

LEARNING AND TEACHING POLICY

AIMS AND OBJECTIVES

At Hampshire Collegiate School we believe in the concept of lifelong learning and the intellectual freedom to be creative, for both our pupils and our teachers. Pupils should leave HCS equipped with skills to learn and a positive attitude to learning.

To do this we focus on the school aims:

- At HCS we focus on the individual.
- We believe that every child has special qualities – it is our responsibility to define and refine these.
- We support a broad vision of excellence for our children and our teachers.

It is the schools intention to foster in pupils

- The application of effort (intellectual, physical and creative)
- Interest in their work
- The ability to think and learn independently

Objectives:

- To demonstrate a clear and ambitious purpose resulting in the school community learning together reaching ever higher levels of attainment.
- To ensure that learning is a rewarding and enjoyable experience for everyone.
- To equip our pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and to move on with confidence to the next stage of their education.
- For teachers and pupils to understand that people learn in different ways and need to understand themselves as a learner.
- To offer a rich and varied learning environment that along with a well motivated and highly skilled staff allows the pupils to develop their skills and abilities to their full potential.
- To offer a broad, balanced and exciting curriculum that aims to promote the spiritual, physical, moral, cultural and mental development of each individual.
- To make effective use of teaching methods and activities – with an eye to utilising adequate quality, quantity and range of resources.
- For teachers to ensure that they have effective time management and an eye on the pace of the lesson.
- Teachers will make effective use of the school's behaviour and discipline policy to manage behaviour, encourage pupils to behave responsibly and also to ensure that all pupils have equal opportunities to access the learning opportunities.

Teaching – Good Practice:

All staff have the responsibility to:

Plan teaching effectively

- Ensure that planning will help to achieve the school's aims
- Prepare termly plans/grids for the subjects you are responsible for
- Work with colleagues as appropriate in this planning
- Prepare plans according to criteria agreed
- Prepare weekly plans to reflect progress/differentiation of groups and individuals
- Prepare lessons with beginning, middle and plenary and including resources
- Lesson plans to be appropriate to pupil age, ability and being informed by an understanding of each child's aptitude, needs and prior attainment.
- Copy of weekly plans to Deputy Head (JS) emailed or Handwritten by Mondays, 8:30am, for that weeks teaching in the Junior School and as requested by Heads of department Senior School.
- Copy of Medium and Long Term Plans to Deputy Head (JS) and Heads of Department Senior School.

SEE ALSO- PLANNING POLICY

Teach effective lessons

- Ensure that teaching will help to achieve the school's aims
- Have a thorough knowledge and understanding of the subject to be taught
- Make objectives of lesson clear to the children and your expectations of them
- Activities to be well chosen using a variety of teaching strategies and must promote learning
- Must meet the needs of all the children, those with individual needs and EAL
- Have high expectation of all so as to challenge and deepen children's knowledge and understanding
- Ensure that progress in learning is happening
- Effective use of time and resources
- Maintain good behaviour to allow all to learn effectively
- Use of appropriate and clear language
- Plenary session to allow evaluation and assessment where necessary
- Lesson to close in an orderly way

Assess, record and report

- Ensure that assessment fulfils the school's aims
- HOD and HOS will need to evaluate pupil performance in terms of the school's aims and in terms of national norms
- Carry out assessments as specified in the assessment schedule
- Assessed pieces of work to be evaluated as agreed and filed as required
- Assess children's achievements and record systematically and consistently to monitor their attainment and progress
- Assessment information to be used as a contribution to curriculum development and planning
- Relevant assessment of pupils with special needs or EAL students
- Keep all records as required
- Oral and written reports to parents as agreed schedule and format

SEE ALSO - ASSESSMENT POLICY

Mark work and set homework

- Work should be marked frequently, accurately and consistently in accordance with school guidelines
- Comments should be positive, detailed and specific to assist and encourage pupils to make progress
- Homework should be relevant and set according to guidelines laid down

SEE ALSO MARKING POLICY

LEADING LEARNING AND TEACHING

The central responsibility for learning and teaching 3-18 lies with the Leadership Team who will have high expectations of learners and teachers and will evaluate the effectiveness of learning outcomes. They will work together to develop a successful personalised learning culture and ensure a consistent and continuous school wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.

The Vice Principal will initiate and support research and debate about effective learning and teaching within the school, UCST and beyond and develop relevant strategies for performance improvement and also be responsible for providing relevant INSET. Excellence will be celebrated and good practice will be shared. Developments in learning and teaching will be communicated to parents and the wider community via newsletters and publications.

LEARNING DEVELOPMENT FOR PUPILS AND TEACHERS IN PURSUIT OF OUR AIM FOR A BROAD VISION OF EXCELLENCE FOR OUR TEACHERS AND PUPILS

Learning development is a very strong feature of our school from 3-18. The pupils will be assessed and given feedback about themselves as a learner. Teachers will be encouraged to be reflective about their teaching.

For teachers learning development, this will include UCST training in the use of interactive whiteboards as a teaching tool and training in the use of different teaching strategies. Staff will also have access to teaching and learning resources across the company and be expected to contribute to the design, trialling and evaluation of such resources.

Some teachers will be asked to join the company Teacher Leader programme and will be trained alongside representatives from other UCST/ULT schools and academies. HCS will also be represented on any raising achievement forums. Some teachers will be invited to take up an MA with Warwick University. With these programmes teachers will be involved in small scale research projects which will inform our developments in learning and teaching.

