

The Swan School Policy - Teaching and Learning

Aims:	<ul style="list-style-type: none"> To ensure that all students achieve more than they ever believed possible by ensuring that teaching and learning experiences are of the highest quality. Whole school ethos and routines create a culture where there are no disruptions to lessons and students are free to learn to the best of their ability. <p><i>This will be achieved by:</i></p> <ul style="list-style-type: none"> A shared understanding of what makes an effective lesson. A focus on frequent, high-quality professional development opportunities for all staff on teaching and learning as part of the school's morning meeting cycle. A feedback culture within the school where teachers actively seek out opportunities to give and receive feedback on their own teaching and learning practices. Creating opportunities for teachers to actively discuss approaches to teaching and learning. Robust systems for identifying and celebrating outstanding practice. Robust systems for identifying any practice that does not meet expectations and supporting staff members appropriately.
Targets/ Outcomes	<ul style="list-style-type: none"> Excellent progress and attainment of all students A calm, purposeful atmosphere across the school, where students are free to learn to the best of their ability. No disruption to learning in lessons. All teachers regularly discuss approaches to teaching and learning, sharing new best practice and new approaches, and seeking out feedback on their own practice.
Definition:	<ul style="list-style-type: none"> At The Swan, we believe that there are six key components of a highly effective lesson: <ul style="list-style-type: none"> Culture for learning - highest expectations of behaviour, clear routines to organise learning efficiently Connecting the learning - retrieval practice, curriculum links to prior and future learning Direct instruction - teacher as the expert, clear explanations and modelling of intended outcomes Deliberate practice - students practise to consolidate learning in appropriate work conditions (individual, pair, group) Checking for understanding - throughout the lesson to assess what students know and identify misconceptions Reteach - proactively re-teach aspects of the lesson to address misconceptions. Check for understanding. Professional development at The Swan takes two main forms: <ul style="list-style-type: none"> Progress Check Afternoons and Data and Planning Days - teachers reflect on assessment information and adapt upcoming teaching and curriculum plans accordingly. Morning meetings - Sharing research, deliberate practice, peer observations, coaching conversations. Teaching and learning is routinely talked about throughout the week.
Roles and Responsibilities:	
Students will:	<ul style="list-style-type: none"> Expect to learn in every lesson and have a positive attitude towards their studies Complete all tasks set to the best of their ability Follow all expectations first time, ensuring that everyone has the right to learn.
Teaching staff will:	<ul style="list-style-type: none"> Plan high quality lessons as part of their longer term curriculum planning. Plan high quality homework as part of their longer term curriculum planning. Ensure that all lessons include the six key components of a highly effective lesson. Make use of student profiles to ensure that all students are known and are being appropriately challenged in lessons. Actively participate in all professional development opportunities on teaching and learning, including deliberate practice, and sharing of research, and coaching conversations. Take part in peer observations and actively seek out feedback on their own practice. Regularly reflect on their own practice, seeking out opportunities for feedback and to improve. Actively participate in Data and Planning Days and Progress Check Afternoons, using assessment information to adapt their curriculum and teaching and learning plans.
Accelerated Learning team will:	<ul style="list-style-type: none"> Lead of the creation of accessible profiles for students with SEND, making clear their particular needs and effective strategies to support and challenge their learning. Liaise with teaching staff to ensure that the needs of SEND students are understood and support/challenge strategies are effectively used.
Parents and carers will:	<ul style="list-style-type: none"> Discuss with their child how they are getting on in school, encouraging them to reflect on what is going well and how they will address any learning gaps. Provide a suitable place for their child to complete homework and prepare for assessments.
SLT will:	<ul style="list-style-type: none"> Ensure that the Teaching and Learning policy is known by all staff, in particular the six key components of a highly effective lesson. Design and implement a professional development programme that allows staff to reflect on and refine their own teaching and learning practice. Embed a feedback culture across the school where teachers feel comfortable to take risks and actively seek out opportunities to give and receive feedback on their own practice. Monitor the quality of teaching and learning through ACS, peer observations, learning walks, data analysis, and work sampling. Implement a clear improvement pathway to support teachers if concerns are raised about the quality of teaching.
Related Docs:	<ul style="list-style-type: none"> Recognition and consequences, Assessment policy, Feedback policy, Professional Development Programme, Key components of a highly effective lesson.

Monitoring Date:	Monitored By:	Full Review Due:	Review By: