

Policy on Teaching and Learning

NEED: To provide a whole school framework for effective teaching and learning that directly contributes to raising the standard of teaching and learning with the school and help in reaching the desired attainment.

It covers following objectives:

To briefly outline the characteristics of effective teaching and learning.

To set out essential elements to be addressed in all schemes of work in the school and to be carried through into the lesson planning.

To use these elements to provide the main focus for monitoring of the curriculum

To provide ongoing professional development opportunities for staff to continue to develop and reflect on teaching skills.

EFFECTIVE TEACHING AND LEARNING:

Effective learning takes place when pupils are personally involved in their learning and it happens when:
Pupils know what they are aiming to achieve.

Pupils can work in a variety of ways as independent learners, in pairs or in groups.

Pupils are encouraged to ask questions and /or report their findings to others.

Pupils experience work appropriate to their ability that challenges but is not beyond reach.

Pupils experience a range of tasks.

Pupils are supported through identification of skills, concepts, research, vocabulary, technical language needed to complete the task.

Pupils know the criteria for assessing their work and how they can achieve maximum success.

Pupils must enjoy their learning process.

Pupils can transfer learning skills to other learning situations.

Pupils are encouraged to use subject specific vocabulary when developing their knowledge and understanding.

Pupils make decisions about the outcome of their work.

Pupils reflect on the work they have done and are involved in identifying errors. Pupils can test and refine their own ideas.

Pupils must value their success and celebrate it

Pupils are able to work in a secure and attractive learning environment.

TEACHING IS EFFECTIVE WHEN:

Pupils understand the lesson's aims and objectives.

Pupils are on task in an orderly atmosphere conducive to learning. Classroom management is appropriate to the teaching situation.

Pupils have opportunities to be proactive and involved.

Clear targets are set for pupils and they receive feedback on the strengths and areas for improvement in their work based on regular assessment.

Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst pupils.

Teachers use questioning to challenge and deepen the understanding.

Teacher-pupil relationship is effective, praise and positive reinforcements are used.

The learning environment is attractive and appropriate to the subject and activity.

ESSENTIAL ELEMENTS OF SCHEMES OF WORK:

Teams need to plan their work carefully to raise the achievement of all young people. As the scheme of work is only worthwhile, if it is a working document that all members of the team use a framework from which to develop detailed lesson planning. It should be developed by all team members to share ideas to give a variety of experiences to our pupils.

Essential elements of a unit of scheme of work are: Identification of theme to be studied

Statement of main objectives of lesson o

Knowledge

o Concepts

o Skills

o Key Skills (Literacy, Math, ICT)

Reference to any part(s) of the national curriculum programme of study.

Statement of relevant learning outcomes

Identification of assessment opportunities like formative, summative, listening, speaking etc

Differentiation by inclusion of ideas for support of pupils with specific difficulties

Listing of resources

Challenging task for high achievers and special programme for gifted and talented pupils

To identify the cross curricular links to incorporate within their scheme

Curriculum guidance teams are expected to use this frame work to monitor the delivered curriculum.

The objectives of monitoring are:

To ensure agreed objectives are consistently put into practice by all.

To provide professional feedback to each of us on the effectiveness of teaching strategies

To identify priorities for development in our practice that will aid the achievement of our school aims to raise achievement of all young people.

Monitoring of the Curriculum

AIM:

To undertake activities that will allow an informed picture to be built of the effectiveness of curriculum provision in practice.

Further to carry out monitoring in such a way that processes outcome are used to support the outgoing professional development of staff involved and to identify targets for development that will further develop the quality of provision.

ACHIEVED BY:

Class Room Observation focused on selected aspects of teaching and learning. A good lesson will be the one where assessment is done to ensure that pupils have made progress.

Analysis of samples of Pupils work focused on delivery of schemes of work, pupils learning outcomes and assessment.

Sampling of planning focused on effectiveness of translation of schemes of work into lessons.

Result analysis and use in Teaching and learning. After each assessment the result analysis is done and an action is done at each level. This analysis is to be used for modifying the teaching strategies and lesson planning.

Principal/ Supervisors are to observe lessons on regular basis, and to see that the scheme of work is in progress. Lesson observation feedback is given to teacher along with the suggestions for improvement.

Teachers are advised to go for peer observation. Teachers are given training through workshops conducted by senior management team and external experts.

UPDATED AND REVIEWED

MARCH 2023.