



ST IVO SCHOOL

Teaching and Learning Policy

Approved: May 2017, Governors Curriculum Committee

Next review due: May 2019

'When teachers see learning through the eyes of the student and students see themselves as their own teachers.' Visible learning – Hattie.

At St Ivo we place great importance on the quality of the teaching and the associated learning of our students. Our aim is for all students to achieve their potential therefore this is a key policy which is evidence-based focussing on the ideas of Dylan Wiliam (Embedded formative assessment) and John Hattie (Visible learning).

1. Aims:

- 1.1 To ensure that all lessons are good or outstanding within the school.
- 1.2 To assist students in becoming better learners.
- 1.3 To assist teachers in developing their professional skills by providing a mutually understood framework that focuses on a small number of foci.

2. The St Ivo 5 Strands of the improving teaching strategy (implicit in all the following is the idea of differentiation/challenge for all):

- 2.1 Clarifying, sharing, and understanding learning intentions and success criteria.
- 2.2 Eliciting evidence of learners' achievement.
- 2.3 Providing feedback that moves learning forward.
- 2.4 Activating students as instructional resources for one another.
- 2.5 Activation of students as owners of their own learning.

3. Frameworks to assist staff in the delivery of good or better lessons:

- 3.1 A Lead Practitioner is available to work developmentally with any member of staff who requests it. This is delivered in the spirit of supportive development rather than in a judgemental manner.
- 3.2 Regular Teaching and Learning meetings are scheduled (and the method of their organisation reviewed annually to ensure the most effective deployment of time) to provide time for staff to discuss and reflect.
- 3.3 Staff are aware of other policies that support the development of good or better lessons such as the behaviour policy.

- 3.4 Data (assessment, FFT predictions, FSM, SEN, Pupil Premium, CATs) is easily available to staff to aid planning of lessons.
- 3.5 The 'Teaching and Learning' website has a large number of constantly developing resources to support staff developing their expertise in particular areas.
- 3.6 Regular feedback to staff from SLT and HOD on lessons identifying strengths and areas for improvement in their lessons.
- 3.7 Staff have access to the St Ivo lesson planning guide to support the development of effective lessons.
- 3.8 Staff are encouraged to use the lesson planning form during lesson observations to summarise the lesson. This assists the teacher to easily identify specific groups of students and to support them in ensuring key information is communicated to the observer which makes it easier for them to contextualise the lesson in the higher grades.
- 3.9 Staff all have access to the lesson observation form which is structured around the current Ofsted framework and helps a teacher to know what is being looked for during observations.
- 3.10 Staff have access to the St Ivo Learning Intentions and Success Criteria guidance document to support effective practice.
- 3.11 Staff have access to the St Ivo Questioning guidance document to focus on expected practice in school.
- 3.12 A department review will be conducted regularly. As part of the process each department will produce a Department Self Evaluation and Review Form (SERF) which will help the team identify and disseminate best practice and to receive feedback on the quality of teaching seen. This will assist in the identification of foci for the team going forward.

Monitoring of the policy:

- 4.1 All teachers have appraisal targets that link directly to some of the 5 strands.
- 4.2 Regular department reviews ensure an accurate profile of the teaching staff is maintained allowing strengths and areas for improvement to be identified.
- 4.3 SLT will do regular 'drop in' sessions around the school. These learning walks provide valuable data on the quality of our teaching on a day to day basis.
- 4.4 Pupil voice work is used at a department level and a whole school level to establish pupil perceptions.