



# Solefield School

## **TEACHING AND LEARNING POLICY**

The School's aims and objectives guide the members of the School community towards providing **"top quality teaching"**. The aims and purpose of the school inform this policy. It is these foundations which will guide how we live, learn and educate at Solefield School and therefore they should be in evidence in all that we do. Teaching and learning will permeate every area of school life. This procedure is applicable to all parts of the school including the Early Years Foundation Stage (Reception class).

### **Quality Teaching:**

- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates good knowledge and understanding of the subject matter being taught;
- utilises effectively classroom resources of a good quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010;
- delivers well planned, prepared and paced lessons that maintain high levels of interaction with the class;
- identifies individual strengths and needs;
- identifies the learning objective so boys know what they are expected to learn;
- provides feedback both written and verbal with high levels of praise and encouragement;
- always has high expectations of boys;
- uses a variety of teaching styles;
- fosters an inquiring mind leading to confidence and initiative taking;
- creates a supportive learning environment;
- uses homework effectively, particularly to reinforce and extend what is learned in school.

### **Quality Learning:**

- maintains active involvement in learning to engage boys' interests;
- encourages boys to take responsibility for their own learning and listening skills;
- encourages interaction and collaboration from boys, teachers and parents.

**In order to achieve both quality teaching and learning, teaching staff:**

- identify and share learning objectives;
- review and reinforce previous learning to link and consolidate material;
- use a variety of teaching styles and learning activities;
- use differentiation to enable all boys to succeed;
- use marking and assessment to inform and involve boys in their learning.
- regularly share ideas and best practice;
- attend regular CPD;
- ask for, and act upon, feedback from the pupils.

Helen McClure- Deputy Head (Academic)

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