The Leadership Team and UCST consultants, will work alongside the teachers to focus on depth and quality within each subject or stage of a pupil's education. Learning may be extended both in quantity and quality to meet the individual needs of each pupil, where appropriate an individual learning plan (ILP) will be in place. In the JS each child will have an ILP that will include English and Maths targets and may have additional targets that represent a child's particular interests and strengths. Learning development expertise comes from the the SENcos from the Junior and Senior Departments as well as Learning Support Assistants and specialist teachers. They will put in place good practice to support learning for all pupils and particularly those who need additional support to access the curriculum. There is an able gifted and talented register and pupil's needs are catered for through the ILP's in the Junior School and through differentiated planning, work and homework throughout the school.

Current learning development projects include:-

- MA Discussion Group – current staff taking part in discussions to develop research and practice relating to their work MA work with Warwick University
- Heads of year learning development work in tutor time on developing independent learning skills (Senior School)
- Super Learning Days that focus on the pupils understanding themselves as learners.(Junior School)
- Sixth Form learning development e.g Talking Crocodiles Programme and Sixth Form Conference
- Transition – quality of learning and teaching across KS2 and KS3- HODs (SS) and HOS (JS) meetings
- Teaching and Learning Strategies – Dr Mike O’Neill (UCST) – consultancy work
- Learning Outside the Classroom and Differentiation - 2 strands of the HCS Strategy Plan – led by the Vice Principal – see action plan
- Maths Development in the Junior School – see action plan

Research literature informs us that the range of teaching strategies and learning opportunities provided for our pupils needs to cater for all learning styles in order that no one is excluded from the learning process.

There is no one theory or model which fully describes learning differences or offers a panacea for teachers. Working with one of the models can help teachers to recognise powerfully the extent of the differences in the way people learn and the fact that there is no single best way to teach. They can provide teachers with a powerful tool to help them examine and develop their practice (Scottish Consultative Council on The Curriculum, 1996)

LEARNING IS AT THE HEART OF OUR SCHOOL

- Pupils and their parents are the central focus of the school. The school seeks to serve pupils and meet their individual and collective needs.
- Learning that is motivating, rewarding, stimulating and leads to success, is the most important aspect of school life.
- Pupils are encouraged to take responsibility for their own learning, recognising that each pupil learns differently and that making mistakes and taking risks are both part of learning.
- Pupils need to be shown “how to learn”
- The school will encourage pupils to set high expectations of themselves and taking responsibility in setting out to achieve high standards.
- Pupil progress will be carefully monitored during all stages of their education, through regular tracking, interim and full reports.
- Regular and frequent evaluation of learning will provide staff, parents and pupils with feedback so that the pupils’ learning targets can be adjusted. Evaluation will be via learning walks carried out by the Leadership Team, regular lesson observations and work scrutinies.
- Success in all areas of learning will be rewarded and a positive ethos maintained in all aspects of school life.

TEACHING THAT MOTIVATES WILL HELP US TO FULFIL OUR AIMS

- Teachers will ensure that the pupils are motivated by enjoyment and they will encourage innovation and excitement and will also allow time for reflective thinking

- Teaching will be responsive to the variety of learning styles and the individual needs of the pupils and this will be apparent in their planning
- Teachers will evaluate what has been learnt and give constructive feedback to pupils
- Teachers will lead the management of the learning process with the assistance of other staff and in consultation with their pupils
- Teaching strategies used in the school will value and encourage the importance of independent learning and learning through collaboration with others.
- Teachers will enhance learning with special activities and curriculum enrichment days
- Teachers will use technology as a fully integrated tool in all areas of the curriculum
- Teachers will inspire confidence and act as a positive role model
- Teachers will offer an exciting and attractive work environment with lively displays both inside and outside the classroom.
- Teachers will contribute to research into learning and teaching and share good practice as well as taking part in professional training opportunities

THE ROLE OF PARENTS

- Parents are the most important educators of their children and the school wishes to work in partnership with them to encourage and motivate our children to reach their potential.
- There will be regular meetings and communications about the progress made by each child. In Early Years pupils will all have a “Learning Journey” document as part of the EYFS and parents are expected to contribute to this.
- There will be regular reviews of practice and curriculum information evenings in addition to regular items about teaching and learning in the weekly bulletin..

POLICY REVIEW

Learning and teaching will remain at the heart of all we do and this policy should be considered as a developing policy, constantly under review.

LEARNING AND TEACHING IN THE EARLY YEARS FOUNDATION STAGE – IN LINE WITH QCA GUIDANCE

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing skills, knowledge and understanding. During the foundation stage many of these aspects of learning are brought together effectively through playing and talking.

Effective learning involves:

- Children initiating activities which promote learning and which enable them to learn from each other
- Children learning through movement and all their senses
- Children having time to explore ideas and interests in depth
- Children feeling secure, which helps them to become confident learners
- Children learning in different ways
- Children making links in their learning
- Creating imaginative play activities, which promote the development and use of language

Teaching means imparting information and skills in a systematic way, leading children forward and helping them to make connections in their learning. Teaching has many aspects including planning and creating a learning environment, organising time and resources, interacting, questioning and working with and observing children, assessing and recording children's progress and sharing knowledge gained, with other practitioners and parents.

Effective teaching involves:

- Working in partnership with parents and understanding that parents continue to take a prime teaching role with their children
- Promoting children's learning through planned experiences and activities which are challenging but achievable
- Modelling a positive range of behaviours
- Using language which is rich and using correct grammar
- Direct teaching of skills and knowledge
- Interacting with and supporting children in a way that has a positive affect on the child's attitudes to learning
- Using carefully framed questions because this is crucial in developing children's knowledge
- Planning the indoor and outdoor environment carefully to provide a positive context for teaching and learning
- Assessing children's development and progress to serve several purposes

Review Date: October 2012