
Policy: Teaching and Learning

Members of this school community believe that:

- The potential of our students is unknowable and we should behave accordingly
- We believe that everyone in our community are learners, including students, parents, teachers and governors
- Learners are most effective when they are empowered, inspired and enthused
- Students learn best when they are healthy, safe and secure.

We believe effective teaching and learning occurs:

- When learning is active and pupils are challenged and have to grapple with their learning
- When students take responsibility for their learning
- When students are shown how to improve, through the modelling of good, excellent and outstanding work
- When students are inspired to learn
- When students develop a love for learning and for the subject,
- When students' confidence grows and they feel able to make mistakes
- When students are reflective
- When students are encouraged to be creative
- When students show self-discipline
- When students feel safe and are encouraged and valued
- When learning outside the classroom complements and reinforces classwork
- When students are encouraged to analyse, synthesize and evaluate
- When students' curiosity about the world increases.

- When there is strong collaboration between members of our community

- Where the school creates a caring environment where children can maximise their potential
- When teachers understand how children learn.
- Where teachers have excellent subject knowledge and aspire to excellent teaching
- When teachers are organised and plan effectively
- When teachers have enthusiasm and energy
- When teachers use a variety of teaching strategies
- When teachers' questioning strategies encourage higher order thinking
- When teachers know their students well and personalise their learning

We believe effective assessment and feedback occurs when

- It is used to improve students' performance
- It enhances learning by showing children how to improve
- Advice leads to action and subsequent evidence of improvement is clear
- There are a variety of strategies, including self, peer and teacher assessment
- Assessment needs to be suitably challenging and give pupils confidence. Failure is seen as part of the learning process and is reflected upon.

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We believe that the learning of our students depends on a strong relationship with parents

- We work with parents to promote positive attitudes towards school and learning
- We aim to have open dialogue with parents through our tutors. We will give parents information about their child's attainment and attitude to learning
- We ask parents to ensure the child has the best attendance record possible and that they come to school ready to learn
- We ask parents to instil good learning habits and talk to their children about their learning
- We believe that the school and parents should aim to avoid the application of excess pressure on our children to achieve.

We believe that effective teaching and learning depends on good leadership.

Middle and Senior Leaders will:

- Outline a vision and make teaching and learning the key priority at West Buckland School.
- Create a culture of learning and improvement
- Ensure strategies are based on evidence of what creates school improvement
- Communicate to staff high expectations of teaching and learning and encourage creativity
- Monitor and evaluate the effectiveness of strategies
- Analyse data that will help all teachers provide effective intervention
- Aspire to model / demonstrate excellence in everything
- Provide opportunities and time for teachers to develop excellence in the classroom
- Monitor the quality of teaching and learning and provide feedback to help teachers develop their practice

We believe that we need to evaluate constantly the teaching and learning in the school through:

- The work of learning clusters of teachers. These groups develop ideas and hone teaching practice from the bottom up
- Drop in lessons and learning walks, (either organised by the cluster groups or SLT)
- An annual system of appraisal, including self review, with links to the national standards for teachers
- Time set aside in department meetings to think about teaching and learning
- Regular 'books looks' organised by departments
- Regular tracking of pupils' progress
- Annual, (or more frequent), questionnaires of the pupils organised by departments
- The use of 'student voice' groups in the school
- Annual departmental reporting to the headmaster and SLT
- Reporting to governors through the meetings of the Education and Pastoral committee.

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