

BROOMFIELD SCHOOL

TEACHING AND LEARNING POLICY

RATIONALE

At Broomfield School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' standards; their attitudes and behaviour; and their attendance to enable all our pupils to achieve their full potential for learning and living. As a Right Respecting School, we are also committed to teaching all pupils about their shared rights and using this to promote positive and purposeful learning behaviour.

The purposes of this policy are to:

- Promote and share understanding of what makes effective teaching and learning, and ensure pupil entitlement.
- Promote the progress of all pupils.
- Provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self evaluation process.
- Support continuous professional development.
- Contribute to the effective delivery of performance management within the school.
- Share good practice.
- Influence the school's strategic plan for improvement by informing curriculum planning and design.

Aims & Objectives:

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- teach children about the shared rights of all children, as set out in the Convention on the Rights of the Child (CRC);
- develop children's self-respect and encourage children to respect the rights, ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people and to respect the equal rights of all;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- raise standards of achievement in all National Curriculum areas, especially English and Maths, by providing children with access and appropriate challenges;

EFFECTIVE TEACHING AND LEARNING

Broomfield School recognises that teaching is most effective when teachers:

- Demonstrate good subject knowledge and understanding in the way they present and discuss curriculum subject areas.
- Are technically competent in teaching skills.
- Challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding.
- Treat children fairly and give them equal opportunity to take part in activities.
- Use methods, approaches and styles which enable all pupils to learn effectively.
- Manage pupils well and secure high standards of behaviour.
- Use time, support staff and other resources, especially ICT, effectively.
- Assess pupils' work thoroughly and use assessments to help and encourage pupils to progress.
- Use assessment evidence to plan effectively, setting appropriate objectives that pupils understand.
- Use home/school liaison effectively to reinforce and/or extend what is learned in school.

All teachers are entitled to:

- Regular evaluation of their work
- Feedback on their effectiveness
- Their achievements being valued and celebrated by the school
- Professional development opportunities which
 1. support their continuing effectiveness
 2. support the needs of the school and the community.

Broomfield School recognises that learning is most effective when learners:

- are engaged, appropriately challenged and extended
- acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding
- understand and respect the rights of all children, and how we can promote these shared rights through positive action and decision making
- are motivated to work to the best of their abilities
- show interest in their work and sustain concentration
- develop independent learning strategies
- understand what they are doing, how well they have done and how they can improve
- make good progress.

All pupils are entitled to:

- teaching of good quality
- feedback on their progress
- clear targets for improvement
- advice and support
- Their achievements being valued and celebrated by the school
- A stimulating learning environment
- Learn about their rights and how to respect the rights of others

Evaluating our effectiveness

The above criteria form the basis for evaluating the effectiveness of teaching and learning in the school. We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful and that learning should only be evaluated as effective when it secures good progress for all pupils.

Teaching and Learning will be evaluated through:

- planning
- assessment records
- classroom observation
- data analysis
- work scrutiny
- pupil interviews
- staff interviews
- parent consultations.

Securing Consistency

The performance of all teachers will be evaluated against whole school agreed criteria. The responsibility for monitoring and supporting teachers in the classroom will fall to line managers/subject co-ordinators or members of the SLT. The school will check the accuracy of its own judgements by having them monitored in turn by either

- an accredited Performance Review Consultant or Assessor
 - a LA Adviser
 - an external consultant
 - peer review
- or an Accredited OFSTED Inspector.

All individually agreed performance objectives will be monitored by the headteacher or team leader.

Contribution to school and teacher self-evaluation

Good teaching and learning are at the heart of an effective school. Information gathered through our evaluation will be used to improve the school by:

- providing feedback to staff on their performance
- securing appropriate professional development opportunities in line with the teacher's and the school's needs
- sharing good practice
- influencing the school's strategic plan for improvement and informing curriculum planning and design.

Contribution to performance management

The performance management cycle focuses on assessment of teaching and analysis of pupils' learning to guide the setting of targets for improvement. Information gathered through classroom observation will therefore guide the professional development of the teacher, inform the School Development Plan and contribute to the effective delivery of performance within the school.

Monitoring, evaluation and review of the policy

The operation of the policy will be monitored and its success evaluated by the SLT and the Governing Body. An annual review of the effectiveness of the policy will be carried out involving all staff.

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