

## Introduction

The Learning and Teaching Policy is underpinned by the Mission Statement of Moira House Girls School.

The Learning and Teaching Policy lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all the other policy statements should be read.

Learning and teaching is the purpose of our school. It is the means by which we implement a broad and balanced curriculum.

Although we recognise that extensive learning takes place within the classroom, students are offered many opportunities for learning outside the classroom.

All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the learning and teaching process and building on students' skills, knowledge and understanding.

Teachers are managers of the learning environment facilitating and supporting all students to reach their full potential. In order to facilitate the learning process there needs to be opportunities for professional development for teachers.

A good learning environment is created when students participate in and are motivated by the presentation of the lesson content, interact well with the teacher and other students and improve their skills and confidence in themselves as learners.

Students need to feel that they are learning and therefore achieving.

All members of Roedean Moira House Girls School are most strongly encouraged to:

“Develop a passion for learning - to be the best that they can be.”

## Effective learning

Effective learning is achieved when students:

1. Effective learning is achieved when students:
  1. Become literate and numerate
  2. Communicate easily by:
    - learning to communicate effectively;
    - becoming articulate and offering opinions;
    - listening to and valuing the ideas of others;
    - developing the ability to share;
  3. Create good relationships with others by:
    - being understanding, appreciative, thoughtful and caring;
    - being positive, polite, friendly and kind;
    - showing mutual respect and loyalty;
    - developing a sense of family and community;
  4. Are at ease with themselves through:
    - the development of self confidence;
    - taking pride in their own achievements;
    - developing good self awareness and positive self esteem;
    - becoming better able to deal with their emotions;
    - having the appropriate knowledge and skills to develop into totally rounded people.

5. Are motivated to:
  - take an active interest in their studies aided by encouragement and support from their parents/guardians;
  - be creative and be willing to try anything new;
  - develop an enquiring mind and question what is happening;
  - set their own goals and be ambitious;
  - improve their performance to achieve to their full potential;
  - enjoy lessons and readily respond to the challenge of the tasks set;
  - love learning and have the confidence to explore unfamiliar territory;
  - demonstrate, in assessments and tests, that they are performing at least as well as can be expected, according to standards for their age and ability;
  - share and celebrate their talents and abilities;
  - aspire to achieve excellent work;
  - care about the presentation of their work and look after resources.
6. Take responsibility for:
  - their learning.
  - being self motivated.
  - evaluating their achievement of learning objectives/outcomes.
  - concentrating on tasks set and listening attentively when appropriate.
  - raising questions, to try to find answers, and asking for help when needed.
  - developing the ability to work autonomously, increasingly taking the initiative.
  - being creative with their time.
7. Have developed or are developing the following skills and attitudes:
  - Perseverance.
  - An ability to respond positively to opportunities.
  - An ability to modify and redraft work.
  - An ability to make good choices and be accountable.
  - An ability to be an independent thinker.
  - An ability to retain knowledge, apply it in unfamiliar contexts and make connections with other work.
  - Leadership potential.
  - An ability to reflect on and learn from current achievements.
8. Understand the implications of social learning by:
  - arriving on time to lessons, appropriately equipped.
  - being able to adapt easily to different ways of working.
  - evaluating their own work and making realistic judgements about it.
  - perceivably gaining in skills, knowledge and understanding, given their age and ability and the time available.
  - being able to decide the best methods to adopt and the resources they should have.
  - communicating information and ideas, offering comments and explanations.
  - feeling that they are valued by their teachers and that their achievements are being recognised.
  - having an awareness and appreciation of the world, environments, people, religion and cultures.
9. Understand the need to be fit and healthy - to be mentally and physically prepared for learning.
10. Have parents who encourage the pupils to do their best and support the teachers when appropriate.

The primary aim of Roedean Moira House Girls School is to ensure that all the girls in our care are entitled to and receive the best education possible.

