



TEACHING AND LEARNING POLICY

Staff Responsible:

Principal

CCS Vision

We will

- be a leading school for the 21st Century, providing outstanding education for 4-19 year olds
- be a Centre for Learning for the whole community
- establish an ethos of kindness, tolerance and honesty
- prepare young people for the world of work and develop their understanding of business and enterprise in a global economy
- promote sport, the arts and lifelong learning for all

Aims

All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on student's skills, knowledge and understanding. Teachers are managers of the learning environment facilitating all students to reach their full potential. In order to facilitate the learning process for teachers there needs to be opportunities for professional development.

A good learning environment is created when students participate in and are motivated by lesson content, interact well with both the teacher and others students and improve their skills and confidence in themselves as learners. Students need to feel that they are learning and therefore achieving.

Teaching

Effective Teaching

In order to have the most effective teaching, parents need to support teaching staff at the school 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.

All teachers will aim to make their lessons purposeful, interesting and stimulating; create an orderly environment with efficient classroom management; match the learning activities to all abilities and different types of learning; develop positive relationships with students; use both formative and summative assessment to evaluate student's progress

- **Planning and Preparation**

Teachers should plan lessons which allow students to progress in their learning, the learning objectives are stated clearly, the learning outcomes/success criteria defined and students understand how to improve. The pace of the lesson and effective questioning will help to motivate and challenge all students and activities are differentiated by task, resource, outcomes and or method.

- **Teaching Styles**

Teachers should vary their teaching styles to cater for all styles of learning and allow students to work both independently or collaboratively. Teachers use positive and proactive behaviour management encouraging students to achieve their best.

- **Assessment, Recording and Reporting**

Teachers should assess pupils' work regularly (according to department/key stage /school policy) and use the analyses of the data to adapt their teaching and support pupils' progress. Refer to Whole School Assessment policy.

- **Learning Support**

Teachers should plan and be aware of the specific learning needs of their pupils in liaison with the SENCO and DSP manager where appropriate. LSA and TAs will be utilised to ensure pupils are supported in their learning

- **Continuous Professional Development**

Teachers should endeavour to continuously update their subject knowledge and teaching practice and plan their own CPD programme in conjunction with their line manager and professional tutor.

Learning

Effective Learning

When learning is effective students...

- Are motivated to take an active interest in their studies, enjoy lessons and respond well to challenge, demonstrate that they are performing to their potential.
- Take responsibility for their own learning and evaluate their achievements, concentrate on tasks, help each other, work collaboratively and independently.
- Persevere with tasks, meet deadlines and respond positively to opportunities given to extend their learning.
- Arrive on time to lessons, appropriately equipped; adapt easily to different ways of working, communicate information and ideas

Monitoring and Evaluation of Quality of Teaching and Learning

All members of Staff have a key role in monitoring and evaluating their own practice. See below the different tiers of quality assurance.

- Classroom Teachers / Form Tutors
 - Curriculum Leaders/Key Stage Manager
 - School Leadership Team
 - Reviews of Teaching and Learning by School Leadership Team.
System of appropriate intervention and support for teaching staff where needed.
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