



JAMES ALLEN'S GIRLS' SCHOOL

TEACHING AND LEARNING POLICY

AIMS

- To ensure the highest standards of teaching across the School, to enable pupils of all ages to learn most effectively
- To take account of individual needs and stages of development, and build on pupils' knowledge and experience within a context of equality of opportunity for all, regardless of their gender, colour, ethnic origin, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction
- To equip pupils with the skills to become enthusiastic and independent learners
- To help pupils develop skills, knowledge and concepts relevant to everyday life
- To have a consistent approach to classroom management and organisation
- To provide a positive and stimulating work environment for all
- To provide a curriculum that takes into account the diversity of interests of pupils attending the School and recognises the knowledge and experiences that pupils bring to School
- To ensure effective planning, delivery and evaluation of the curriculum throughout the School

JAPS (Pupils' aged 4-11, Years R to 6)

Expectations - Teaching and Learning

We expect teachers:

- To be a positive role model
- To ensure that learning is progressive and continuous
- To provide a challenging and stimulating programme of study to all children in their care
- To uphold professional standards, including being punctual, well prepared and organised
- To manage change and the development of their own professional expertise
- To maintain an up-to-date knowledge of educational developments
- To work collaboratively and share expertise.

We expect children:

- To attend school regularly and be punctual for lessons
- To behave appropriately, in line with our behaviour policy
- To be organised by bringing the necessary books and kit to lessons, taking home letters and completing homework tasks
- To take increasing responsibility for their own learning
- To have a positive attitude towards school life.

We expect parents and carers:

- To ensure their children attend school regularly and arrive on time.
- To participate in discussions concerning their child's progress and attainment
- To support the school's behaviour policy
- To support the teaching and learning in school by offering encouragement and praise to their

children, hearing them read, helping them to learn spellings and maths tables and understanding the importance of homework.

We expect all members of the school community:

- To uphold the aims of the school
- To work as a team, motivating, supporting and encouraging each other
- To offer equal opportunities in all aspects of school life
- To provide an environment in which everyone can feel safe, secure and have high expectations of behaviour
- To provide positive relationships and a sense of belonging to the whole school community.

Approaches to Teaching and Learning

We use a variety of strategies to encourage children to work to their fullest potential. These include:

- Questioning
- Explaining
- Instructing
- Observing
- Assessing
- Diagnosing
- Recording
- Listening
- Giving feedback
- Marking work
- Providing first-hand experiences through
 - Workshops
 - Educational Visits
 - Fieldwork
 - Visiting Speakers

Classes are organised in a variety of ways to allow children to work individually, in small groups, or contributing to whole class activities. Children are encouraged to work collaboratively, co-operatively and independently.

Teachers provide children with activities designed to be interesting and challenging, which will introduce them to new concepts and consolidate previous skills and knowledge. The types of activity may include:

- Practical investigations and experiments
- Creative activities
- Open-ended investigations
- Predicting outcomes
- Workshops

Children's progress is evaluated on an ongoing basis. Further details are in our Assessment Policy.

In order for children to have an effective learning experience, each lesson must be well-planned. We use long-term, medium-term and short-term planning to cover all that will be taught in the classroom.

The teacher is responsible for ensuring that work is suitably differentiated; children may be withdrawn, individually or in groups, for extra support, or receive support in the classroom, from the SENCO and Support Staff.

We believe in celebrating achievement of individuals. The ways in which we do this are explained in the Rewards Section of our Behaviour Policy.

Further detailed information about classroom practice is contained in the Teaching and Learning Guidelines in the JAPS Staff Handbook.

JAGS SENIOR SCHOOL (Pupils aged 11-18, Years 7-13)

Teaching

1. Teaching should enable all pupils to learn as effectively as possible and to fulfil their potential.
2. Teaching should motivate pupils to extend their knowledge, understanding and skills and should kindle their enthusiasm for the subjects which they are studying.
3. Teachers should endeavour to develop good relationships with all their pupils, offering wise counsel and pastoral care and showing patience and good humour. They should promote and encourage good behaviour.
4. Lessons should be stimulating, challenging, planned with clear objectives and appropriately related to the scheme of work. Good lessons are often conducted at a lively pace and encompass a variety of different activities.
5. Teachers should make appropriate use of a range of teaching strategies such as: whole class teaching, group work, encouraging individual independent learning, use of thinking time, developing extended tasks, peer marking and review.
6. Teachers should familiarise themselves with each pupil's learning needs and ensure that lessons and homework allow differentiation. Additional support or extension work should be provided for those pupils who would benefit from it.
7. Teachers should monitor pupils' progress carefully and share information with form staff when a pupil appears not to be fulfilling her potential.
8. Teachers should encourage pupils to make their own notes and to think critically for themselves; "spoon-feeding" and reams of photocopied teachers' notes should be avoided.
9. ICT should be used as a tool to enhance pupils' learning where relevant hardware and software are available and appropriate.
10. Teachers should arrive promptly and expect their pupils to do the same.
11. Teachers should always check for absentees from their lessons and alert form tutors to any who are not present, unless the pupil's absence is already known.
12. Appropriate homework should be set in accordance with the homework timetable and, if the homework has been handed in, it should be marked and returned promptly.

13. Teachers should take advantage of continuing professional development to remain well informed about their specialist subject and general educational issues.

Learning

Pupils are expected:

- to take increasing responsibility for their own learning, being prepared to undertake independent research and wider reading
- to arrive on time to lessons with the appropriate equipment
- to adhere to the school's Behaviour Code
- to participate fully in lessons
- to complete the homework set and submit it on time to their teacher
- to ask for help and support when they are experiencing difficulties

Last Updated: January 2010

Review arrangements: full review by Management June 2011 (or earlier if major legislative change)