### Effective teaching

Effective teaching is achieved when teachers:

1. Make their lessons purposeful:
  - through carefully planned, well structured and paced lessons;
  - by making aims and objectives explicit to students at the beginning of each lesson, task or topic and involving students actively in their evaluation of learning achievement (not just a passive process);
  - through explicitly checking understanding and reviewing work covered in each task or topic and providing intervention or additional support where needed;
  - through good time management; by starting lessons on time and avoiding dead minutes at the end.
2. Have high expectations of themselves and their pupils.
3. Make lessons interesting and stimulating to generate active learning by:
  - consciously showing enthusiasm and a love for their subject;
  - devising imaginative/creative approaches which motivate and inspire the students and make learning fun and meaningful;
  - being well organised and allowing students to develop their own ideas and thoughts through challenging material;
  - varying teaching styles, learning activities and the learning environment to maintain the students' interest whilst supporting their different learning styles.
  - inspiring a love of learning through a love of teaching;
  - using praise, encouragement and positive reinforcement to foster self esteem, motivation and confidence;
  - creating a climate where failure is a learning opportunity;
  - regularly displaying examples of students' work and other relevant stimuli to provide an environment conducive to learning;
  - encouraging students to demonstrate their skills through formal presentations, drama, debate and role play;
  - using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome.
4. Create an orderly environment and manage classes efficiently by:
  - matching teaching style to lesson objectives and group dynamic;
  - organising physical resources in ways which will promote orderly classroom management in a relaxed atmosphere;
  - being consistent about classroom procedures and the agreed classroom expectations;
  - setting and marking homework regularly (identified by the published homework timetable), consistently and usefully and following up non completion punctiliously;
  - keeping up to date and accurate records in mark book and submitting assessment data for reporting in line with the published deadlines;
  - being flexible enough to adapt their lesson plan to take account of students' contributions, ideas and responses and the mood of the group;
  - expecting the highest standards of behaviour and engagement;
  - regularly reviewing student grouping to promote effective learning.
5. Match learning activities/opportunities to all abilities and preferences by:
  - using evidence of prior attainment to gauge students' individual capabilities;
  - using information on an individual's preferred learning styles;
  - testing understanding and acquisition of knowledge through a variety of means;
  - using appropriate differentiated materials and tasks which ensure that all students are actively participating in lessons;
  - setting high expectations for all students and rewarding achievement with praise;
  - setting group work with opportunities for leadership when appropriate;
  - letting the students work together but develop individually when appropriate;

- recognising cultural differences and differentiating Learning and Teaching to ensure the full engagement of students.
6. Develop positive and productive working relationships with students by:
- leading by example and being approachable and consistent.
  - listening to them and looking for their feedback.
  - treating them as individuals and valuing their contributions.
  - having a confident and assured command of subject matter, which is regularly updated.
  - appropriate self evaluation, professional development, observations, discussions, and training.
  - being clear with instructions, questions and explanations.
  - being caring, fair, reasonable, patient and approachable.
  - understanding and promoting the value of focussed discussion and setting ground rules for speaking and listening.
  - fostering mutual respect, both student to student, teacher to student and teacher to parent.
  - encouraging parents to support student learning.
7. Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans by:
- using a variety of formative in-class assessment, which relates to the subject area.
  - marking consistently and positively in line with whole school and department policies.
  - giving regular feedback either through marking of work or verbally to students about their work and setting them "SMART" targets.
  - encouraging self-assessment and peer assessment in the drive to strive for improvement.
  - encouraging students to take responsibility for their own learning e.g. through independent study, self-assessment and setting their own targets.
  - checking progress against potential by critically using benchmark data.
8. Encourage students to extend their learning beyond the classroom.

In order to have the most effective teaching, parents need to support teachers by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

### **Management of learning and teaching**

Heads of Department should ensure that there are opportunities for staff to:

- Observe each other
- Plan lessons with other teachers
- Use department time to discuss effective lesson planning and strategies
- Include suggested teaching strategies in all schemes of work
- Devote meeting time to developing teaching and learning
- Have access to an effective range of quality resources and of sufficient quantity and variety.

### **Related policies and documents**

This policy should be read in conjunction with the following policies and documents:

Employee Handbook  
Staff Handbook  
Code of Conduct for Employees



# ROEDEAN MOIRA HOUSE LEARNING AND TEACHING POLICY 2018-2019

Health Safety Handbook  
Boarding Staff Handbook  
National Minimum Standards for Boarding Schools  
ISI Handbook for the Inspection of Schools, Regulatory Requirements  
Teachers' Standards  
Departmental Handbook  
Curriculum Policy  
Classroom Practice Policy  
Complaints Policy (Pupils)  
Complaints Policy (Parents)

POLICY REVIEWED BY SCHOOL: June 2018

POLICY REVIEWED BY SCHOOL COUNCIL:

NEXT REVIEW: