



Westcott Church of England School

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Headteacher **Mr Barry Grace**

Westcott Church of England School Teaching and Learning Policy

Principles

Teaching should be:

- well planned – with a clear structure to lessons
- interactive - involving the pupils in their learning
- motivating – engendering enthusiasm for subjects in the pupils
- differentiated – to meet the needs of groups of pupils
- informed – by what the pupils know, understand and can do.

Teachers should recognise that:

- each learner is unique and has a preferred learning style
- building and maintaining learner self-esteem optimises learning
- learners make great progress in an environment rich in language and interaction
- learners progress by setting appropriate learning goals for themselves and reviewing these regularly
- learning is more effective in a safe and secure environment
- long term learning is aided by structured peer learning with built in opportunities for discussion for discussion
- learning is more effective when there is a variety of short, structured tasks where there are learning choices
- formative assessment is an essential part of teaching and learning.

Planning

Planning for teaching should include:

- clear teaching activities
- appropriate subject related vocabulary
- activities differentiated for groups of pupils
- assessment opportunities (for identified groups of pupils)
- appropriate key questions to develop learning
- resources to support and reinforce/extends what has been learned in the lesson.





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Planning for learning should include:

- clear learning objectives
- opportunities for co-operative working in pairs or groups
- opportunities for independent study
- making links between lessons on a similar subject
- opportunities for pupils to ask questions and contribute to whole class discussion
- opportunities to explore, investigate and research.

Lesson Structure and Time Allocation

Lessons should include:

- a clear three part lesson with a beginning, middle and end
- appropriate amount of time and number of lessons to cover the curriculum
- decisions made about blocked or continuing units of work

Interactive Teaching

Teachers should use a variety of skills and techniques to ensure genuine interaction

between teacher and pupil such as:

- effective questioning using a range of open and closed questions
- planned opportunities for discussion in pairs and groups
- effective use of the plenary session to allow pupils to explain their thinking
- **a variety of activities that stimulate pupils' thinking and curiosity which will encourage debate.**

Motivating Pupils

Teachers should use a mix of learning activities

- a variety of teaching styles
- a variety of resources and artefacts.



Differentiation

Teachers should employ a variety of strategies for differentiation; these should include differentiating by:

- resource – using ICT, a variety of media and study guides at all times ensuring readability.
- response – using clear objectives, accessible questions and explicit assessment criteria.
- support – using other teachers, adults and other pupils effectively
- task – using a variety of tasks matched to pupil abilities with some choice and a range of outcomes.

Teachers should employ differentiation in a manageable way whilst at the same time ensuring the needs of all pupils are met. This can be achieved by:

- planning activities for no more than three groups of pupils (exceptionally four)
- modifying the activities within these groups for pupils with different learning needs
- employing classroom assistants in a planned and informed manner.

The Use of Assessment

Assessment should be part of the everyday work of teachers. It should be used to:

- inform the short term planning cycle
- inform teachers about the progress of pupils
- inform pupils how well they are doing and what they need to improve
- enable pupils to undergo self assessment

Classroom Organisation and Management

Should include:

- appropriate grouping of pupils
- a learning environment
- a variety of ways of working involving individual, paired, group and whole class
- effective use of resources
- modelling good examples of work.



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Monitoring and Evaluation

The monitoring of this policy will be the responsibility of all subject co-ordinators and the Head teacher:

- subject co-ordinators will observe teaching and learning and suggest
- developments in their subject areas
- Staff will produce an action plan prioritising these developments over time and resourcing appropriately
- Members of the appropriate committee of the governing body will receive
- regular reports of progress.