



**HILBRE HIGH SCHOOL
HUMANITIES COLLEGE**

**TEACHING AND LEARNING
POLICY**

Purpose:

- To ensure a consistent approach in teaching and learning so that all pupils make rapid and sustained progress.

Aims:

- To raise standards of achievement.
- To realise the full potential of each individual, irrespective of socio-economic background, gender or ethnicity.
- To create a teaching and learning environment, which is stimulating and challenging.
- To ensure that all pupils are aware of their current level of performance and know what they must do to improve.
- Promote the values of the school by upholding agreed policies and routines in order to ensure consistency in our approach across all classrooms.

This policy should be used in conjunction with the Marking Policy (including the Presentation Policy and Literacy Policy).

In order to achieve our aims we will adhere to the following:

Teachers' Standards	To provide high quality learning and teaching we will:
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • Promote a culture of encouragement, praise and high self-esteem enabling students to have pride in their work. • Challenge work that is below expectation, including homework and reward students who have worked above expectation. • Use the reward system appropriately.
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> • Use the learner journal (or agreed alternative) to track progress over the year and the key stage. • Use Directed Improvement and Reflection Time (DIRT) as a tool for guiding pupils to reflect on the progress they have made and what steps they need to take to move their learning forward. • Use targets to trigger appropriate interventions.
3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> • Plan lessons carefully with a view to challenge, pace, structure and variety. • Ensure aims and objectives are clearly communicated and where appropriate, link to prior learning. • Acknowledge that importance of questioning as a key tool in driving learning forward. • Ensure that questioning is differentiated according to ability. • Ensure questioning allows think time to allow students to make higher quality responses. • Enable students to work, learn and interact in a variety of ways including individual work, learning in pairs and in groups. • Ensure students consolidate learning through tasks including oral feedback, practical demonstrations and written accounts. • Take responsibility for promoting high standards of literacy in both verbal and written form. • Set all homework on the 'Show My Homework' website. • Ensure homework consolidates and extends class work.
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> • Maintain an accurate and current Teacher Information File (TIF) to support teaching that responds to the needs of all pupils. All Special Educational Needs (SEN) information should be highlighted within the TIF. • Differentiate appropriately to meet the needs of all pupils and of all abilities.
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> • Use detailed formative and summative assessment to ensure that pupils know if they are achieving the expected standard or if they need to catch up. • Give regular feedback, both orally and through marking (see Marking policy). • Give opportunities for students to reflect upon and assess their own and each other's work and progress. • Ensure teachers, students and parents are aware of the level at which learners are working, the progress they are making and their targets for improvement.
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • Ensure consistent use of rules and routines for behaviour (C1, C2, C3/detention system) • Maintain a safe and stimulating environment
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • Take responsibility for improving teaching by responding to advice and feedback from colleagues. • Deploy support staff effectively (Teachers' Standards, 2012). • Take part in Continuous Professional Development (CPD) programmes as directed in the appraisal process.

