
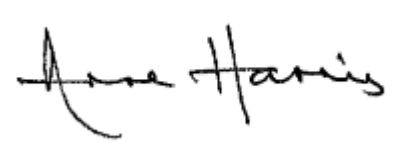




TEACHING AND LEARNING POLICY

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Policy for Teaching and Learning

AIMS:

By delivering an academic curriculum through creative approaches to teaching and learning, we aim to ensure high levels of both progress and attainment for all pupils whatever their needs and:

- **nurture** every pupil's unique individuality through a strong sense of engagement between teachers, pupils and parents/carers.
- **challenge** and stimulate all pupils, encouraging in them a life-long passion for learning.
- **inspire** confidence and creativity in our young people so that they can emerge with a clear vision for their future.

We aim to help our pupils:

- enjoy their learning through experiencing success
- become independent, imaginative and creative learners who take responsibility for their learning
- become resilient and reflective learners
- feel secure and comfortable in a positive learning environment
- develop lively, enquiring minds
- recognise and develop their own personal skills
- use language, number and ICT effectively

TEACHING & LEARNING STYLES

Teachers at Chichester Free School should use a mix of strategies to motivate and encourage enthusiasm for their learning by ensuring:

- they have an enthusiastic, exciting approach to learning that will inspire, motivate and engage students
- they consistently use and apply the principles and practices of the school's behaviour management policy to support the development of an excellent and effective environment for learning
- they set high expectations of success for every learner.
- their lessons provide pace and challenge.
- assessment for learning is used effectively to check understanding and progress.
- pupils are regularly provided with effective feedback (verbal or written).
- cooperation and teamwork through collaborative learning
- they develop pupils' resilience at working independently.
- they actively engage with parents/carers.
- iPads are used in a way which enhances learning.

LEARNING SUPPORT

At Chichester Free School teachers ensure that:

- they know the individual requirements of all pupils they teach, whether they are students with special educational needs, have English as an additional language or are gifted and talented.
- where they are in place, Access Plans/Individual Provision Maps are used when planning lessons.
- they liaise with the SENCo so that the learning opportunities and support provided are meeting all pupils' needs, enabling them to make good progress.
- they use any support staff effectively and seek feedback from them about the pupils' learning.

Learning Support Assistants should:

- wherever possible, be involved in the planning of the learning that they will support.
- expect the teacher to provide a brief overview of what he/she requires from them and from the children.
- be engaged as actively as possible in supporting the learning of pupils, i.e. they should make use of time when there is whole class in-put by being involved in such activities as making observations on oral contributions and assisting the teachers in their assessment of pupil understanding.
- understand how to intervene by asking pupils appropriate, open questions so they are best able to provide relevant support that will lead to pupils gaining understanding and making progress
- always be positive in the way they interact with pupils, setting a good role model.
- ensure that they comply with and consistently use the school's Behaviour Policy throughout the school.

MONITORING OF TEACHING & LEARNING

This is the responsibility of all teachers, the principal and senior leadership team and the governing body:

Teachers will:

- regularly evaluate their short term and medium-term plans and the outcomes for the learning in the light of progress and attainment.
- regularly carry out snapshots of other teachers in order to share good practice and learn from each other.

Middle Leaders will:

- carry out regular monitoring of the teaching and learning within their team through lesson snapshots and work trawls
provide the first level of teaching and learning support where required

Senior Leaders will:

- oversee and monitor the teaching and learning and ensure that teachers are given every opportunity to maintain and improve their practice.

The Governors will:

- have overall responsibility for standards of teaching and learning and gain a strategic overview of the policy's effectiveness.