

Conyers School

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TEACHING AND LEARNING POLICY

Updated: October 2019

Origin: Nicola Farrow & Chris Aitkin

Introduction:

Promoting excellence in teaching and learning drives school improvement planning at Conyers. The standards exemplified in the Conyers Q approach to classroom practice aim to promote dynamic teaching resulting in engaged, highly motivated learning. All learners at Conyers are entitled to well-paced teaching, which ensures continuity, progression and high challenge. Teaching should be designed to promote active learning opportunities and encourage independent thinking.

“The classroom is the engine room of the school”

Policy:

The Q Standard

When designing the learning in a lesson or across a series of lessons, the Conyers Q standard provides a flexible framework for planning effective learning. This embodies the school’s expectations for classroom practice:

- Lesson design should focus on achieving the desired learning outcomes: how far will students acquire knowledge or skills, develop ideas, or increase understanding?
- Planning should be personalised to ensure strong student progress and incorporate a variety of teaching and learning approaches. (Blooms’ Taxonomy **is** particularly relevant here.)
- Learning objectives will be displayed, discussed and evaluated every lesson
- Clarifying learning objectives should lead to careful consideration of a clearly structured lesson, usually incorporating the following elements:
 - Bell work and starters which give inclusive opportunities to activate prior learning, contextualise the learning and reinforce concepts
 - Teacher input delivered in a variety of ways
 - Student activities planned to actively engage all learners in processing content
 - Learning reviewed via planned plenaries which highlight progress against learning objectives
- Assessment for Learning should inform future planning
- ICT should be used wherever possible to facilitate effective use of teacher planning time, enhance teacher input to lessons and support students’ learning, both in the classroom and at home
- Scaffolding and extension activities will be provided where appropriate to cater for Special Educational Needs and Highly Able students
- Individual Student Profiles should be considered with regard to students on the SEN register. Teaching Assistants should be consulted or included in planning wherever possible.
- Homework should be constructive and challenging, extending/deepening class learning and developing independent learning skills
- Team meeting time should have a main focus on developing approaches to effective teaching and learning

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Climate for Learning

The teacher's role in establishing a positive climate for learning through effective classroom management and fostering good relationships is crucial. Teaching and learning is most effective when:

- Teachers promote a positive ethos encouraging independent, self-reliant learners
- Expectations are high, consistent and clearly understood
- Relationships are maintained through the school's positive behaviour policy
- Achievement is celebrated in classrooms and across all aspects of school life
- Students' learning is supported with well established routines for each lesson
- Support staff are well informed, share planning and feel confident about their work, having a good knowledge of what they are doing and why
- Opportunities for teaching and learning beyond the classroom are exploited, such as assemblies, tutorial time and enrichment activities

All of the above will be most effectively applied when the principles of Conyers Ten are adhered to: expectations, planning, seating for learning, variety, questioning, stretch and challenge, differentiation, pace, feedback and assessment, relationships

The Learning Environment

At Conyers School we recognise the vital importance and impact of the school environment in all aspects of teaching and learning.

Teachers and support staff should:

- Ensure that the learning environment is safe
- Display and use stimulating resources effectively in the classroom and communal areas to support learning
- Encourage students to take pride in and care for the school environment
- Encourage students to take responsibility for being properly prepared for lessons

How it will be monitored: Lesson Observation/walk through Link meetings Work Scrutiny Governors' Reports	By Whom: Team Leaders, Executive Team Conyers Local Governing Body's Teaching & Learning Committee
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Review Date: November, Annually	Review Assigned to: Executive Team Conyers Local Governing Body's Teaching & Learning Committee
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