

Teaching and Learning Policy



Reviewed Summer 2017

VISION:

At Eastway, our vision is that we become a community of effective learners who have a love of learning and are developing skills and attributes that will help them lead successful, fulfilled lives. In order to achieve this, we believe that our pupils can expect to be taught by teachers who are 'good' or better.

BLP is the pedagogical approach that will support us in achieving our vision.

AIMS OF THE POLICY:

To outline the pedagogy of Eastway School so that all practitioners can create this vision.

OBJECTIVES:

To identify key features of effective learning

To identify key features of effective teaching

To outline the expectations for lesson planning, delivery and evaluation

To form the basis for monitoring, evaluation and review of teaching and learning at Eastway

EFFECTIVE LEARNING:

Effective learning results in pupils who are motivated and curious; know what they have learnt, how they learnt it and what they need to do next. Effective learning leads to pupils who make good progress.

EFFECTIVE LEARNERS ARE:

Resilient

Resourceful

Reflective

Reciprocal

Within these 4 dispositions, effective learners make use of 17 capacities (see appendix 1) that support their learning.

Very effective learners recognise when they are using these capacities and how the capacities help them learn. Very effective learner have growth mindset.

EFFECTIVE LEARNING OCCURS WHEN LESSONS:

- Are challenging, creating stretch and 'stuckness'
- Are engaging
- Are relevant
- Are interactive
- Are built on pupils' interests
- Are not limited by time-frames
- Are designed with content **and** capacity objectives
- Give time for reflection
- Create "I made sense of ..." or "We worked out..." moments
- Have challenging activities with teachers as explorers as well as pupils
- Have built in opportunities for assessment of content and learning
- Are fun

TO CREATE EFFECTIVE LEARNERS AT EASTWAY, EVERYONE AT SCHOOL WORKS HARD TO BE AN EFFECTIVE TEACHER.

Effective teachers at Eastway have:

- A commitment to excellence for themselves and all their pupils
- A commitment to excellent inclusion practices for all learners (See inclusion policy)
- An excellent knowledge and understanding of the curriculum and assessment requirements
- An excellent understanding of BLP and how it enhances learning development
- An excellent understanding of how to develop a growth mindset
- An excellent knowledge of each child's level of attainment, targets and learning needs
- Are committed to continuing professional development

Effective teachers at Eastway:

- Use their knowledge of the pupils, BLP and the curriculum to plan units of work that will motivate and engage learners
- Use AfL strategies effectively
- Ensure that lessons are inclusive and meet the learning / social needs of ALL pupils
- Design lessons with clear BLP and content objectives
- Develop clear success criteria, often with the pupils
- Evaluate learning in lessons against content and LP objectives
- Adapt future plans to take account of prior learning
- Create 'wild' or challenging activities and tasks that enable pupils to stretch their LPs
- Add value to learning by giving clear feedback on strengths and areas for improvement both in content and LPs
- Secure good progress for all pupils
- Build strong relationships with pupils based on mutual respect and effective behaviour management
- Create opportunities for pupils to develop their own peer and self-assessment strategies
- Makes good use of resources, including ICT, to enhance and support pupils as learners
- Manage additional adults effectively to add value to pupils
- Reflect on their own practice and seek to make improvements where possible
- Take responsibility for aspects of their own continuing professional development / learning

MONITORING AND EVALUATION

Teaching and learning will be regularly monitored through formal and informal methods (See Monitoring Schedule / Policy). Teachers are given feedback on lessons observed, with the aim of constantly improving what we do.

If an observed lesson falls below the expected standards, targets for improvement will be set and support offered. Follow-up observations will be made.

Teaching and Learning Policy**OBSERVATION SHEET**

TEACHER:	OBSERVER:
CLASS:	DATE:
LESSON:	
Units of work that will motivate and engage learners	
Clear BLP and content objectives	
Clear success criteria developed(with pupils)	
'Wild' or challenging activities and tasks that enable pupils to stretch their Learning Powers	
By giving clear feedback on strengths and areas for improvement both in content and Learning Powers	
Build strong relationships with pupils based on mutual respect and effective behaviour management	
Adapt future plans to take account of prior learning	
Good use of resources, including ICT, to enhance and support pupils as learners	
Opportunities for pupils to develop their own self-assessment strategies	
Evaluate learning in lessons against content and LP objectives	
Manage additional adults effectively to add value to pupils	