



**Merchant Taylors'**  
School

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# Teaching and Learning Policy Stanfield

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## **TEACHING AND LEARNING POLICY**

### **1. INTRODUCTION**

Stanfield seeks to create a culture in which learning is highly valued and well supported so that all pupils fulfil their potential and leave school with a love of learning. The role of teachers is to facilitate the learning of the pupils. This policy sets out how teaching is to be undertaken so as to best promote learning. This policy also considers the role of agents other than the classroom teacher in the learning process.

### **2. PROMOTING LEARNING EFFECTIVELY**

A pupil can only be an effective learner if he/she is involved in the process of learning and can then apply that process to different contexts. To achieve this, we strive to meet the following eight learning objectives:

- I. Pupils learn with a sense of purpose and are interested in the subject matter
- II. Pupils have a belief that their attainment is a function of the manner in which they approach their learning and not pre-determined by personal characteristics
- III. Pupils recognise that they have a range of learning skills and an awareness of which ones they should employ in a given context
- IV. Pupils have a clear understanding of the success criteria when undertaking a learning activity
- V. Pupils are informed as to how well they are performing and what they need to do to improve
- VI. Pupils learn in an environment which is purposeful, open, collaborative and respectful so that they feel safe to test their ideas, ask questions and take risks. Mistakes are viewed as an inherent part of the learning process.
- VII. Pupils have access to high quality learning resources
- VIII. Pupils are set tasks which challenge all pupils regardless of prior learning and natural abilities

### **3. Effective 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

## 4. ROLES AND RESPONSIBILITIES

The eight pupil focused objectives rely on a range of agents fulfilling their roles and responsibilities which are designated as follows:

### 4.1. Teachers

- The teacher should ensure that pupils are active learners by setting tasks which focus on the learning objectives and are both accessible and challenging to all pupils rather than merely presenting information to passive pupils.
- Assessment by the teacher of pupils' learning plays a key role in the learning process. It should be used to inform the teacher when planning future lessons and tasks. It should be used by the teacher to give informative feedback to pupils. Feedback should help pupils and teachers to set targets for future learning. Success criteria should be clearly communicated. Within Stanfield, the Assessment Policy sets out the range of assessment methods that teachers should use regularly and thoroughly and teachers use information from that assessment to plan teaching so that pupils can progress. Both the school wide Assessment and Reporting Policy gives further guidance to the form written feedback should take. Teachers should, where appropriate provide opportunities for peer and self-assessment to encourage pupils to be reflective and to understand better success criteria. Teachers should encourage and support pupils to give constructive feedback to their peers. Both homework and class-work is suitable for peer or self-assessment.
- Dialogue between a teacher and pupils and between a pupil and other pupils is a powerful learning tool: it reveals hidden misunderstandings, is useful in ensuring targets set are appropriately challenging, is an essential tool for assessment and can also be used to promote higher order thinking. Teachers should consider carefully the questions they ask do not just test whether pupils have absorbed information. Questions in lessons should include open ended ones designed to uncover pupils' insights and misconceptions and to push them towards a better understanding. Teachers should also promote written dialogue when they mark work by providing opportunities for pupils to demonstrate they have taken on board and acted upon the targets they have been set.
- Teachers should consider the language they use. Praise should focus on the way pupils have completed a task rather than just the outcome or a pupil's innate qualities.
- Teachers should maintain high standards of behaviour so that pupils feel safe and are focused on their learning. Expectations of behaviour should be made clear and the teacher should model behaviour conducive to learning. If pupils are not meeting the required expectations of behaviour the teacher is responsible for taking action proportionate to the offence in accordance to the Behaviour Policy.
- Teachers should collaborate with peers to share good practice and useful learning resources.
- Teachers should take advantage of opportunities to develop their practice such as: engaging with training, evaluating the impact of their pedagogy, observing others and seeking advice from colleagues.
- Teachers should be aware of and implement guidance from the Learning Support Department to help pupils with additional learning needs achieve their full potential.
- Teaching and learning is in line with Part 6 of the Equality Act 2010.
- Teaching and learning 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.

