

Teaching for Learning Policy

Date	Review Date	BoM	Co-Author
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Effective schools are learning organisations where everyone is improving and extending their learning skills.

Teachers or tutors are the single most important resource any pupil can have. Good teaching will stay with the individual throughout his/her life because it has such an impact on the learning process.

Good teaching generates effective learning. The Teaching for Learning Policy seeks to influence and improve the craft of teaching by increasing its impact on every curriculum policy and behavioural procedure already in place. This policy will help ensure pupils receive a consistent and inclusive entitlement and influence how the curriculum is taught.

At Quest School we set suitable learning challenges, respond to pupils' diverse needs, and seek to overcome potential barriers to learning and assessment. We are also committed to secure and sustain effective teaching and learning, and we regularly monitor and evaluate the quality of teaching standards and pupils' achievements

PUPILS LEARN BEST IN AN ENVIRONMENT IN WHICH:

- Learning is enhanced by being inclusive, stimulating and well-organised, with strong visual and kinesthetic elements.
- School organisation encourages pupils' independence.
- Confidence and self-esteem are valued and promoted.
- The attitudes of tolerance, consideration, responsibility and self-discipline are promoted.
- Relationships between pupils and adults are good, with mutual interaction and respect.

PUPILS LEARN BEST IN AN ENVIRONMENT WHERE POSITIVE ATTITUDES TO LEARNING ARE ENCOURAGED:

- Where expectations of all staff and pupils are high.
- Through a broad and balanced curriculum which reflects the National Curriculum, individual interests, and needs of the pupil, and promotes British values. The

The Quest School

curriculum is differentiated appropriately taking account of ability, children's diverse backgrounds and equal opportunities.

- Through organisation of pupils (whole class, groups, pairs, or as individuals) which best supports optimum inclusion.
- Through a structured and organised approach to the school day in which the pupils understand their role and that of all adults.
- Through a variety of teaching strategies including questioning, instructing, interacting, explaining, observing, discussing, demonstrating, doing, modelling, and reflecting with an emphasis on pupil involvement.
- Where teachers plan effectively so there are clear learning intentions which the pupils understand, and success criteria are clearly understood.
- Where assessment is used efficiently and effectively to inform future teaching, both formative and summative assessment
- Where feedback and marking are used to improve the pupil's learning, encouraging and involving them so they understand what success looks like and evaluate their own work, where appropriate.
- Through direct and first-hand experiences in which the pupils are involved, ideally practically, to the greatest possible extent.
- Where pupils are engaged in worthwhile, challenging and appropriate tasks that encourage them to fulfil their highest potential.
- Through a system where pupils' needs are recognised and supported.
- Through consistency of expectation of social, communication and behaviour skills between home and school insofar as possible to arrange in collaboration with parents.

EFFECTIVE TEACHING TAKES PLACE WHEN:

- Teachers closely monitor the pupils' achievements, planning ensures the pupils' learning is moved forward and attitudes to work are good.
- Teachers have high expectations of students in terms of both their standard of learning and their behaviour, and they help their students meet those expectations.
- Teachers and tutors have a good working knowledge of subjects they teach.

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- Tasks are chosen to match learning objectives.
- There is a high level of pupil / staff interaction, which engages, challenges and stimulates.
- Teachers provide a safe and orderly environment, so students can learn effectively and achieve their potential.
- Pupils and staff value each other's contributions and are prepared to listen and respond accordingly.
- Links with parents and carers are good.

THE HEADTEACHER AS 'LEADER OF LEARNING' SUPPORTS BY:

- Developing staff competence and collaboration in both the planning and the teaching of the curriculum, and other activities within the school, underpinned by the School Development Plan.
- Ensuring all staff understand and agree on the hallmarks of effective teaching and learning, and share a commitment to their implementation.
- Clearing the way for teachers to teach by absorbing and intercepting extraneous tasks and behaviours as far as possible.
- Monitoring and evaluating teaching strategies, curriculum content, progression and expectations through shared leadership.
- Maintaining good channels of communication across the whole staff team encouraged by an open, consultative and decisive management style which inspires loyalty, teamwork and confidence.
- Recognising and developing staff strengths, skills, and expertise.
- Encouraging staff to advance both professionally and personally.
- Facilitating staff training that allows good opportunities for staff development and addresses the priorities identified in the School Development Plan.
- Ensuring staff are praised, valued and encouraged as professionals, backed up by the school's established systems of support and Performance Management.
- Setting individual and whole school targets for raising the achievements of pupils, with progress towards these monitored, evaluated and acted upon.
- Promoting an active and ongoing dialogue with pupils: sharing their concerns, interests and successes.
- Providing adequate and appropriate resources within financial constraints of the organisation.
- Facilitating all Annual Reviews in the presence of parents and carers, which impact in turn on curriculum, teaching, and learning
- Creating a culture of high performance and continuous improvement.