

# Teaching and Learning

Ratified by the Governing Body – February 2016

Policy document

The Governing Body of the Wey Valley School believes that:

- the quality of teaching and learning is the crucial element in improving standards of achievement for all students.
- every student whatever their age or ability level, should be provided with a curriculum which is appropriate, demanding and rewarding as well as accessible through high quality delivery and support.
- A range of methods, including learning walks, work assessment, student interviews are used to ensure the development of teaching and learning.

## TEACHING

The school aims to ensure that:

- teaching is of a high quality, tailored to students' needs and is stimulating, challenging and encouraging
- all teachers have good subject knowledge and are given support and opportunities to develop their skills through the whole school Performance Management process and the CPD programme
- students are grouped in classes in line with the whole school policy on the curriculum
- effective long, medium and short term planning ensures that all students receive the curriculum to which they are entitled
- schemes of work are carefully planned
- all lessons are planned so that activities are varied in order to enable achievement of the lesson objective for all students, especially vulnerable groups
- all lessons have a pace which is stimulating
- resources are well planned, appropriate, differentiated, in good condition and accessible
- all equipment and materials are safe to use
- classrooms are tidy and welcoming and good displays of work show the respect in which all students are held
- achievement is praised and students are rewarded for their good work and constructive feedback is given

## LEARNING

The school aims to ensure that :

- students experience a range of learning opportunities and that teachers give due consideration in their planning to the fact that students have different learning preferences, i.e. that they learn in different ways and that therefore teachers need

to vary their teaching approaches and the way that content and resources are presented and used in order to meet students' individual needs

- the focus of learning includes skills, attitudes and attributes, in addition to knowledge and understanding.
- students experience learning opportunities in a variety of contexts including lessons, events, routines, extended hours and out of school.
- students are encouraged and given opportunities to take responsibility for their own learning and progress through teachers setting tasks which promote independent research and methods of working which involve students participating actively and thinking for themselves
- students are supported in becoming independent learners through the tutorial and PHSE programmes
- students are well motivated by relevant and challenging tasks
- target-setting is a meaningful process negotiated with each student and managed carefully by the teacher to assist learning and aid progress
- the targets of SEN students are met through individual education plans which are catered for by teachers in their planning.
- the progress of each student is monitored and tracked through department assessment procedures and through the ongoing regular analysis of whole school data
- good standards of co-operation and behaviour as well as good relationships in the classroom contribute to an atmosphere conducive to learning; this will be achieved through the provision of clear guidance on behaviour and discipline, which clearly emphasises rewards and sanctions
- learning which takes place outside the curriculum is equally valued.

On a broader basis, this policy should also be read in conjunction with the following policies:

- Curriculum,
- Special Educational Needs,
- Able & Talented,
- Assessment, Recording and Reporting,
- Homework
- Behaviour.