- Remote education plans remain in place for pupils and all standards of teaching and learning aforementioned apply. Pupils who are required to self-isolate on account of COVID-19 will be offered remote teaching and learning, with lessons offered in line with the School Remote Learning Policy and Expectations.

#### **4.2. Deputy Head / Subject Leaders**

- The Deputy Head and Subject Leaders should monitor the learning experience of pupils to ensure an appropriate level of consistency across the school. In order to do this they should undertake: lesson observations of their team members' lessons, exercises in pupil voice, and scrutiny of pupils' work and staff marking ("book looks"). The Deputy Head / Subject Leaders should use this information to work out priorities for future departmental developments. If the Deputy Head / Subject Leader uncover instances of standards not being met they should take action to address the issue and then continue to monitor the situation to check the issue has been resolved. The Headmistress should be kept informed if instances of underperformance are not rectified, repeated or are considered sufficiently serious.
- Records of monitoring activities described in 2.1 and minutes of meetings should be kept.
- If a teacher indicates that there is a pupil who is having problems in terms of their performance or behaviour then the class teacher should offer support and advice and ensure that parents and pastoral teams have been informed. The Deputy Head / Key Stage Leader should facilitate department wide discussion about strategies to help pupils with difficulties to encourage the sharing of good practice. The Deputy Head should review the monitoring of the pupil with the class teacher.
- The Deputy Head / Key Stage Leaders should support the teachers by facilitating the sharing of good practice and resources by all members of their team. They should help staff within the team to plan and build on existing skills, enhance performance and to provide a strategic input to Stanfield's future success.
- The Deputy Head / Subject Leaders are responsible for ensuring that the curriculum on offer is well-balanced, stimulating, challenging and interesting and fulfils the requirements of the curriculum. Subject Leaders are responsible for writing subject schemes of work, but the Deputy Head should oversee this.
- Deputy Head / Subject Leaders should ensure that teachers and pupils have access to the most appropriate resources to support learning within the constraints of Stanfield's budget.

#### **4.3. Senior Management Team (SMT)**

- The SMT is responsible for coordinating and monitoring the different sections of the Stanfield community to achieve the best possible learning outcomes.
- The SMT should facilitate and support the development of teaching skills.
- The SMT is responsible for whole school curriculum decisions with the aim being to well-balanced, stimulating, challenging and interesting and fulfilling the requirements of the curriculum and entrance assessments for Year 6 pupils.
- The SMT should set the agenda for the future direction of teaching and learning in terms of: the focus of staff training, priorities set for Subject Leaders to monitor and annual evaluation of the learning experience of pupils across Stanfield.
- The SMT should set school rules and ensure they are enforced to ensure pupils feel safe and in the right frame of mind to learn.

#### **4.4. The Learning Support Department**

- The SEND Department should support staff in identifying those with Special Educational Needs and Disability.
- The Learning Support Department should provide strategies for pupils and teachers to enact which will help SEND pupils fully access the school curriculum and learn as effectively as possible.

#### **4.5. Pastoral Teams**

- The Pastoral Teams should monitor pupils' learning progress across the range of subjects by using school reports, exam results, pupil voice and work scrutiny.
- They should communicate with parents and teachers if there is a cause for concern in a pupil's learning progress with a view to determining the cause and finding a solution.
- They should help pupils monitor and evaluate their own learning and help them set targets or offer advice.
- They should communicate with parents and teachers to help identify behavioural or emotional impediments to a pupil's learning and help find strategies to help pupils and teachers cope with these.

#### **4.6. Governors**

- The Governors responsibility is to hold the SMT to account in its efforts to best provide for pupil learning.

#### **References**

1. Admissions Policy
2. Assessment and Recording Policy
3. Behaviour Management Policy
4. Curriculum Policy
5. SEND Policy
7. Pastoral Care, Discipline and Exclusion Policy
8. Reporting and Feedback Procedures
10. Supporting Pupils with Long Term and Serious Medical Conditions in School Policy