8.2 The Faculty Leaders and the Teaching and Learning Leader will carryout rigorous monitoring and evaluation.
- 8.3 The Leadership Team will have a strategic overview of the school's development needs and will ensure systems and procedures are in place to meet future requirements in all aspects of the curriculum, learning environment and overall provision.

9.0 MONITORING AND EVALUATION.

- 9.1 The Headteacher, Deputy Headteacher, Leadership Team and Faculty Leaders will monitor lessons through regular observations.
- 9.2 The procedures set out in the Performance Management Policy will ensure that all teaching and support staff are observed in class and or working with children to ensure that their practice is effective and meeting the needs of their learners.
- 9.3 The Headteacher, members of the Leadership Team and Faculty Leaders will monitor planning and assessment.
- 9.4 Governors will have responsibility for an area of school development and they will be invited to meet with the School Action Plan Leaders to monitor the plan and to jointly observe teaching and learning.
- 9.5 Pupil attainment and progress will be rigorously monitored by all staff.

10.0 REVIEW

- 10.1 Date of policy: May 2014
- 10.2 Review: May 2017